

U.S. Department of Education

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal Dr. Michael Leininger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name La Cañada High School
(As it should appear in the official records)

School Mailing Address 4463 Oak Grove Drive
(If address is P.O. Box, also include street address)

La Cañada CA 91011-3738
City State Zip Code+4 (9 digits total)

Tel. (818) 952-4205 Fax (818) 952-4214

Website/URL www.lcusd.net/lchs/ E-mail mleininger@lcusd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Dr. Sue Leabo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name La Cañada Unified School District Tel. (818) 952-8301

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Andy Beattie
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or have been identified by the state as “persistently dangerous” within the last two years. To meet final eligibility, the school must meet the state’s adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

- Number of schools in the district:
 - 3 Elementary schools
 - Middle schools
 - Junior high schools
 - 1 High schools
 - 1 Other (Briefly explain)
(Foothills School – SELPA sponsored program for seriously emotionally disturbed students.)
 - 5 TOTAL

- District Per Pupil Expenditure: \$4,690
 Average State Per Pupil Expenditure: \$4,698

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

- 5 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?

- Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	180	184	364
1				8	206	188	394
2				9	218	187	405
3				10	173	203	376
4				11	172	188	360
5				12	184	168	352
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							2251

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|--------------------------------|
| 65.6 % | White |
| 0.4 % | Black or African American |
| 4.0 % | Hispanic or Latino |
| 29.6 % | Asian/Pacific Islander |
| 0.4 % | American Indian/Alaskan Native |
| 100 % | Total |

7. Student turnover, or mobility rate, during the past year: 01.066 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	2251
(5)	Subtotal in row (3) divided by total in row (4)	0.01066
(6)	Amount in row (5) multiplied by 100	01.066

8. Limited English Proficient students in the school: 2 %
43 Total Number Limited English Proficient
 Number of languages represented: 8
 Specify languages: Spanish (2), Vietnamese (1), Korean (29), Portuguese (3), Arabic (1), Armenian (4), Farsi (1), Other non-English (2)

9. Students eligible for free/reduced-priced meals: 0.5 %
12 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6.9 %
 151 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

 9 Autism 2 Orthopedic Impairment 9 Emotional Disturbance
 1 Deafness 47 Other Health Impaired
 0 Deaf-Blindness 57 Specific Learning Disability
 3 Hearing Impairment 16 Speech or Language Impairment
 3 Mental Retardation 3 Traumatic Brain Injury
 0 Multiple Disabilities 1 Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 4 </u>	<u> 0 </u>
Classroom teachers	<u> 82 </u>	<u> 4 </u>
Special resource teachers/specialists	<u> 9 </u>	<u> 2 </u>
Paraprofessionals	<u> 0 </u>	<u> 9 </u>
Support staff	<u> 19 </u>	<u> 0 </u>
Total number	<u> 114 </u>	<u> 15 </u>

12. Average school student-“classroom teacher” ratio: 35:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.91	93.67	93.05	93.72	94.43
Daily teacher attendance	96.77	97.86	*	*	*
Teacher turnover rate	.012	.022	*	*	*
Student dropout rate	0	0	0	0	0
Student drop-off rate	8.8	0	9.5	0	2.15

* Retrieval of data only obtained for two years, due to update and change in district wide information systems.

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	330
Enrolled in a 4-year college or university	72%
Enrolled in a community college	27%
Enrolled in vocational training	0%
Found employment	1%
Military service	0%
Other (travel, staying home, etc.)	0%
Unknown	0%
Total	100 %

PART III - SUMMARY

La Cañada High School, located in La Cañada, California, consists of grades 7 through 12, and is the lone high school in the La Cañada Unified School District. New residents to La Cañada continually state that what attracted them to the community are its schools. An incorporated city of approximately 24,000 citizens, La Cañada is a residential community located in the greater Los Angeles area. NASA's Jet Propulsion Laboratory, Descanso Gardens, and Mount Wilson Observatory are all located within the school district boundaries. The mostly upper middle class residents have occupations of a professional, scientific, or business nature. Many of these individuals have become directly involved in school/community partnerships like the Institutes for the 21st Century program. Because of its family orientation, La Cañada High School is now seeing many second generation students. Parents of La Cañada High School students are interested and involved in their children's education. Along with a non-profit foundation that raises over \$800,000 annually to help finance district educational needs, La Cañada High School is supported by a wide range of parent and community organizations including: Spartan Boosters, PTA/PTSA, Music Parents, Friends of Drama, Art and Choral support groups.

The La Cañada High School community takes great pride in its vision of what students should know and be able to do. Upon graduation, LCHS students will:

- Be productive, responsible citizens in their school, community, nation and world.
- Have the ability to think critically.
- Have the ability to communicate effectively.
- Use technology as a tool to facilitate and enhance learning, to solve problems, to perform life skills and to adapt to a constantly changing world.
- Become life-long learners who can explore and develop knowledge and skills that lead to a fulfilling life.

Curricula are aligned to the state or national standards in all academic areas. According to the State of California's Academic Performance Index, school's API is among the top 10 of public schools in the state. In addition to the exams required by the state, the community takes great pride in our students' achievement on the Golden State Exams, SATs, and ACT college entrance exams.

Currently, the school has 11 National Merit finalists. Also, the number of students taking AP exams at LCHS has increased consistently. In 2003, 406 students took 862 exams (2002, 356 took 697 exams) with 81% receiving a score of 3 or better. LCHS has consistently been ranked among the top 3 schools in California for number of passing scores per 100 seniors. Each year over 80% of LCHS seniors take the SAT, including a significant number of foreign born and ELD students. The 2003 LCHS SAT verbal average was 582, 83 points above the state average and 75 points above the national average. The math

average was 623, 104 points above the state average and 86 points above the national average. Also in 2003, 98% of the graduating senior class enrolled in institutions of higher learning. La Cañada High School is a place where student's academic performance is of utmost importance. However, we are also a comprehensive high school, with strong and extensive athletic and performing arts programs. We believe that emphasis should be placed on the development of the whole child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of School Assessment Results

La Cañada High School's assessment results serve to reinforce community confidence in our students' abilities and the teaching practices throughout the school. Our students demonstrate high degrees of proficiency on the multiple state tests that focus on the core subjects in grades 7-11, as well as the exit exam administered in the tenth grade. Additionally, 11th and 12th students are highly successful on the College Board's Advanced Placement tests (AP) as well as scoring well above average on the college entrance SAT's.

California currently implements a school accountability system whereby schools receive a score based on an Academic Performance Index (API). The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act of 1999 (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal.

The indicators included in the base API include the results of the following assessments:

- Standardized Testing and Reporting (STAR) program
- Norm-referenced test (NRT) - all content areas
2002 API Base: Stanford Achievement Test, Ninth Edition (Stanford 9)
2003 API Growth: linked California Achievement Test (CAT/6)
- California Standards Tests (CSTs) - English-language arts, mathematics, history-social science
- California High School Exit Examination (CAHSEE)

To calculate the API, individual student scores from each indicator are combined into a single number to represent the performance of a school. For the NRT, the national percentile rank (NPR) for each student tested is used to make the calculation. For the CSTs, the standards-based performance level (Advanced, Proficient, Basic, Below Basic, or Far Below Basic) for each student tested is used. For the CAHSEE, a level of pass or not pass is used. Summary results for content areas are then weighted and combined to produce a single number between 200 and 1000, which is the API for a school.

La Cañada High School's API score for 2002-2003 is 873, which not only exceeds the state's performance target, but puts our school in the top ten percent of California public schools for the last three years. An additional API calculation is performed that shows that La Cañada High also ranks in the top ten percent when compared to schools of similar socio-economics and demographics. LCHS has also met state growth targets both school-wide and for all subgroups with 100% of students tested.

In assessment results from the California Standards Tests in English Language Arts, an average of over 70% of students in grades 7-11 scored at the proficient or advanced level, compared to the state average of approximately 35%. Only approximately 5% of students performed at below basic and 1-2% at the far below basic level. Math scores also show approximately 70% of students proficient or advanced compared to state averages of around 30%. Again, the number of students at far below basic is 1%.

For the 2003 California High School Exit Exam (CAHSEE) 98% of students passed the Language Arts portion on the first try, and 91% passed the Mathematics, with over 95 percent of 10th grade students tested. California students are required to pass the CAHSEE to receive a high school diploma. Student success on this assessment closely reflects our graduation rates.

For the Stanford Test of Academic Skills, a nationally normed-referenced assessment, given to La Cañada students in grades 7-1, over 90% of students scored at or above the 50th percentile with approximately 70% scoring above the 75th percentile in mathematics and English/language arts.

Use of Assessment

La Canada High School staff uses all available assessment information to design and modify the curriculum in order to improve student performance and ensure progress toward our Focus on Learning Goals. For example, an analysis of student work, standardized test results, formal assessments, and various other data recently revealed that although student performance is strong overall, performance in the area of spelling is a relative weakness. Reading comprehension is a second area of focus identified through analysis of assessment results. Accordingly, categorical funds were used to purchase leveled reading materials for students in the various grades. Additional specific comprehension skills development materials, along with state assessment blueprints published by the state Department of Education, were disseminated among departments for use in the classroom. Student assessment is performance-based. Teachers regularly collect student work samples, and the student work forms the basis by which teachers share, evaluate, adjust, and plan for future instruction. In accordance to guidelines developed by district, samples of assessments are sent home to parents at the beginning of the school year. In the areas of language arts and math, the high school utilizes a combination of standardized test scores and district developed assessments as multiple indicators of student success.

La Canada's most recent WASC visit resulted in a six-year clear term of accreditation. One of the reasons for this affirmation of the quality of the overall educational program is that "Teachers at LCHS use a variety of assessment strategies for various purposes. Tests, quizzes, lab reports, class discussions, oral presentations, role-playing, essays, quick writes, homework, portfolios, projects, and performances are examples of assessments employed." The visiting team also noted that teachers "make efforts to embed assessment tasks into instruction to monitor student learning. Assessments are also utilized to give students grades and feedback 'on their performance. Changes in curriculum and instructional practices occur in some departments because of student assessment." (WASC Visiting Team Report)

Communication of Student Performance

La Cañada is a close knit community that takes great pride and interest in its schools. The high school functions in many ways as a cultural center for the community, hosting performing arts and sports events, school board, district, and site committee meetings. The school is fortunate to have a highly functional and effective email network, along with active Parent Teacher Associations at both the 7/8 and 9-12 levels. Monthly newsletters are compiled with input from all stakeholders and emailed to parents containing information on all aspects of school operations including assessment schedules and results. The school compiles data that is posted on the Department of Education's website as our School Accountability Report Card as well as continued development and updating of the school webpage. Furthermore, the District Office of Educational Services conducts yearly open information sessions where assessment data is presented to parents and community members in a relevant and understandable format. Families receive information regarding the assessment from individual teachers at the quarter in the form of progress reports. The school sends report cards at the mid-term and at the semester. At the start of the school year, teachers are required to send a letter home to parents that includes a course syllabus, information on the content standards, class rules and expectations, and samples of assessments used in the class. Additionally, students receive information on the standards they are to achieve when a unit of study is

introduced in the classroom which teachers review at Back-to-School night with parents.

Sharing School Successes

In the 2002-2003 school year, student support services developed a Personnel Accountability Report Card (SPARC) to showcase overall student success. Comprised of guidance counselors, school safety committee members, attendance office clerk, school safety officer, school nurse, and the school psychologist, and administration, the SPARC is a document published annually and distributed along with registration materials to parents. It is also presented to other schools at the Los Angeles County Office of Education awards ceremony in the spring.

La Cañada High School administration makes efforts to maintain collegial relationships with other schools in neighboring districts through a monthly consortium whereby administrators meet to share and discuss research-based strategies for academic success in the content areas. We also participate through the state Western Association of Schools and Colleges (WASC) accreditation process by serving on visiting accreditation teams. This affords us the opportunity to share our successful strategies with schools striving to achieve similar student learning outcomes. Among some of the other activities LCHS administrators plan to be actively involved in, are panel discussions at the university level for future administrators currently enrolled in credentialing programs, as well as a presentation at the National Parent Teacher Association on tips for student success.

Through discussion forums and participation in professional organizations such as the Association of California School Administrators, the California Teacher Association and attendance at workshops, conferences and seminars, administrators, teachers, and counseling staff have the opportunity to share our school mission and achievements with other educators. Teachers also collaborate with other schools in neighboring districts, assisting in the development of Advanced Placement and Honors programs.

PART V – CURRICULUM AND INSTRUCTION

School Curriculum

La Cañada High School offers a variety of course offerings ranging from regular, honors and AP levels. Student participation in course offerings is based upon interest, High School Graduation and College Admission Requirements. Because such a high percentage of our students are college bound (98% of graduating class), course development is guided by the UC approval process. However, the high school has also been very diligent in making sure that all curricula used and developed are aligned to the state and /or national content standards. When the English/language arts standards were adopted by the state, the English Department matched the core curriculum for each grade level to the standards and created new units of study to match all standards that were not already covered. The math department also set out to match its curriculum to the newly adopted state standards. Currently, English/language arts, math, social science and science curricula are aligned with the state standards. In the absence of state standards, Foreign Language and Physical Education are aligned with national standards. The Fine Arts state standards document was released this year and the department is now working to make sure that its curriculum is not only aligned with national standards but also with state standards. Staff adherence to teaching the standards has not only enhanced La Cañada's educational program but has also contributed to our success on state mandated and college entrance exams.

Beginning the summer of 2003, Curriculum Institutes were formed to go one step further and identify and document Power Standards for each subject area. Upon the identification of the Power Standards, the Curriculum Institute teams also designed common assessments and activities to be used in alignment with the identified standards. Teachers are currently using the documents in their classrooms to ensure that our

students are not only getting a quality education, but one in which a consistent scope and sequence is also provided.

Teachers articulate with one another to design challenging lessons that correlate with the standards. In 2002, the English teachers of each grade level met to create a notebook of scored essays using a rubric developed by the department. The notebook is available to all English teachers so that they may check the student essay assignments against examples of the anchor assessments. The Math department creates and delivers common lesson plans for the first two weeks of school in each subject area to ensure that students will learn the same material in that subject and, therefore, will not impact the learning process if schedules need to be altered. The Social Science department developed a “teaching time line” for the history classes to ensure the inclusion of the identified standards. Our Science department, through open access, has increased the number of AP classes offered to ensure that all students have an opportunity to benefit from the AP course rigor. At the beginning of the 2002 school year, the Foreign Language department received new textbooks aligned to the Advanced Placement curriculum. The materials enriched the curriculum and teachers were better prepared for teaching the Advanced Placement Foreign Language Curriculum. In 2003, over 95% of our students who took the Advanced Placement Foreign Language exam successfully passed with a three or better. The Fine and Performing Arts Department has increased their course offerings to include Media Arts, Advanced Media Arts, and Photography. In the 1999-2000 school year, Media Arts and Advanced Media Arts were accepted for UC elective recognition. The Fine Arts department is currently working to obtain UC elective recognition for Photography. All departments have developed and use common finals that assess student progress towards identified standards.

English Language Curriculum

La Cañada High School’s English/language arts program is intended to give students a firm foundation in language skills, composition, and literature. Students in 7th and 8th grade are expected to complete 2 full years of language Arts prior to 8th grade promotion. Seventh grade students are also expected to demonstrate writing proficiency on the state standardized test administered in March of each year. Using data gathered from prior assessments indicated to us that our 7th graders needed additional practice on timed response to essay prompts. As a result, the 7th grade English teachers incorporated into their lesson plans, more timed response to prompts activities. In the 8th grade, identified students are enrolled in an intervention class that is designed to increase their skills.

All students at the 9-12 level must complete four consecutive semesters of basic skills. Freshmen take English 1, sophomores take English 2 or English 2 Honors. Upon successful completion of the basic skills program (English 1 and 2), juniors and senior enter the English 3-4 program or Advanced Placement English. The 3-4 program reinforces and further develops skills learned in previous levels while providing a wide range of choices in semester-long courses in literature, composition, and media. At the beginning of each semester, English 3-4 students will receive descriptions of the choices offered. Student placement is based on student interest and parent permission with signatures.

English language courses are also available for students whose first language is other than English. Students are placed in the various level courses based on proficiency in reading, writing, listening, and speaking. Students are tested upon entering LCHS and each year thereafter to determine their level. Students may continue in an ELD level for more than one year. Placement to the next level is based on students’ performance and assessment results. Students must also take advantage of SDAIE core courses.

LCHS students, who have been identified as needing special educational support and accommodations in their educational environment, may participate in various leveled special education English classes. The classes are designed to not only deliver curriculum that is aligned to the grade level English standards, but to also provided support and assistance for improving skills needed to achieve proficiency levels on standardized tests.

Currently 98% of our students who were 10th graders in 2002 have passed the English/language arts section of the California High School Exit Exam. The number of LCHS students that passed the exit exam is far above the state average of 54% for English/language arts. We continue to provide remediation for students who have not passed the CAHSEE in ELL and Special Education classes, with such programs as LANGUAGE!

Social Science Curriculum

The Social Science Department offers a program that helps the student develop the basic skills of a social scientist and an understanding of important social science concepts. The Social Science Department's curriculum meets California's Model Curriculum Standards and implements the History-Social Science Framework. All Advanced Placement curriculum is aligned to the College Board objectives for the specific content area. As with other core departments, Social Science has also gone one step further in identifying Power Standards with aligned activities and assessments. Students in the LCHS Social Science program have classroom experiences that meet our school-wide expected learning outcomes.

Seventh and eighth grade students participate in many content inspired projects that utilize multiple learning styles and abilities. The lessons are created to assist students in meeting the critical thinking, communication and life-long learner expectations for students graduating from the program.

The ninth grade social science curriculum of Health and Regional Studies is designed to help students develop good habits of mental, physical and social well-being as well as to develop within students a tolerance of cultural, physical, and religious diversity. Students in Regional Studies and Health are also taught through project-driven instruction to apply technology to "real world" problems and to satisfy LCHS computer proficiency graduation requirement. As a part of the computer proficiency requirement, Students are to complete demographic studies using data tables and the internet for research. Additional requirements completed in Health/Regional studies, include development of personal and professional goals with a careers search (in conjunction with ROP) that will assist students in becoming life-long learners.

The social science teachers take very seriously the LCHS goals for students to become critical thinkers and effective communicators. Students enrolled in World History, US History and Government/Economics are often engaged in classroom discussions that are complex and in-depth. Social Science students are also called upon to understand the importance of civic and personal responsibility. Many of our students each year are registered to vote through their social science classes. Along with registration, teachers ensure that students understand the responsibilities that go along with registration and voting.

Instructional Methods Used

In 1996, LCHS staff voted to develop a modified block schedule. The block schedule has allowed for students and teachers to have more time on task to complete projects, labs, essays, simulations, performances and other extended projects. Use of this schedule enhanced effective teaching practices noted during the accreditation process. Some of the effective teaching practices noted during the accreditation process include: cooperative learning activities, performance based activities in and across the curriculum, portfolios, oral and multimedia presentations. According to the WASC Visiting Committee,

"A tremendous body of evidence exists to support that most students are actively involved in activities designed to promote independent, critical, and creative thinking. It appears that many students are climbing all over Bloom's cognitive ladder; synthesizing, analyzing, and applying the knowledge that they have learned. Lots of practice seems to be available for students to learn to communicate with their peers."

Many teachers use technology to enhance and support instruction. Students use technology in researching and presenting curricular projects. Ninth graders create an "I-Search" paper where they can research future careers using the internet. All students create a resume, either paper or digital in science or social science class depending on the topic of study. Students are also required to create sophisticated word-processed documents in English such as book review in columns with text box information. Students in Chemistry classes are required to complete Power Point presentations using the Chemistry content standards. Social science students complete video projects pertaining to drug education. In addition, math teachers use computer assisted instruction in which students work off of the computers as they solve problems.

Foreign language uses role play to put students into conversational situations. Fine and performing arts students participate in drama, choral, instrumental music and art productions. The physical education department has developed a curriculum in which students are involved in such activities as canoeing, swimming, rock climbing, and dancing. LCHS teachers have found that differentiating instruction is key to meeting the needs of all students and therefore have incorporated into their lesson plans multiple instructional strategies and methods. We want all our students to have an opportunity to learn real world skills in all classes as specified by the various content standards.

Professional Development Program

La Cañada High School is committed to providing high quality staff development programs. Our district Curriculum Council (comprised of administrators, teachers and parents), through research based analysis and discussion of test results and issues introduced by various school site committees, develops a professional development needs assessment. The needs assessment is then shared with school site staff in survey form. Survey results are compiled by the district's Educational Services office that then formulates a staff development plan for the school year.

Each year our School Site Council budgets money to enable teachers to take advantage of the many professional development opportunities provided outside of the district. The La Cañada Teachers Association also provides funds for teachers to attend CTA's Good Teaching Conference. English/language arts teachers attend reading and writing workshops. In the 2002 school year, the Buy Back Staff Development days were dedicated to training teachers to differentiate in their classrooms using the latest brain research. As a result, our students receive instructional strategies/methods designed to address different learning styles and abilities.

As part of our professional development plan this year, we focused on improving our seventh grade students writing scores on the California Standards for Writing exam. Our seventh grade teachers attended writing workshops that gave them an opportunity to learn proven strategies for improving writing. Also, in 2003, all LCHS teachers participated in an on-line Technology Proficiency and Use Self-assessment. Results of the survey have been used to develop workshops for teacher technology training, purchase of additional technology, and for the creation of a site technology use plan. Staff development is also ongoing throughout the year, which allows teachers who may have missed workshops, additional opportunities to access information.

PART VII - ASSESSMENT RESULTS

ACADEMIC PERFORMANCE INDEX (API) Published by the California Department of Education

	2000-2001	2001-2002	2002-2003
Percent of Enrollment Tested	100	99	100
Number of Students in API	1594	1705	1807
API Base Score	868	858	865
API Growth Score	869	875	873
Growth Shown	1	17	8

NUMERICALLY SIGNIFICANT SUBGROUPS

White

Percent of Enrollment Tested	64	67	66
Number of Students in API	1026	1143	1201
API Base Score	862	853	856
API Growth Score	864	868	866
Growth Shown	2	15	10

Asian

Percent of Enrollment Tested	30	29	29
Number of Students in API	473	487	515
API Base from Previous Year	893	882	898
API Growth Score	894	902	899
Growth Shown	1	20	1

The API is a score from 200 to 1000 derived mostly from the results of the California Standards Tests (CSTs) and the California High School Exit Exam (CAHSEE). Norm-referenced tests (Stanford 9 through 2002; CAT/6 beginning in 2003) make up only 12% of the total API calculation.

**CALIFORNIA STANDARDS TEST (CST)
ENGLISH LANGUAGE ARTS (ELA)**
Published by Educational Testing Service in 2002 and 2003,
Harcourt in 2001

GRADE 7

	2001	2002	2003
# of Students Enrolled	362	378	387
# of Students Tested	347	375	385
% of Students Tested	96	99	99

LA CAÑADA HIGH SCHOOL SCORES

% at Advanced	32	32	37
% at or above Proficient	74	78	79
% at or above Basic	94	95	94
% at Below Basic	4	3	5
% at Far Below Basic	1	2	1

SUBGROUP SCORES

White

% Proficient and Advanced	*	*	78
# of Students Tested	*	*	268
% of Enrollment	*	*	69

Asian

% Proficient and Advanced	*	*	82
# of Students Tested	*	*	105
% of Enrollment	*	*	27

STATE SCORES

% at Advanced	9	7	10
% at or above Proficient	32	33	36
% at or above Basic	65	65	69
% at Below Basic	21	20	18
% at Far Below Basic	15	15	14

Tests are given statewide upon completion of 85% of the instructional year. CST ELA was administered in a two-week window from the end of April to the first week in May.

* School summary reports by ethnicity only began to be provided by the state in 2003.

**CALIFORNIA STANDARDS TEST (CST)
ENGLISH LANGUAGE ARTS (ELA)**
Published by Educational Testing Service in 2002 and 2003,
Harcourt in 2001

GRADE 8

	2001	2002	2003
# of Students Enrolled	347	362	392
# of Students Tested	340	357	391
% of Students Tested	98	99	100

LA CAÑADA HIGH SCHOOL SCORES

% at Advanced	31	35	35
% at or above Proficient	77	81	72
% at or above Basic	96	96	93
% at Below Basic	3	2	6
% at Far Below Basic	1	2	1

SUBGROUP SCORES

White

% Proficient and Advanced	*	*	70
# of Students Tested	*	*	274
% of Enrollment	*	*	70

Asian

% Proficient and Advanced	*	*	80
# of Students Tested	*	*	99
% of Enrollment	*	*	25

STATE SCORES

% at Advanced	9	10	8
% at or above Proficient	32	32	30
% at or above Basic	67	66	64
% at Below Basic	19	19	20
% at Far Below Basic	14	14	15

Tests are given statewide upon completion of 85% of the instructional year. CST ELA was administered in a two-week window from the end of April to the first week in May.

* School summary reports by ethnicity only began to be provided by the state in 2003.

**CALIFORNIA STANDARDS TEST (CST)
ENGLISH LANGUAGE ARTS (ELA)**
Published by Educational Testing Service in 2002 and 2003,
Harcourt in 2001

GRADE 10

	2001	2002	2003
# of Students Enrolled	360	359	351
# of Students Tested	338	354	348
% of Students Tested	94	99	99

LA CAÑADA HIGH SCHOOL SCORES

% at Advanced	37	45	45
% at or above Proficient	71	76	82
% at or above Basic	92	94	96
% at Below Basic	6	5	5
% at Far Below Basic	2	1	1

SUBGROUP SCORES

White

% Proficient and Advanced	*	*	82
# of Students Tested	*	*	222
% of Enrollment	*	*	63

Asian

% Proficient and Advanced	*	*	85
# of Students Tested	*	*	108
% of Enrollment	*	*	31

STATE SCORES

% at Advanced	11	12	14
% at or above Proficient	31	33	38
% at or above Basic	62	63	69
% at Below Basic	23	21	19
% at Far Below Basic	15	16	12

Tests are given statewide upon completion of 85% of the instructional year. CST ELA was administered in a two-week window from the end of April and to the first week in May.

*School summary reports by ethnicity only began to be provided by the state in 2003.

**CALIFORNIA STANDARDS TEST (CST)
MATHEMATICS**
Published by Educational Testing Service in 2002 and 2003,
Harcourt in 2001

GRADE 7

	2002	2003
# of Students Enrolled	378	387
# of Students Tested	377	385
% of Students Tested	100	99

LA CAÑADA HIGH SCHOOL SCORES

% at Advanced	31	37
% at or above Proficient	72	80
% at or above Basic	93	94
% at Below Basic	6	5
% at Far Below Basic	1	1

SUBGROUP SCORES

White

% Proficient and Advanced	*	79
# of Students Tested	*	268
% of Enrollment	*	69

Asian

% Proficient and Advanced	*	86
# of Students Tested	*	105
% of Enrollment	*	27

STATE SCORES

% at Advanced	6	7
% at or above Proficient	30	30
% at or above Basic	61	62
% at Below Basic	29	26
% at Far Below Basic	11	12

Tests are given statewide upon completion of 85% of the instructional year. CST Mathematics was administered in a two-week window from the end of April to the first week in May.

*School summary reports by ethnicity only began to be provided by the state in 2003.

**GENERAL MATHEMATICS
ALGEBRA I
GEOMETRY**

GRADE 8

	2002	2003
# of Students Enrolled	378	392

Percent of Students in Each Subject

General Math	56	52
Algebra 1	42	45
Geometry	1	1

CALIFORNIA STANDARDS TEST (CST)
MATHEMATICS, General Math
 Published by Educational Testing Service in 2002 and 2003,
 Harcourt in 2001

GRADE 8

	2002	2003
# of Students Enrolled	378	392
# of Students Tested	204	204
% of Students Tested	56	52

LA CAÑADA HIGH SCHOOL SCORES

% at Advanced	9	10
% at or above Proficient	70	70
% at or above Basic	93	93
% at Below Basic	6	5
% at Far Below Basic	1	1

SUBGROUP SCORES

White

% Proficient and Advanced	*	67
# of Students Tested	*	159
% of Enrollment	*	41

Asian

% Proficient and Advanced	*	84
# of Students Tested	*	31
% of Enrollment	*	8

STATE SCORES

% at Advanced	2	3
% at or above Proficient	20	24
% at or above Basic	54	56
% at Below Basic	33	28
% at Far Below Basic	13	16

Tests are given statewide upon completion of 85% of the instructional year. CST General Math was administered in a two-week window from the end of April to the first week in May.

*School summary reports by ethnicity only began to be provided by the state in 2003.

**CALIFORNIA STANDARDS TEST (CST)
MATHEMATICS, Algebra I**
Published by Educational Testing Service in 2002 and 2003,
Harcourt in 2001

GRADE 8

	2002	2003
# of Students Enrolled	362	392
# of Students Tested	153	178
% of Students Tested	42	45

LA CAÑADA HIGH SCHOOL SCORES[†]

% at Advanced	57	56
% at or above Proficient	98	98
% at or above Basic	101	100
% at Below Basic	0	0
% at Far Below Basic	0	0

SUBGROUP SCORES

White

% Proficient and Advanced	*	99
# of Students Tested	*	110
% of Enrollment	*	28

Asian

% Proficient and Advanced	*	97
# of Students Tested	*	64
% of Enrollment	*	16

STATE SCORES

% at Advanced	11	2
% at or above Proficient	39	19
% at or above Basic	69	51
% at Below Basic	22	34
% at Far Below Basic	10	15

Tests are given statewide upon completion of 85% of the instructional year. CST Algebra I was administered in a two-week window from the end of April and to the first week in May.

[†] Percentages provided by the state of California may total more or less than 100 due to rounding off to the nearest whole number.

*School summary reports by ethnicity only began to be provided by the state in 2003.

**CALIFORNIA STANDARDS TEST (CST)
MATHEMATICS, Geometry
Published by Educational Testing Service in 2002 and 2003,
Harcourt in 2001**

GRADE 8

	2002	2003
# of Students Enrolled	362	387
# of Students Tested	4	4
% of Students Tested	1	1

Tests are given statewide upon completion of 85% of the instructional year. CST Geometry was administered in a two-week window from the end of April to the first week in May.

Scores are not given for groups of 11 students or less.

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)
MATHEMATICS
Published by the California Department of Education**

GRADE 10

	2001-2002	2003
% at Advanced	29	51
% at or above Proficient	78	89
% Below Proficient	22	12

The CAHSEE was given in March. Passing the CAHSEE will be required to receive a diploma in California public schools beginning in 2006.

STANFORD TEST OF ACADEMIC SKILLS (SAT 9)
Total MATHEMATICS
Norm-Referenced Test
Published by Harcourt

GRADE 7

	1999	2000	2001
# of Students Enrolled	365	344	362
# of Students Tested	344	335	346
% of Students Tested	94	97	96

LA CAÑADA HIGH SCHOOL SCORES

% Scoring Above 75 th NPR	63	68	71
% Scoring at or Above 50 th NPR	84	89	91
% Scoring Above 25 th NPR	95	97	97
Mean Scaled Score	715	718	722

STATE SCORES

% Scoring Above 75 th NPR	22	25	27
% Scoring at or Above 50 th NPR	45	48	50
% Scoring Above 25 th NPR	68	71	72
Mean Scaled Score	670	673	676

The SAT 9 was given statewide upon completion of 85% of the instructional year. It was administered in a two-week window from the end of April to the first week in May.

STANFORD TEST OF ACADEMIC SKILLS (SAT 9)
Total MATHEMATICS
Norm-Referenced Test
Published by Harcourt

GRADE 8

	1999	2000	2001
# of Students Enrolled	350	361	347
# of Students Tested	335	347	341
% of Students Tested	96	96	98

LA CAÑADA HIGH SCHOOL SCORES

% Scoring Above 75 th NPR	63	67	68
% Scoring at or Above 50 th NPR	92	84	91
% Scoring Above 25 th NPR	97	95	97
Mean Scaled Score	726	726	729

STATE SCORES

% Scoring Above 75 th NPR	22	24	25
% Scoring at or Above 50 th NPR	45	48	49
% Scoring Above 25 th NPR	68	71	71
Mean Scaled Score	680	682	683

The SAT 9 was given statewide upon completion of 85% of the instructional year. It was administered in a two-week window from the end of April to the first week in May.

STANFORD TEST OF ACADEMIC SKILLS (SAT 9)
Total MATHEMATICS
Norm-Referenced Test
Published by Harcourt

GRADE 10

	1999	2000	2001
# of Students Enrolled	347	338	360
# of Students Tested	323	305	337
% of Students Tested	93	90	94

LA CAÑADA HIGH SCHOOL SCORES

% Scoring Above 75 th NPR	58	61	58
% Scoring at or Above 50 th NPR	85	82	85
% Scoring Above 25 th NPR	94	96	94
Mean Scaled Score	740	739	741

STATE SCORES

% Scoring Above 75 th NPR	19	20	20
% Scoring at or Above 50 th NPR	44	46	45
% Scoring Above 25 th NPR	70	71	71
Mean Scaled Score	697	698	699

The SAT 9 was given statewide upon completion of 85% of the instructional year. It was administered in a two-week window from the end of April to the first week in May.