

La Cañada High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School 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	Ian McFeat, 9-12 Principal; Jarrett Gold, 7/8 Principal
E-mail Address	imcfeat@lcsd.net; jgold@lcsd.net
Web Site	www.lcsd.net
CDS Code	1934611

District Contact Information	
District Name	La Canada Unified School District
Phone Number	(818) 952-8304
Superintendent	Ms. Wendy Sinnette
E-mail Address	wsinnette@lcsud.net
Web Site	www.lcsud.net

School Description and Mission Statement (School Year 2017-18)

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 1379 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, most recently in 2015. LCHS 7/8 has been redesignated 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. With respect to post-secondary college attendance, 79% of LCHS students attend 4-year universities, while 20% of the graduating class attend 2-year colleges.

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 16 Advanced Placement (AP) courses at LCHS and all LCHS AP teachers are College Board certified. Approximately two-thirds of LCHS students enroll in advanced, honors, and AP courses and LCHS students performed well on these competitive and rigorous exams. In 2017, 580 students took 1,235 AP exams and were honored with the following individual College Board Scholar distinctions based upon the number of AP exams taken and overall passing score: AP Scholars (88), Scholars with Honors (63), Scholars with Distinction (120), National Scholars (24). For the past five years, between 91%-88% of LCHS students have passed their AP exams, which far exceeds the 63% average of California students outside La Cañada.

LCHS grades 7-12 employs 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 uses 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.

In addition to outstanding student achievement, La Cañada High School also offers several special programs. The Jet Propulsion Laboratory (JPL) internship places our students in partnership with mentors and professionals at JPL who offer an experience for 6 - 12 weeks in aerospace projects that last year mirrored the Rosetta Mission; this was the amazing mission in which JPL landed a spaceship on a comet. In addition to this, The 21st century Institutes offers enrichment classes outside the instructional day led by professional mentors in partnership with students, and together, they engage in research and service projects. LCHS also has award winning instrumental and vocal music programs, as well as exemplary drama and visual arts offerings, in addition to a growing number of career-technical education courses, such as Sports Medicine, Graphic Design, Retail Marketing, LCTV, Photography, Project Lead the Way Engineering Principles and Design, and Culinary Arts.

LCHS 7/8 has expanded its elective offerings to continue to meet the needs of our students. Most recently 7/8 has added electives including 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.

During the past six years, the focus of our teachers has centered on the work of Professional Learning Communities (PLC). In partnership with our district, LCHS embedded collaboration time within the work week so that teachers can work together on a guaranteed and viable curriculum. PLC work has helped us focus on aligning our instructional programs, and we have leveraged a more clear instructional focus as a school.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	347
Grade 8	349
Grade 9	339
Grade 10	352
Grade 11	361
Grade 12	337
Total Enrollment	2,085

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	27.4
Filipino	1.4
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0
White	51.9
Two or More Races	7.2
Socioeconomically Disadvantaged	2
English Learners	2.4
Students with Disabilities	8.7
Foster Youth	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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	79	80	81	170
Without Full Credential	1	3	4	5
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	3	3	0
Total Teacher Misassignments *	4	4	1
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell / 2003 Grades 9 - 12 adoption approved by Governing Board and certified as aligned with state curriculum standards.	Yes	0.0
Mathematics	Math in Focus - Grade 7 - Marshall Cavendish Education, 2012 Math in Focus - Grade 8- Marshall Cavendish Education, 2013 Grades 9 - 12 adoption approved by Governing Board and certified as aligned with state curriculum standards. Algebra 1 - McGraw Hill Education / 2014 Geometry & Honors Geometry - Geometry - McDougal Littell / 2008 Algebra 2 - McGraw Hill Education / 2014 Pre-Calculus & Pre-Calculus Honors - Pre-Calculus-7th ed. - Pearson/Addison Wesley / 2007 AP Calculus (A B & BC) - Calculus 7th Ed. Early Transcendentals - Wiley / 2004 Adv Math Topics - College Algebra and Trig - Thomas Learning / 2002 Discrete Math - Discrete Mathematics: Modeling Our World - COMPAP / 2015 AP Statistics - Practice of Statistics - 5th Ed. - W.H. Freeman / 2014	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>7/8 Focus on Life & Physical Science; Prentice Hall / 2007-2008</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 Honors - Biological Science - BSCS</p> <p>Glencoe McGraw-Hill / 2005</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 / 2005</p> <p>AP Chemistry - Zumdahl Chemistry, 4th Ed. - Houghton Mifflin / 2007</p> <p>Earth Science - California Earth Science - Holt, Rinehart & Winston / 2007</p> <p>Geology - Earth Science - Holt, Rinehart & Winston / 2008</p> <p>AP Environmental Science - Living in the Environment; 15th Ed. - Thomson-Brooks & Cole / 2006</p> <p>Physics - Conceptual Physics; Hewitt: The High School Program - Prentice Hall / 2002</p> <p>Honors Physics - Conceptual Physics, 8th Ed. - Addison-Wesley / 2003</p> <p>AP Physics - University Physics, Vol. 1, 11th Ed., Pearson Addison Wesley / 2006</p> <p>University Physics, Vol. 2, 12th Ed., Pearson Addison Wesley / 2008</p> <p>University Physics, Vol. 2, 12th Ed., Pearson Addison Wesley / 2008</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>Social Science Grade 7: Medieval 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 - Prentice Hall / 2015</p> <p>World History - Modern World History: Patterns of Interaction - McDougal Littell / 2005</p> <p>AP European History - A History of Western Society Since 1300 for AP - Bedford / St. Martin's, 2016</p> <p>American History - The Americans (Calif. Edition) - McDougal Littell / 2005</p> <p>AP American History - American Pageant, 16th Ed. - Houghton Mifflin / 2016</p> <p>Government - Magruder's American Government - Prentice Hall / 2006</p> <p>Economics - Economics: Principles in Action - Prentice Hall / 2001</p> <p>AP Economics - Economics: Principles, Problems, 7 Policies, 16th Ed. - McGraw Hill Irwin / 2006</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 - Thomson/Wadsworth / 2007</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish - Buen Viaje Levels 1-3 - Glencoe McGraw-Hill / 2004 Spanish Three Years - Amsco School / 1993 Encuentros Maravillosos - Pearson-Prentice Hall / 2006 AP Spanish - Conversaciones Y Repaso - Henle/Thompson / 2001 Triangulo - Wayside Publisher / 2006 French - Bon Voyage Levels 1-3 - Glencoe McGraw-Hill / 2004 German - Komm Mit Levels 1-3 - Holt Rinehart Winston / 2003 Korean - Dynamic Korean Levels 1-3, Foundation for Korean Language / 2009-2011 Discovering Chinese, Volumes 1 and 2 - Better World Ltd., 2012	Yes	0.0
Health	APEX Online, 2017	Yes	0.0
Visual and Performing Arts	Commercial Photography II - Photo and Digital Imaging - Goodheart-Wilcox Co., Inc. / 2006 Graphic Design - Design Principles and Problems - Wadsworth Publishing / 2007 Art Foundations - Drawing on the Right Side of the Brain - Putnam Penguin Publishers / 2004 AP Music Theory - Tonal Harmony / 2012	Yes	0.0
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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facilities provide a clean and safe environment and are maintained in good repair. Roof Renovation was completed on the Library (IRC) and 700 Building. A Lighting upgrade was completed in the North Gymnasium. Ongoing and deferred maintenance continues at all sites including new carpet, painting and tree trimming. Planned improvements for the upcoming school year include Energy Efficient Lighting Upgrades.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Complete rebuilding of the obstacle course and correct irregular surfaces around campus.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	87	85	88	86	48	48
Mathematics (grades 3-8 and 11)	82	81	84	83	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,059	1,036	97.83	84.85
Male	575	563	97.91	79.4
Female	484	473	97.73	91.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	279	276	98.92	89.86
Filipino	18	18	100	77.78
Hispanic or Latino	106	103	97.17	76.7
White	559	546	97.67	84.07
Two or More Races	87	84	96.55	88.1
Socioeconomically Disadvantaged	24	24	100	50
English Learners	67	65	97.01	64.62
Students with Disabilities	96	85	88.54	43.53

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,059	1,036	97.83	81.27
Male	575	562	97.74	79.72
Female	484	474	97.93	83.12
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	279	277	99.28	89.89
Filipino	18	18	100	83.33
Hispanic or Latino	106	103	97.17	66.99
White	559	545	97.5	80.37
Two or More Races	87	84	96.55	79.76
Socioeconomically Disadvantaged	24	24	100	54.17
English Learners	67	66	98.51	71.21
Students with Disabilities	96	84	87.5	39.29

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	94	91	93	91	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	499
% of pupils completing a CTE program and earning a high school diploma	99.3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	79

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	66.51
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	77.27

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.8	30.6	45.6
9	14.2	29.6	43.2

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 our school and our community which has helped build the positive culture that lives within the 7/8 staff. Our support from parent organizations help in many domains including volunteerism, financial contributions programs, and guidance. Our PTA has helped support multiple anti-bullying programs, 7/8 sport stipends for 18 teams, and aiding teachers by funding needed materials and supplies. LCFEF has also helped 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.9	1.1	1.2	1.9	1.1	1.2	11.5	10.7	9.7
Graduation Rate	97.58	98.88	98.52	97.59	98.6	98.53	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	96.77	95.38	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	0	80.17
Asian	99.09	99.09	94.42
Filipino	100	100	93.76
Hispanic or Latino	94.29	91.67	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	96.09	93.99	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	91.67	75.86	63.9
English Learners	62.5	62.5	55.44
Students with Disabilities	100	87.5	85.45
Foster Youth	0	0	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.9	1.7	2.0	1.3	1.0	1.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	19	26	34	25	19	41	25	25	21	33	30
Mathematics	26	25	21	31	24	20	15	18	24	9	11	12
Science	32	7	16	39	29	12	19	36	31	7	19	39
Social Science	30	10	17	37	29	11	18	36	30	8	20	32

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9.0	230.77
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.5	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.17	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,129	\$3,538	\$7,592	\$75,868
District	N/A	N/A	\$7,333	\$79,872
Percent Difference: School Site and District	N/A	N/A	3.5	-5.0
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	15.5	8.9

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

Types of Services Funded (Fiscal Year 2016-17)

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 school psychologist, a special education staff member, the child's classroom teacher, parents and an administrator designee. 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 monitors 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-wide technology and after school support and enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,445	\$44,144
Mid-Range Teacher Salary	\$77,595	\$69,119
Highest Teacher Salary	\$94,576	\$86,005
Average Principal Salary (Elementary)	\$126,824	\$106,785
Average Principal Salary (Middle)	\$134,518	\$111,569
Average Principal Salary (High)	\$138,987	\$121,395
Superintendent Salary	\$225,800	\$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	15	31.2

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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 and English Language Arts, the implementation of Next Generation Science Standards (NGSS) and training for special education teachers through the SELPA. The annual number of days have varied from 4-10 days depending on teacher needs. Newer teachers require more days of professional development to obtain knowledge and skills necessary to implement the new standards and the strategies that prepare students for college and career. Additionally, all teachers have been provided with the opportunity to attend trainings/conferences outside of the district.

The District has been working with a consulting group, Teachers Development Group, to provide training in math and to support the site administration with the implementation of the new strategies. The District has also been working with The K-12 Alliance at WestEd to provide NGSS training to teachers and administrators. Due to a new math adoption in grades 7, 8 and 11 and ELA adoption in grades K-6, trainings have been provided to the teachers in those grade levels by the publisher to ensure smooth and effective implementation of the new textbooks/materials.

Eleven-half days in grades 1-6 and five-full days in kindergarten have been provided to teachers for collaboration throughout the year. This time has been used to share best practices, design CCSS aligned lessons and projects, create quarterly benchmark assessments, etc.

Training sessions have been provided within the district by Technology Integrationists in the areas of instructional technology, new assessments, CCSS aligned report cards and digital citizenship. Grade level and team leaders in extra-duty extra-pay positions also provide support to all teachers. Online workshops and trainings have additionally 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 is 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. Teachers and paraprofessionals who successfully complete the training are certified for two years. Special Education teachers and service providers also receive training on developing Individualized Educational Programs (IEPs) that provide educational benefit for students.

The Peer Assistance and Review program provides mentors for teachers who need support in specific areas based on evaluations. Principals and colleagues provide 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 allotted a stipend for professional growth activities and benefits from the opportunity to enroll in advanced level college courses and Association of California School Administrators (ACSA) academies. The District provides sexual harassment training for all management level positions and conducts monthly leadership team meetings and principals' meetings to provide continued support and professional development.