

La Cañada High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|--|
| School Name | La Cañada High School |
| Street | 4463 Oak Grove Drive |
| City, State, Zip | La Cañada, CA 91011 |
| Phone Number | 818-952-4270 |
| Principal | James Cartnal, 9-12 Principal; Jarrett Gold, 7/8 Principal |
| Email Address | jcartnal@lcsud.net; jgold@lcsud.net |
| Website | www.lcsud.net |
| County-District-School (CDS) Code | 19646591934611 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|-----------------------------------|
| District Name | La Cañada Unified School District |
| Phone Number | (818) 952-8381 |
| Superintendent | Ms. Wendy Sinnette |
| Email Address | wsinnette@lcsud.net |
| Website | www.lcsud.net |

School Description and Mission Statement (School Year 2020-2021)

La Cañada is an incorporated residential city with a population of approximately 25,000 residents, located between Glendale and Pasadena in the greater Los Angeles area. La Cañada High School serves students in grades 7 - 12 and is the lone secondary school in La Cañada Unified School District (LCUSD). There are 698 students in grades 7/8 and 1362 students in grades 9 - 12, which accounts for approximately half of all students enrolled in the District.

La Cañada High School has been named both a California Distinguished School and a National Blue Ribbon School. LCHS 7/8 has been re-designated as 1 of 56 Schools to Watch in California. The U.S. Department of Education has recognized LCHS for "high achievement and exemplary programs", for rich extracurricular activities, and for strong community support.

LCHS offers a rigorous curriculum. An advanced pathway is offered in grades 7/8 to qualifying students in mathematics. In grades 9-12, there are 19 Advanced Placement (AP) courses and all AP teachers are College Board certified. Approximately two-thirds of LCHS students enroll in advanced, honors, and AP courses and perform well on the competitive and rigorous exams. In 2020, 632 students took 1,408 AP exams and were honored the College Board Scholar distinctions based upon the number of AP exams taken and overall passing score. In 2020, 94% of LCHS students received 3 or higher on the AP exams, which far exceeds the 63% average of California students outside La Cañada.

LCHS grades 7-12 employ a modified block schedule. On Mondays, Tuesdays, and Fridays, classes meet for six periods for 56 minutes. On Wednesdays and Thursdays, La Cañada High School uses a block schedule, whereby students attend three periods meeting for 105 minutes each. On block days, there is a 35 minute enrichment period, called the Student/Teacher Enrichment Program (STEP), where students are able to take courses offered from teachers in a variety of subjects not typically offered during the traditional academic day. Grades 7/8 use this enrichment period as a homeroom time where students are able to complete work, meet with other teachers outside their assigned homeroom teacher and participate in Developmental Asset activities. The Gifted and Talented Education Program (GATE) provides enriching educational opportunities for eligible students. The program offers students quality experiences designed to enlarge their intellectual horizons and stimulate their curiosity for learning at the highest levels.

In addition to outstanding student achievement, La Cañada High School also offers several special programs. The Jet Propulsion Laboratory (JPL) Space Academy places our students in partnership with mentors and professionals at JPL who offer an eight-week experience in aerospace projects that mirrors the Rosetta Mission when JPL landed a spaceship on a comet. LCHS also has award winning instrumental and vocal music programs, exemplary drama and visual arts, and a growing number of Career Technical Education (CTE) courses.

LCHS 7/8 has expanded its elective offerings to include STEAM (Science, Technology, Engineering, Applied Arts, and Math) and LCTV while continuing to offer Art/Ceramics, Graphic Arts, Yearbook, Math Support, Choir, Band, Orchestra, Spanish, French and German. In 2019-20, LCHS 7/8 offered the CTE Wheel Program where students were exposed to a variety of courses every ten weeks.

During the past eight years, the teachers' focus has centered on the work of Professional Learning Communities (PLC). LCHS embedded collaboration time within the work week so that teachers could work together on a guaranteed and viable curriculum. PLC work has helped us focus on the alignment of our instructional programs with a clear instructional focus as a school.

La Cañada High School adopted the Challenge Success program developed by Stanford University to help high-performing schools examine and develop practices which stimulate healthy and authentic academic engagement, address rising academic and social-emotional stressors, and promote academic integrity. This included modifying the academic calendar, daily schedule, homework policy, and incorporating a wellness program that is housed in the Spartan Wellness Center.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 7 | 359 |
| Grade 8 | 377 |
| Grade 9 | 321 |
| Grade 10 | 352 |
| Grade 11 | 323 |
| Grade 12 | 337 |
| Total Enrollment | 2,069 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.8 |
| American Indian or Alaska Native | 0.1 |
| Asian | 28.8 |
| Filipino | 1.4 |
| Hispanic or Latino | 10.8 |
| White | 49.5 |
| Two or More Races | 8.5 |
| Socioeconomically Disadvantaged | 5.3 |
| English Learners | 1.4 |
| Students with Disabilities | 6.4 |
| Foster Youth | 0 |
| Homeless | 0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 85 | 84 | 88 | 176 |
| Without Full Credential | 2 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | 4 | 3 | 3 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 0 | 0 |
| Total Teacher Misassignments* | 2 | 2 | 3 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------|--|
| Reading/Language Arts | <p>McDougal Littell / 2003</p> <p>Grades 9 - 12 adoption approved by Governing Board and certified as aligned with state curriculum standards.</p> | Yes | 0.0 |
| Mathematics | <p>Grades 7/8 - Math in Focus - Houghton Mifflin / 2013</p> <p>Grades 9 - 12 adoption approved by Governing Board and certified as aligned with state curriculum standards</p> <p>Algebra 1 – Glencoe/McGraw-Hill / 2014</p> <p>Geometry & Honors Geometry - Geometry - McDougal Littell / 2008</p> <p>Algebra 2 – Glencoe/McGraw-Hill / 2014</p> <p>Pre-Calculus & Pre-Calculus Honors – PreCalculus - Glencoe/McGraw-Hill / 2014</p> <p>AP Calculus (A B & BC) - Calculus 7th Ed. Early Transcendentals - Wiley / 2002</p> <p>Adv Math Topics - College Algebra and Trig – Brooks/Cole Thomson Learning / 2000</p> <p>Discrete Math - Discrete Mathematics: Modeling Our World - COMPAP / 2015</p> <p>AP Statistics - Practice of Statistics – 5th Ed. - W.H. Freeman / 2015</p> <p>Financial Algebra – Financial Algebra with Financial Applications 2nd Ed; Cengage Learning / 2017</p> | Yes | 0.0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------|--|----------------------------|--|
| Science | <p>7/8 STEMscopes - Accelerated Learning / 2020</p> <p>Grades 9 - 12 adoption approved by Governing Board and certified as aligned with state curriculum standards</p> <p>Biology - Prentice Hall / 2003</p> <p>Biology – Science Dimensions The Living Earth - Houghton Mifflin Harcourt / 2020</p> <p>Biology Honors – BSCS Biology – A Molecular Approach, 8th Ed - Glencoe McGraw-Hill / 2001</p> <p>AP Biology - AP Edition Biology 8th Ed. - Pearson / 2008</p> <p>Chemistry - Chemistry - Pearson / 2012</p> <p>Chemistry Honors - Chemistry: Connections to Our Changing World - Prentice Hall / 2002</p> <p>AP Chemistry - Zumdahl Chemistry, 4th Ed. - Houghton Mifflin / 1997</p> <p>Earth Science - California Earth Science - Holt, Rinehart & Winston / 2007</p> <p>Geology - Earth Science – McDougall Littell / 2003</p> <p>AP Environmental Science - Living in the Environment; 15th Ed. - Thomson-Brooks & Cole / 2007</p> <p>Forensic Science = Forensic Science: Fundamentals & Investigations, 3rd Ed. – Cengage Learning / 2020</p> <p>Marine Science – Marine Biology and Oceanography - Perfection Learning / 2019</p> <p>Physics - Conceptual Physics; Hewitt: The High School Program - Prentice Hall / 2002</p> <p>Honors Physics - Conceptual Physics, 8th Ed. - Addison- Wesley / 1998</p> | Yes | 0.0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|--|----------------------------|--|
| | AP Physics - University Physics, Vol. 1, 11th Ed. - Pearson Addison Wesley / 2004 AP Physics - University Physics, Vol. 2, 12th Ed. - Pearson Addison Wesley / 2008 | | |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| History-Social Science | <p>Social Science Grade 7: Medieval and Early Modern Times (World History) - McGraw-Hill Glencoe / 2006</p> <p>Grade 8: The American Journey (History of the US) - McGraw Hill Glencoe / 2006</p> <p>Grades 9-12 adoption approved by Governing Board and certified as aligned with state curriculum standards</p> <p>Honors Social Science - Diversity Amid Globalization - Pearson / 2012</p> <p>World History - Modern World History: Patterns of Interaction - McDougal Littell / 2006</p> <p>AP European History – A History of Western Society Since 1300, 12th Ed - Bedford /St. Martin’s / 2017</p> <p>American History - The Americans (Calif. Edition) - McDougal Littell / 2006</p> <p>AP American History –The American Pageant, 16th Ed. - Cengage / 2015</p> <p>Government - Magruder's American Government - Prentice Hall / 2006</p> <p>AP Government – American Government Roots and Reform – AP Ed. – Pearson / 2018</p> <p>Economics - Economics: Principles in Action - Prentice Hall / 2001</p> <p>AP Economics - Economics, 21st Ed. – McGraw-Hill / 2018</p> <p>Sociology - Sociology: Down to Earth Approach, 7th Ed. - Pearson Allyn & Bacon / 2005</p> <p>Psychology - Thinking About Psychology, 3rd Ed. – Worth Publishers – 2013</p> <p>AP Psychology – Psychology: Themes & Variations, 7th Ed. – Thomson/Wadsworth / 2007</p> | Yes | 0.0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|----------------------------|--|
| Foreign Language | <p>Spanish - Descubre Levels 1-3 – Vista Higher Learning / 2017</p> <p>Spanish 4 - Spanish Three Years - Amsco School / 1993</p> <p>Spanish 4 - Encuentros Maravillosos - Pearson-Prentice Hall / 2005</p> <p>AP Spanish - Conversacions Y Repaso - Henle/Thompson / 2001</p> <p>AP Spanish - Triangulo A Proposito - Wayside Publishing / 2006</p> <p>French – Bien Dit! Levels 1-3 – Houghton Mifflin / 2018</p> <p>German – Mosaik Levels 1-3 – Vista Higher Learning / 2018</p> <p>Korean - Dynamic Korean Levels 1-3, Foundation for Korean Language / 2009-2011</p> | Yes | 0.0 |
| Health | APEX Online, 2017 | Yes | 0.0 |
| Visual and Performing Arts | <p>Commercial Photography II - Photo and Digital Imaging - Goodheart-Wilcox Co., Inc. / 2006</p> <p>Graphic Design - Design Principles and Problems - Wadsworth Publishing / 2007</p> <p>Art Foundations - Drawing on the Right Side of the Brain - Putnam Penguin Publishers / 2004</p> <p>AP Music Theory - Tonal Harmony / 2012</p> | Yes | 0.0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| Science Laboratory Equipment (grades 9-12) | Each science lab classroom has access to a full set of contemporary lab equipment related to the courses taught in the particular setting. In addition to the traditional equipment (beakers, burners, scales, ring stands, springs, weights, rock samples, etc.), science classrooms have access to the two portable laptop labs that can be brought into the room and extend learning. The laptops allow for use of the Internet, capture of lab results electronically in print and through the use of the included digital cameras and use of electronic USB probe devices to measure science concepts including force, density and electromagnetism. | Yes | 0.0 |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The school facilities provide a clean and safe environment and are maintained in good repair. Remodeling of the cafeteria has been completed. New security and wayfinding upgrades are nearing completion. This work also includes landscape upgrades. ADA upgrades were undertaken to improve access to the varsity softball fields. Work to upgrade the Fire Alarm and PA systems continues to be under way. The five year fire testing and certification has been completed. Ongoing and deferred maintenance continues at all sites including new carpet, painting and tree trimming.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | New acoustic panels were installed in the newly remodeled cafeteria. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Covid 19 Cleaning protocols are in place |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|-----------|--|
| Safety: Fire Safety, Hazardous Materials | Good | Repairs are underway on Fire Alarm System. |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | New security fencing is currently being installed on campus. |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 89 | N/A | 89 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 82 | N/A | 85 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 68 | N/A | 72 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

The Career Technical Education (CTE) Programs are for grades 9 - 12 and include introductory, concentrator, and capstone courses in T.V. and Film Production, Engineering Design and Principals, Culinary Arts, Advanced Culinary Arts, Commercial Photography 1 and 2, Retail Marketing, and Sports Medicine.

LCHS has worked diligently to increase the scope and sequence of our CTE program through the application of the CTE Incentive Grant. This allowed us to redesign and expand the Project Lead the Way program by adding a capstone course and infuse the program with industry standard level equipment. We also fortified the photography and graphic design program to ensure students are using traditional and computer-based systems to learn both the conceptual framework of these programs as well as real world applications used in these professional fields. The school added a capstone course to the TV Production program that allows young filmmakers the opportunity to explore the use of film techniques.

The CTE courses use a wide range of Project Based Learning skills that are essential to preparation for the workforce. These lesson design principles are also a reason many of our special education students find success in these classes. The school maintains the same high academic standards in our CTE classes as in our regular course of study and evaluates grade data in the same fashion as any other class on campus. Teachers are asked to work collaboratively with each other to identify ways they can improve instruction and highlight traits that students should possess when seeking employment regardless of the field.

The 7/8 school has employed an exploratory wheel program that allows 7th grade students to experience basic skill sets in Culinary Arts, Photography, TV Production, Costume Design and Digital Photography. This has been beneficial to students who traditionally would not be exposed to these programs in the hope it will spark an interest to take additional courses when they reach the high school level.

The CTE Advisory Council ensures the school is in line with industry standards and members are often brought into the classroom to work with teachers on lesson design or program guidelines. The council also meets with site administrators to review funding and progress on long term projects in an effort to enhance the overall program.

Career Technical Education (CTE) Participation (School Year 2019-2020)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 647 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 98 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 78 |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission | 77.9 |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 78 |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

There are many venues for parents to be involved including the many support groups such as the Spartan Boosters, Music Parents, Choral Parents, Friends of Art, PTSA (7-12), Korean-American Parents Association (KAPA), and other opportunities such as volunteering in the Information Resource Center and textbook room. LCHS parents support the school by organizing and implementing the 7-12 course registration for students, volunteering at Challenge Success: Building Your Path, through both the organization of the event, and sharing their perspectives on career readiness and making a difference in their local, regional and national communities. The La Cañada Flintridge Educational Foundation supports the district through generous contributions that are used to reduce class size, contribute to counseling services, and funds programs in technology, the arts, and enrichment activities for the entire student population.

LCHS 7/8 has many of the same parental supports as the high school including PTA 7/8, Challenge Success, Apples for Teachers and the La Cañada Flintridge Educational Foundation (LCFEF). 7/8 parents are very involved in the school community which helps build the positive culture that lives within the 7/8 staff. Support from parent organizations helps in many domains including volunteerism, financial contributions programs, and guidance. The 7/8 PTA supports multiple anti-bullying programs, 7/8 sport stipends for 18 teams, and teachers, by funding needed materials and supplies. LCFEF also helps fund and support opportunities for students including math and English labs multiple times a week.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 0.6 | 0.6 | 0 | 0.6 | 0.6 | 0 | 9.1 | 9.6 | 9 |
| Graduation Rate | 97.9 | 97.2 | 100 | 97.9 | 97 | 100 | 82.7 | 83 | 84.5 |

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.1 | 1.9 | 1.1 | 1.1 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.5 | 0.3 | |
| Expulsions | 0.0 | 0.0 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The school safety plan is revised and updated annually and is approved by the LCHS Local Control Accountability Plan Group, or LCAP after recommendations and suggestions are addressed. The safety plan is designed to enable students, staff members and parents to respond appropriately in case of an emergency situation or disaster. The safety plan includes the identification of appropriate strategies to maintain a high level of security and procedures for compliance with existing school safety laws. School personnel work with PTSA to provide supplies (medical supplies, food, and water) needed during an emergency. The supplies are stored in the disaster bin on campus. Each year the Los Angeles County Fire Department inspects the campus to ensure that the safety equipment is functioning properly. La Cañada Unified School District's Maintenance department and the site's custodial staff work to provide a clean, safe and functional campus for students, staff and school community.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English Language Arts | 24 | 29 | 29 | 29 | 26 | 20 | 28 | 33 | 24 | 31 | 27 | 33 |
| Mathematics | 27 | 14 | 33 | 27 | 28 | 14 | 24 | 34 | 27 | 25 | 34 | 28 |
| Science | 31 | 7 | 15 | 44 | 28 | 12 | 19 | 38 | 29 | 11 | 11 | 46 |
| Social Science | 29 | 8 | 23 | 32 | 27 | 14 | 23 | 31 | 27 | 16 | 20 | 34 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 1:235 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 8.8 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 2.0 |
| Social Worker | 0 |
| Nurse | 1.0 |
| Speech/Language/Hearing Specialist | 1.17 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11,908.53 | \$3,805.29 | \$8103.25 | \$88,618.87 |
| District | N/A | N/A | \$7,842.66 | \$88,346 |
| Percent Difference - School Site and District | N/A | N/A | 3.3 | 0.3 |
| State | N/A | N/A | \$7,750 | \$75,706 |
| Percent Difference - School Site and State | N/A | N/A | 4.5 | 15.7 |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Through the support of the district administration and the cooperation and efforts of the special education and general education staff, children with exceptional and special needs are receiving appropriate educational services. All students with special needs are placed into an appropriate educational setting and receive special support either directly in the general education classroom or in a special education classroom. Students qualifying for special education services have their Individual Education Programs (IEP) monitored by IEP Teams comprised of the all legally required team members. Parents of special education students are encouraged to participate fully in developing their child's individual educational plan.

Students placed in the Gifted and Talented Program participate in accelerated curriculum, honors, and AP classes as well as extracurricular activities and clubs of their interest.

The home language survey is used to determine the primary language for each student in the district. Students with a language other than English are assessed to determine their English language proficiency. If appropriate, students are provided instruction in English language development. Students with the greatest need also receive additional ELD support in the regular classroom. The district and school staff monitor students' ELD progress throughout the school year.

La Cañada Unified School District is fortunate to have active parents and community who contribute generously to the schools. The Education Foundation has contributed over \$2,000,000 annually to the district in the past three years. These funds are used to reduce class size, contribute to full-time counseling services, support district-side technology and after school support and enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$51,834 | \$47,145 |
| Mid-Range Teacher Salary | \$80,170 | \$74,952 |
| Highest Teacher Salary | \$105,078 | \$96,092 |
| Average Principal Salary (Elementary) | \$134,275 | \$116,716 |
| Average Principal Salary (Middle) | \$145,950 | \$120,813 |
| Average Principal Salary (High) | \$147,122 | \$131,905 |
| Superintendent Salary | \$255,800 | \$192,565 |
| Percent of Budget for Teacher Salaries | 35.0 | 31.0 |
| Percent of Budget for Administrative Salaries | 6.0 | 6.0 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 1 | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 1 | N/A |
| Mathematics | 3 | N/A |

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|----------------|-------------------------------|-----------------------------------|
| Science | 5 | N/A |
| Social Science | 4 | N/A |
| All courses | 18 | 49.6 |

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 16 | 39 | 8 |

During the past three years the primary areas of focus for staff development at LCUSD have been the implementation of Common Core State Standards (CCSS) in Math, the Next Generation Science Standards (NGSS) and training for special education teachers through the SELPA. Special Education staff attend 2-3 days of staff development during the year sponsored by the Foothill SELPA and the Executive Director of Special Education and Psychological Services. We have also paired experienced teachers with teachers who are new to the LCUSD for mentoring and instructional support. The annual number of days have varied from 4-10 days depending on teacher needs. Additionally, all teachers have been provided with the opportunity to attend trainings/conferences outside of the district.

The District has continued to work with the Teachers Development Group, to provide training in math instruction and to support the site administration with the evaluation and monitoring of the implementation of the new strategies. The District has also contracted with professors from CSUN to provide NGSS training to teachers and administrators. Training has been provided in the areas of SEL and DEI through organizations such as the Institute for Social Emotional Learning (IFSEL), Anti-Defamation League (ADL) and Elliott Educational Services.

Weekly collaboration time has been provided to teachers to share best practices, design lessons and create and analyze the results of common assignments. Training sessions have been provided within the district by Technology Integrationists in the areas of instructional technology, common assessments, and digital citizenship. Department chairs in extra-duty extra-pay positions have also provided support to all teachers. Online workshops and trainings have also been provided to certificated and classified staff through Kennan and Associates and Alliance of Schools for Cooperative Insurance Programs (ASCIP).

Above and beyond regular trainings provided to all teachers, specialized training has been provided to Special Education teachers to address the specific needs of students in Special Education. Several Crisis Prevention and Intervention workshops have been provided throughout the past three years to allow the teachers and paraprofessionals to work effectively with students with severe emotional and social needs. Special Education teachers and service providers have received training in developing Individualized Educational Programs (IEPs) that provide educational benefit for students.

The Peer Assistance and Review Program as well as the Teacher Assistance Mentor Program have provided mentors for teachers who needed support in specific areas based on evaluations. Principals and colleagues have provided support through staff meetings, teacher-principal meetings, peer observations, classroom walkthrough feedback and modeling of CCSS aligned lessons by teacher leaders and Technology Integrationists.

LCUSD administrative team is granted a stipend for professional growth activities and has benefited from the opportunity to enroll in advanced level college courses and Association of California School Administrators (ACSA) academies. The District has provided sexual harassment training for all management level positions and held monthly leadership team meetings and principals' meetings to provide continued support and professional development.