

Introduction:

LEA: La Canada Unified School District **Contact (Name, Title, Email, Phone Number):** Wendy Sinnette, Superintendent, wsinnette@lcsd.net, 818-952-8384 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
On September 15, 2015, the Superintendent presented at a meeting of the Governing Board regarding the 2015-16 Local Control and Accountability Plan (LCAP). She explained each of its components via the LCUSD LCAP Executive Summary. At this meeting a powerpoint presentation was delivered by the Superintendent to review the LCAP annual processes, namely: Assess and Engage; Draft and Consult; Share and Respond; and Decide and Implement; as well as the role of the Oversight Committee in guiding the LCAP development. Additionally, the presentation covered: the 8 Local Educational Agency (LEA)	<p>The LCAP Oversight Committee has overseen the creation of the Local Control and Accountability Plan and ensured that involvement and input from all of the required groups has been solicited and obtained. A subcommittee has edited and revised LCAP drafts based upon the feedback from the LCAP Oversight Committee and applicable stakeholders.</p> <p>The following information (quantitative and qualitative data/metrics) was made available to stakeholders related to the LCAP state priorities:</p>

Goals, the 8 State Priorities, the LCAP Approval Process, the 2015-16 LCUSD LCAP Executive Summary, Anticipated Meeting Outcomes, and the application process for LCAP Oversight Committee Membership.

On November 5, 2015, the first meeting of the 28 member LCUSD LCAP Oversight Committee was held. The Committee consisted of representatives from significant and required stakeholder groups throughout the district, including: parents, Governing Board, LCTA, CSEA, CMSA, DELAC, Special Education, GATE, PTAs, LCUSD Business Office, LCUSD Technology Department, LCHS Students, and LCUSD Administration. The composition of the LCAP Oversight Committee is comprised of a majority of LCUSD parents. The agenda for the meeting included: Introductions; LCAP Overview; LCAP Progress Updates; Roster Review; Discussion; and Calendaring of Future Meeting Dates. Extensive discussion took place regarding the 8 State Priorities and the 8 Local (LEA) Priorities. Information regarding the Local Control Funding Formula and the LCUSD Budget was presented to the LCAP Oversight Committee. The revised LCAP Template was reviewed. The requirements for stakeholder engagement were presented and discussed. The Superintendent presented each member of the committee with a copy of the LCUSD LCAP Executive Summary and the entire LCAP was emailed to each member.

The next meeting of the LCAP Oversight Committee was held on January 14, 2016. The structure of this meeting was to have each District level administrator in charge of the specific local LCAP Goals report out regarding progress on the goal's actions and services and engage the Oversight Committee's related questions. Members then discussed their views on the District's current effectiveness in meeting the specific goals. Time was also provided to assess the metrics and targets and to brainstorm any new actions and services which members thought would further support the achievement of the goal. A lively discussion regarding the LCAP and the District's progress ensued. Next, the Oversight Committee reviewed the annual LCAP Survey instrument and made recommendations for editing the survey. The Oversight Committee also recommended that the LCAP Survey be issued as a link alongside the District's annual Panorama Ed Survey, which reaches all parents and staff. The Superintendent committed to inquiring whether the LCAP Survey could be issued in this fashion, agreeing that it would likely improve the LCAP Survey response rate. Finally, Oversight Committee members signed up to attend the meetings of District-wide support groups to elicit their feedback

- All eight state priorities were reviewed with stakeholders;
 - Current state funding levels were shared with stakeholders;
 - LCUSD has approximately 6.97% of its population qualifying for Supplemental Grant dollars (for 2015-16, total enrollment = 4080; ELL = 259; Socioeconomically Disadvantaged = 68; Foster Youth = 4; Homeless = 0; Unduplicated Count = 319)
 - Supplemental Grant Dollars 201-16 = \$443,415.00
 - STATE PRIORITY METRICS – STUDENT ACHIEVEMENT
 - API 2011=942; API 2012=950; API 2013=947; API= N/A
 - Percentage students Completing UC/CSU Required Courses: 2010 = 79.6; 2011 = 79.5; 2012 = 80.3; 2013-2014 = 80.3%; 2014-2015 = 84%; 2015-2016 = 74%
 - Percentage of pupils who have passed an advanced placement test with a score of 3 or higher: 2011=86; 2012 = 90%; 2013 = 88%; 2014 = 91%; 2015 = 88%
 - Percentage of pupils who participate in and demonstrate college preparedness as assessed in the Early Assessment Program (EAP). Note that the EAP is not aligned to California High School curriculum. This is an optional test offered to High School Juniors at the time as the retired CST tests and will continue to be offered during Common Core tests. The EAP is not a test that most LCHS students opt to take. The number of students who took the EAP in 2014-15 was 4, which is 1%.
- he 2015-16 EAP % is determined as a part of CAASPP testing and is reported at ***.
- Programs of study that align with state board approved Career Technical Educational standards and frameworks: LCUSD has 11 courses which meet the standards for Career Technical Education.

regarding the LCAP, those stakeholder groups included: LCFEF Directors, PTAs of all school sites, Spartan Boosters 7-12, ASB 9-12, Elementary School Site Councils, ELAC, LCTA Rep Council, CSEA Chapter Meeting, CMSA, Korean American Parents Association, GATE Advisory, and several others. Summary information sheets were given to Oversight Committee members detailing the information each would share with the stakeholder group assigned. Information on the District's maintenance/progress on metrics and targets related to the state priorities was also presented at this meeting to the LCAP Oversight Committee.

On January 7, 2016, the Superintendent attended the LCHS 7-12 Student LCAP Committee meeting in order to engage with additional student and parent stakeholders regarding LCAP implementation and on-going development. The 15 student members of this group provided extensive feedback on LCAP goals, actions, services and the priorities that they held for additional or improved District and school site programs and offerings.

Based upon feedback from the LCAP Oversight Committee, the Superintendent created the 2016 Local Control Accountability Plan Survey, which was designed to allow stakeholders to assess District progress on LCAP 2015-16 goals and its successful delivery of related actions and services. The survey also asked stakeholders to weigh in on their opinions related to the level of importance they associated with each LCAP goal. Finally, the survey asked stakeholders to provide narrative feedback regarding additional local priorities or programs that they would like considered as a part of long-term District planning and LCAP development. The response rate to the 2015-16 LCAP survey was over four times greater than the prior year's survey, 838 responses versus 197 in 2014-2015.

The survey was disseminated as a link contained within an e-mail from the Superintendent and also included the District's annual stakeholder survey, the Panorama Ed survey. The survey was active from January 19 - February 4, 2016. These comprehensive surveys inventory stakeholder responses on topics such as school and District culture, climate and operations, as well as perceptions regarding the teaching and learning taking place at the specific school sites. The Panorama Ed survey data is used to inform many metrics contained within the LCAP. The student response rate on the Panorama surveys approached 100%. Staff response rates were approximately 65%; and

Regarding CTE, the breakdown is as follows:

Computer Science - 6 sections total

Intro courses: 2 Intro to Computer Science

Concentrator courses: 3 sections - 2 sections Honors Comp Sci C++, 1 section

Honors Comp Sci Python

Capstone courses: 1 section AP Comp Sci Java

Sports Medicine - 3 sections total

Culinary Arts - 4 sections

Photography and Graphic Design - 5 sections

Introductory course: 3 sections Commercial Photography 1

Concentrator course: 1 section Commercial Photography 2

Capstone course: 1 section Graphic Design

Theater Arts/Stagecraft - 1 section

Retail Marketing - 1 section

Total = 26 sections

- Of 4080 students enrolled, 259 qualify as English Language Learners. Those students take the CELDT, which is a test of English Language proficiency for this subgroup. The percentage of students attaining English proficiency on the CELDT: 2011= 71.4; 2012=76.5; 2013=75.0; 2014-15 = 75%

- English Learner Reclassification Rate:

2011 – LCUSD=21.6% (State=11.4%);

2012 – LCUSD=13.7% (State=16.3%);

2013 – LCUSD=25.3% (State=12.2%);

2014 – LCUSD=19% (State=11%)

2015 -- LCUSD=18.2% (State=TBD)

2016 -- LCUSD = 13.9% (State = TBD)

the response rates from parents district-wide were reported at 41.5%.

On March 31, 2016 the LCAP Oversight Committee met again. The agenda included the following items: a review of the LCAP and Panorama Ed survey results; a report out from the members who attended stakeholder meetings providing targeted LCAP feedback from each group; general discussion to solicit feedback from the LCAP Oversight Committee members; and a review of next steps in LCAP development. The LCAP Oversight Committee discussed survey findings and identified new action items for inclusion in the LCAP as well as other modifications for review and consideration.

On April 11, 2016, the Superintendent and Chief Business and Operations Officer presented an LCAP Progress Report on Local Priorities to the Governing Board in its open session meeting. The results of the LCAP survey data for 2015-16 were presented and the findings were discussed by the Governing Board and audience members.

The final meeting of the LCAP Oversight Committee took place on May 5, 2016. The agenda for this meeting included the following items: a final review of the LCAP Survey results; a review of the LCAP process cycle; a discussion of LCAP progress and outcomes for 2015-16; and the review and approval of the 2016-17 LCAP, which contained plan additions and revisions per stakeholder feedback. The committee approved the 2016-17 LCAP Executive Summary and voted to give direction to the writing team to finalize the 2016-17 LCAP. There were no questions posed by the committee therefore the superintendent was not required to respond in writing.

The LCAP was posted in draft form for public review on Monday, June 13, 2016. The LCUSD Governing Board Public Hearing and LCAP first reading will be held on June 14, with final approval on June 28, 2016. There were no questions posed by the public at the board meetings, therefore the superintendent was not required to respond in writing. Additionally, no questions were received after the LCAP was posted on the LCUSD website.

• STATE PRIORITY METRICS ON STUDENT ENGAGEMENT:

Student Attendance Rates: 2013-14 = 0.9726; 2014-15 = .9702; 2015-16 = .9689

2015-16: LCE = 97.03%; PCY = 97.34 %; PCR = 97.15%; LCHS 7/8 = 97.55%; LCHS 9-12 = 96.36%

Chronic Absenteeism Rates:

2013-2014: LCE=2.2%; PCY=1.9%; PCR=2.1%; LCHS=4.4%

2014-2015: LCE=4.98%; PCY=2.29%; PCR=2.86%; LCHS=3.84%; District-wide=3.61%

2015-2016: LCE = 2.1%; PCY = 1.3%; PCR = 2.3%; LCHS 7/8 = 2.2%; LCHS 9-12 = 6.2%; District-wide=3.38%

Middle School Dropout Rates: 2010=0.7; 2011=0.1; 2012=0.3; 2013=0.0; 2014=0.0; 2015 = 0.0

High School Dropout Rates: 2010=1.3; 2011=1.6; 2012=2.4; 2013=0.3; 2014-15=1.1

High School Graduation Rates: 2010=97.2%; 2011=97.9%; 2012=98.16%; 2013=97.6%; 2014-15=98.6%

All Williams Act Criteria are met.

District-wide suspension rate for 2013-14 was 1%. The district-wide suspension rate for LCUSD for 2014-15 was 1.3%.

LCUSD currently serves 4 Foster Youth students and 0 homeless students.

LCUSD attends to frequent communications from its Foster Youth contacts at the Los Angeles County Department of Education.

In rank order, the 2016 LCAP Survey identified the following as local priorities, citing the goal's importance as a 4 or 5 on a 5 point scale with 5 being most important (the survey allowed participants to rank their priorities with the option of selecting more than one priority - resulting in total percentages exceeding 100%):

1. Recruit and retain the highest quality teaching, support and administrative staffs - 94.2% (92.3% - 2014-15)
2. Reduce and maintain class sizes - 89.8% (89.9% - 2014-15)
3. Enhance student engagement through increased or improved program offerings - 79.5% (75.1% - 2014-15)
4. Improve communication to stakeholders - 69.8% (75.1% 2014-15)

	<p>5. Support the delivery of a quality instructional program through improved technology - 79.3% (73.2% - 73.2%)</p> <p>6. Maintain district-wide facilities and initiate capital improvement projects - 75.8% (70.1% - 2014-15)</p> <p>7. Continue the successful implementation of the Common Core State Standards - 78.8% (64.8% - 2014-15)</p> <p>8. Provide a quality instructional program for English Language Learners - 55.2% (38.5% - 2014-15)</p> <p>When asked in the 2016 LCAP Survey to assess the District's progress on meeting or achieving the local goal, the following percentages indicate the percentage of respondents who assessed District progress at a 4 or 5 on a 5 point scale with 5 being the highest level of progress:</p> <p>1. Reduce and maintain class sizes - 78.1% (78.7% - 2014-15)</p> <p>2. Support the delivery of a quality instructional program through improved technology - 77.2% (73.4%-2014-15)</p> <p>3. Improve communication to stakeholders - 72.7% (69.8% - 2014-15)</p> <p>4. Successful implementation of the Common Core State Standards - 71.4% (63.7% - 2014-15)</p> <p>5. Enhance student engagement through increased or improved program offerings - 65.4% (59.2% - 2014-15)</p> <p>6. Recruit and retain the highest quality teaching, support and administrative staffs - 56.9% (55.7% - 2014-15)</p> <p>7. Maintain district-wide facilities and initiate capital improvement projects - 63.5% (53.9% - 2014-15)</p> <p>8. Provide a quality instructional program for English Language Learners - 57.3% (38.5% - 2014-15)</p>
<p>Annual Update:</p> <p>Directions: In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services and expenditures.</p> <p>As described in the "Involvement Process" section above, stakeholders were regularly consulted with regards to District progress on the 2015-16 LCAP</p>	<p>Annual Update:</p> <p>As a result of the LCAP Oversight Committee's review of the LCAP Survey and Panorama Ed Survey results, the following additions were recommended as increased actions and services for the 2015-2016 LCAP:</p> <p>A. Sunset membership in the San Gabriel Valley Consortium Beginning Teacher Support Administration Induction Program to allow LCUSD to provide our Year</p>

(including progress on state and local priorities) and stakeholder's assessment of local priorities. LCUSD's consultation process with stakeholders included, but was not limited to: the annual Panorama Ed Survey of students 4-6, all staff, and parents; the annual LCAP Survey; the Governing Board, Superintendent, and Cabinet's presence at stakeholder meetings and accessibility via email, telephone and office visits; the LCAP Oversight Committee members attending the meetings of major stakeholder groups and soliciting feedback on the LCAP, related goals, and progress on goals; LCAP Oversight Committee review of survey data and prioritization of findings in order to update LCAP goals, actions, services and expenditures.

At the mid-point of the LCAP Survey, all of the narrative feedback from stakeholders was synthesized and presented to the LCAP Oversight Committee for review and discussion. A snapshot of that feedback appears below:

LCAP Survey Comments (1/19/2016 – 2/4/2016)

District progress rankings are on a scale of 1-5, with 5 being the highest ranking. Bulleted comments represent narrative feedback that was repeated by a minimum of 5 respondents:

Class Size Reduction (CSR) – Majority Ranking of District Progress: 4 (41.6%)

- 4-6 Grade CSR is currently 30:1 and lower - work should be done to lower this further
- CSR districtwide continues to be a priority
- My child performs better with CSR
- More transparency on class sizes at LCHS is required - CSR is reported on as grade and course averages

which often appear lower than the class sizes of individual courses

- LCHS 7/8 class sizes remain near contractual limits (36:1) because of the nature of the small school model

Recruiting and Retaining Highest Quality Teaching, Support and Administrative Staffs – Majority Ranking of District Progress: 4 (30.9%)

- Most important goal of all
- Hiring of new teachers has been excellent
- Strong concern for improving teacher/staff salaries in order to be more competitive with select group of elite

comparables (4 other high performing school districts in Los Angeles County)

2 participating teachers a final year to enable them to complete the program.

B. Perform an Extra Duty Extra Pay schedule comparative analysis in relationship to LCHS's ability to recruit quality athletic coaches. Work to improve the capacity and leadership quality of our athletic coaching staff through LCUSD Human Resources department support and their work with the Positive Coaching Alliance.

Create a comprehensive hiring, training, and evaluation/feedback plan for the certificated Substitute Teaching staff to ensure that the substitute pool reflects the highest possible professional standard.

C. Adopt K-6 math textbooks for 2016-17 school year and pilot English Language Arts textbooks during the second semester of 2016-17 school year. Develop a long-term professional development plan for introducing the NGSS to the certificated instructional staff K-6.

D. Begin the implementation of Next Generation Science Standards (NGSS) in K-12 grade classrooms by providing teachers with professional learning opportunities during the 2016-17 school year. Establish NGSS Steering Committee to guide implementation, monitor progress and communicate results to all stakeholders. Increase equity of STEM offerings at all levels to align with the implementation of NGSS.

E. Provide continued administrative coaching through Teachers Development Group (TDG) to support site administration in the implementation of math instructional strategies acquired through teacher training. Develop a site plan with metrics and targets to monitor the implementation of instructional strategies and provide feedback for continued improvement.

F. Provide opportunities for teachers to design and implement collaborative, multi-disciplinary projects and experiences for all students in order to offer greater context and meaning to their learning across all disciplines.

G. Take initial steps to becoming a Future Ready school district to plan and implement personalized, research-based digital learning strategies so all students can achieve their full potential.

H. Continue implementation of student mobile device initiative (Bring Your

- Survey reportings voicing interest in improving lifetime earnings and highest salary for teachers/certificated staff; positive reportings on recruitment - District takes up to 25 years of service for new hires and district provides Allen Bill permits to full and part-time LCUSD staff

CCSS Implementation – Majority Ranking of District Progress: 4 (42.7%)

- District has made great strides in implementing this goal
- Common Core Instructional Strategies and Technology have become increasingly integrated
- Significant interest in adopting instructional materials to support Common Core instructional delivery, starting with a K-6 math textbook adoption
- Desire to assess efficacy of on-going professional development related to CCSS and NGSS
- Desire to focus on key student transitional years, ways for parents to support student learning, alignment of curriculums of same subject teachers, consistency in mathematics instruction, development of common assessments

Technology – Majority Ranking of District Progress: 4 (44.4%)

- Technology Department is doing a good job
- We must continue to keep up with technology integration into classroom instructional practices
- Need to overhaul the District's technology infrastructure with increasing community interest in a potential bond measure in November 2017

ELD Program – Majority Ranking of District Progress: 3 (35.3%)

- ELD students' needs are well provided for
- Importance of using supplemental dollars effectively to meet the needs of unduplicated count pupils

Facilities and Capital Improvements – Majority Ranking of District Progress: 4 (42.2%)

(Response to whether respondent would support a Bond Election: Yes=47.5%; No=9.7%; Unsure=42.8%)

Own Chromebook) in grades 5 through 8, design mobile device instructional plan for grades K-4, and begin instructional technology professional development for grades 9-12 in anticipation of Bring Your Own Chromebook reaching LCHS in 2017-18).

I. Continue the implementation of Digital Citizenship and Literacy with site administration ensuring that all students learn through direct instruction, guided practice, and hands-on experiences.

J. Provide online learning experiences in world languages at the K-6 level to ensure equal access to languages and explore other online learning experiences to enhance or supplement classroom instruction. Monitor and evaluate the success of the programs and assess viability for the 7-12 level.

K. Develop a course map for computer science pathways in K-12.

L. Use collaboration time to share best practices, design lessons and formative assessments, analyze data from common assessments, and distribute information acquired from various site and district committees. Communicate progress towards above goals to stakeholders via teacher leaders (monthly for TK-6 and quarterly for 7-12).

M. Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.

N. Reinstate a quarterly LCUSD newsletter communicating District, school, and department news related to program offerings, goals, initiatives, and district activities and events.

O. Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.

P. Form a Superintendent's Representative Council to collect input and communicate pertinent information related to District goals, initiatives, programs, challenges, and opportunities. The committee will meet quarterly and include representatives from all District employee associations.

- Interest in beginning a Facilities Master Plan project
- Survey respondents noted improved facilities - appearance and capital improvement projects
- Interest in studying the viability of a bond measure

Student Engagement through Program Offerings – Majority Ranking of District Progress: 4 (38.8%)

- Good progress in achieving this goal; the new and redesigned 7-12 electives have been met with enthusiasm
- Positive responses to more Counselors at LCHS - lower caseloads and improved actions and services
- Continue the development of CTA/Vocational Pathways and explore interdisciplinary learning and opportunities for students as local community colleges
- Improve 7-12 coaching staff and coaching stipends

Improve Stakeholder Involvement and Communication – Majority Ranking of District Progress: 4 (41.8%)

- Communication has improved via school board and superintendent newsletters; newly designed website is much improved
- Interest in dispersing this goal into the 7 others and creating a new goal which focuses upon students' social and emotional wellness, life balance skills, stress management and resiliency
- Focus on systemic student supports ensure college and career readiness

Other Comments:

- Explore reducing elementary counselors and adding elementary Assistant Principals
- Staff issues include: improve teacher salaries, address employee underperformance
- Learning needs include: new textbooks and instructional materials, greater curricular emphasis on writing skills, teacher resources and training for NGSS
- Facilities needs include: address parking needs and traffic flow at the school sites; redesign classrooms at 21st century learning environments, maintain equity between the sites in

Q. Establish the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.

R. Based on stakeholder input, assess the elementary administrative and counseling needs and depending upon results and budget considerations, adjust staffing accordingly.

S. Fund an additional .17 FTE for a counselor at LCHS to serve the ELD program and organize supplemental support for ELs and ensure equitable access to the instructional program.

T. Increase paraprofessional support at each school site. In addition to the current paraprofessional support at 3.75 hours per day for each of the four sites, another EL paraprofessional will be added at each site at 3.0 hours per day to improve student support throughout the entire school day.

U. Fund an additional .2 FTE in English at LCHS to support EL students in mainstream classrooms and also allowing EL students in level 3, 4 and 5 to enroll in two English classes as needed and appropriate.

V. Improve the LCHS EL Student Teacher Enrichment Program (STEP)/Homeroom by soliciting a current general education English teacher in grades 7/8 and 9-12 to conduct two classes per week for 30 minutes on Wednesday and Thursdays targeted on the needs of ELs.

W. Improve communication and EL parent outreach opportunities to assist them in understanding the English Language Development Program goals, pathways to English fluency, ways to support their children in the American education system, understanding LCUSD general education programs and other relevant topics.

X. Revise current reclassification Board Policies for students in grades 4-9 to include CAASPP Smarter Balanced Summative Assessment cut points as an additional multiple measure.

Y. Prioritize the findings of the LCUSD Advisory Committee on School Safety and Security, implementing recommendations and including them in the

terms of facility upgrades, address
technology infrastructure upgrades/overhaul, begin facilities master plan
needs assessment

development of the Facilities Master Plan.

Z. Begin evaluating future capital projects via the creation of a Facilities Master Plan that will inform and prioritize district capital needs based on input from all stakeholders.

AA. Assess and evaluate the needs for technology infrastructure as it relates to the master plan of the district and the educational objectives as outlined in the Future Ready District assessment and LCAP Goal #3.

BB. Provide additional resources to address the operational needs of maintaining and cleaning the campuses.

CC. Continue routine restricted maintenance as well as deferred maintenance at all sites to ensure that all facilities are clean, well-maintained, and in good repair.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Ensure that the highest quality certificated and classified staffs are recruited to LCUSD. For current staff, offer competitive salaries and benefits, professional development and support, and other incentivizing programs to ensure employee retention. Maintain staff (both current and new hires) who are fully credentialed in the appropriate areas and subject matters, and holding all of the necessary authorizations.	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify <u>2</u></p>
Identified Need :	<p>In order to provide a world-class 21st century education which prepares LCUSD students to successfully transition into colleges and careers, LCUSD needs to effectively recruit and retain the highest quality certificated and classified staffs. LCUSD teachers, on average, are currently compensated in the bottom quartile compared to similar, high-performing districts in Los Angeles County.</p> <p>Data from the Human Resources Department indicates that 100% of teachers are appropriately credentialed. Only 2 of teachers were mis-assigned in 2015-2016 due to a lack of EL authorization.</p> <p>Metrics:</p> <ol style="list-style-type: none"> 1) LCUSD's 2015-2016 Budget; 2) Human Resources staff will hire fully credentialed staff and assignment monitoring data will be uploaded into the California Longitudinal Pupil Achievement Data System (CALPADS); 3) 2013-2014 data demonstrated only 1 mis-assigned certificated staff member who did not have SDAIE authorization, enforce BP 4112.22 to rectify; target is to reduce or improve the 2% mis-assignment rate; 4) Human Resources staff will maintain position control, post vacancies, monitor evaluations, document non-reelections and releases; 5) Maintain contract with SGV BTSA Consortium; 6) Extra Duty Extra Pay jobs for Instructional Technology Coaches, PLC Leads, and PAR teacher leader positions will be filled; 7) Collective Bargaining Agreements and salary schedules; 8) Percentage of students completing A-G requirements will be maintained at 80%, plus or minus 2 points; 9) Percentage of students passing an advanced placement test with a score of 3 or higher will be maintained at 88% plus or minus 5 points; 10) Use District Accountability Plan Assessments and CAASPP to establish baseline in Y1 and create Y2 and Y3 targets; 11) Certificated staff survey data on the following questions will be maintained plus or minus 2 points with targets set for Y2 and Y3 based on Y1 results: <p>I believe my students are getting a high-quality education at my site. (2014 = 92%, 2015 = 91%)</p>	

	<p>I believe I am successfully dealing with students who are achieving below grade level. (2014 = 78%, 2015 = 76%)</p> <p>Colleagues at this school support each other's professional practice. (2014 = 77%, 2015 = 78%)</p>	
Goal Applies to:	Schools:	<p>La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12</p>
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Students will continue to experience the benefit of a highly qualified instructional staff.</p> <p>Successful recruitment, selection and retention of highly qualified employees will continue as determined by the Human Resources office and the site administration.</p> <p>The LCUSD Human Resources office will work with LACOE and CDE to correctly report course categories and certificated staff credentials.</p> <p>All (100%) elementary teachers will continue to be EL authorized. No LCHS teachers will fail to have EL authorization.</p> <p>Continue to competitively advance the LCTA, CSEA, and CMSA Salary Schedules over the life of this LCAP (2015-16, 2016-17, 2017-2018).</p> <p>100% of teachers shall be appropriately credentialed for their assignment.</p> <p>Continue the agreement for services with San Gabriel Valley BTSA Consortium to provide BTSA training for newly hired teachers who have not cleared their credential.</p> <p>Monitor, post and fill any vacancies, and maintain Extra Duty Extra Pay teacher leader positions to provide teachers with colleague support in Peer Assistance and Review, Instructional Technology Coaches, and PLC Leaders. Track progress.</p> <p>Percentage of pupils completing UC/CSU required courses will be maintained at 80.3 (plus or minus 2 points).</p> <p>Percentage of pupils who have passed an advanced placement test with a score of 3 or higher will be maintained at 88 (plus or minus 3 points).</p> <p>Third-year CAASPP student achievement scores will demonstrate a minimum of 2% growth.</p> <p>With its highly qualified staff, LCUSD will maintain current levels of AP course offerings.</p> <p>High school graduation rates shall exceed 96%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sunset membership in the SGV BTSA Consortium to provide an induction program to teachers with preliminary credentials.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SGV BTSA Consortium Fee 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000 Stipends for BTSA Support Providers 1000-1999: Certificated Personnel Salaries Base \$25,000

Negotiate on-schedule salary increases with LCTA to recruit and retain highly qualified certificated staff via a more competitive salary - given competing budgetary needs and interests (cost of a 1% on-schedule increase is included here as a reference)	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going salary negotiations with LCTA to support recruitment and retention of highly qualified certificated staff 1000-1999: Certificated Personnel Salaries Base \$164,444
Negotiate on-schedule salary increases with CSEA to recruit and retain highly qualified classified staff via a more competitive salary - given competing budgetary needs and interests (the cost of a 1% on-schedule increase is included here as a reference)	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going salary negotiations with CSEA to support recruitment and retention of highly qualified classified staff 2000-2999: Classified Personnel Salaries Base \$61,458
Continue to implement Peer Assistance and Review (PAR) consulting teacher and joint panel positions to support certificated employees with best practices in instruction and classroom management strategies	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Full implementation of Peer Assistance and Review Program 1000-1999: Certificated Personnel Salaries Base \$19,000
Continue to implement Extra Duty Extra Pay positions for teachers who will serve as Instructional Technology Coaches who will serve as peer mentors in the areas of lesson design, instructional strategies, and professional development	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continued implementation of Instructional Technology Coaches 1000-1999: Certificated Personnel Salaries Base \$19,000
Confer with Confidential Management and Supervisory	LEA-Wide	<input checked="" type="checkbox"/> All	On-going review and on-schedule increases to CMSA salary

Association (CMSA) members and contract employees to ensure salaries, given budgetary constraints, are competitive (cost of 1% salary increase listed as a reference)		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	schedule (administrators) 1000-1999: Certificated Personnel Salaries Base \$17,000 On-going review and on-schedule increase(s) to CMSA salary schedule (classified) 2000-2999: Classified Personnel Salaries Base \$9,000
Annual review of all certificated employees' credentials.	LEA-Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	10% of salary of Executive Secretary Human Resources 2000-2999: Classified Personnel Salaries Base \$6,700
Serves: ELL and Re-designated pupils. Implement BP 4112.22 to actively ensure that all certificated staff, as well as any staff "new hires" are fully authorized to teach students of Limited English proficiency.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	.5% of salary of Executive Secretary of Human Resources 2000-2999: Classified Personnel Salaries Supplemental \$675
Serves: ELL and Re-designated pupils. Annually solicit and arrange for attendance at applicable ELD workshops and/or conferences or engage experts to provide training on how to improve instructional practices/services and implementation of the CCSS for EL students, low income and foster youth pupils.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Professional Development Workshops and Trainings 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000
Serves: ELL and Re-designated pupils. Monitor Board Policy 4112.22 over the course of LCAP Year 1, 2, and 3 to actively ensure that all certificated	LEA-Wide	<input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners	Associate Superintendent HR monitoring and processing 1000-1999: Certificated Personnel Salaries Supplemental \$1,000

staff are fully authorized to teach students of limited English proficiency		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Serves: Low Income, Foster Youth, ELL and Re-designated pupils. Maintain the 3.75 hr/day classified Kindergarten paraprofessionals in each K classroom at all three elementary school sites and expand the AM and PM Kindergarten program by 15 minutes each. This action will take place on a elementary school-wide basis and represents the most effective strategy for supporting unduplicated count students as they are disbursed throughout the District. Evaluate this action in terms of the most cost effective measure to support Kindergarten classrooms.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10 - 3.75 hr/day classified paraprofessionals (7% unduplicated pupil proportionality) 2000-2999: Classified Personnel Salaries Supplemental \$8,400
Continue to strengthen the certificated substitute teaching staff to ensure quality instruction in the classrooms in the absence of our teachers.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Monitor and evaluate the effectiveness of substitute teachers 1000-1999: Certificated Personnel Salaries Base \$20,000 Assist with clerical tasks to coordinate the substitute assignments 2000-2999: Classified Personnel Salaries Base \$15,000 Purchase Substitute Teacher Management Program (AESOP) to coordinate substitute teacher assignments 5000-5999: Services And Other Operating Expenditures Base \$80,000
Continue to maintain as a best practice with LCTA job descriptions for teacher leader Extra Duty Extra Pay positions who will assist and support certificated colleagues via collaboration, consultation, and support in the areas of lesson design, instructional strategies, assessment development, professional development, subject area and/or department curriculum review and development, etc. Ensure the extra duty extra pay positions are funded and filled.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Monitor the development of Extra Duty Extra Pay job descriptions and the staffing and funding of these positions 1000-1999: Certificated Personnel Salaries Base \$165,000
Perform an Extra Duty Extra Pay schedule comparative analysis in relation to LCHS's ability to recruit quality athletic coaches. Work to improve the capacity and	LCHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Analyze the Extra Duty Extra Pay schedule and evaluate the effectiveness of our athletic coaching staff through work with the Positive Coaching Alliance. 1000-1999: Certificated

leadership quality of our athletic coaching staff through LCUSD Human Resources Department support and through their working with the Positive Coaching Alliance.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Salaries Other \$30,000
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<p>Students will continue to experience the benefit of a highly qualified instructional staff.</p> <p>Successful recruitment, selection and retention of highly qualified employees will continue as determined by the Human Resources office and the site administration.</p> <p>The LCUSD Human Resources office will work with LACOE and CDE to correctly report course categories and certificated staff credentials.</p> <p>All (100%) elementary teachers will continue to be EL authorized. No LCHS teachers will fail to have EL authorization.</p> <p>Continue to competitively advance the LCTA, CSEA, and CMSA Salary Schedules over the life of this LCAP (2015-16, 2016-17, 2017-2018).</p> <p>100% of teachers shall be appropriately credentialed for their assignment.</p> <p>Continue the agreement for services with San Gabriel Valley BTSA Consortium to provide BTSA training for newly hired teachers who have not cleared their credential.</p> <p>Monitor, post and fill any vacancies, and maintain Extra Duty Extra Pay teacher leader positions to provide teachers with colleague support in Peer Assistance and Review, Instructional Technology Coaches, and PLC Leaders. Track progress.</p> <p>Percentage of pupils completing UC/CSU required courses will be maintained at 80.3 (plus or minus 2 points).</p> <p>Percentage of pupils who have passed an advanced placement test with a score of 3 or higher will be maintained at 88 (plus or minus 3 points).</p> <p>Third-year CAASPP student achievement scores will demonstrate a minimum of 2% growth.</p> <p>With its highly qualified staff, LCUSD will maintain current levels of AP course offerings.</p> <p>High school graduation rates shall exceed 96%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sunset membership in the SGV BTSA Consortium to provide an induction program to teachers with	LEA-Wide	X All _____ OR: _____	SGV BTSA Consortium Fee 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000

preliminary credentials.		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Stipends for BTSA Support Providers 1000-1999: Certificated Personnel Salaries Base \$25,000
Negotiate on-schedule salary increases with LCTA to recruit and retain highly qualified certificated staff via a more competitive salary - given competing budgetary needs and interests (cost of a 1% on-schedule increase is included here as a reference)	LEA-Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	On-going salary negotiations with LCTA to support recruitment and retention of highly qualified certificated staff 1000-1999: Certificated Personnel Salaries Base \$164,444
Negotiate on-schedule salary increases with CSEA to recruit and retain highly qualified classified staff via a more competitive salary - given competing budgetary needs and interests (the cost of a 1% on-schedule increase is included here as a reference)	LEA-Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	On-going salary negotiations with CSEA to support recruitment and retention of highly qualified classified staff 2000-2999: Classified Personnel Salaries Base \$61,458
Continue to implement Peer Assistance and Review (PAR) consulting teacher and joint panel positions to support certificated employees with best practices in instruction and classroom management strategies	LEA-Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Full implementation of Peer Assistance and Review Program 1000-1999: Certificated Personnel Salaries Base \$19,000
Continue to implement Extra Duty Extra Pay positions for teachers who will serve as Instructional Technology Coaches who will serve as peer mentors in the areas of lesson design, instructional strategies, and professional development	LEA-Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> Low Income pupils English Learners 	Continued implementation of Instructional Technology Coaches 1000-1999: Certificated Personnel Salaries Base \$19,000

		Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Confer with Confidential Management and Supervisory Association (CMSA) members and contract employees to ensure salaries, given budgetary constraints, are competitive (cost of 1% salary increase listed as a reference)	LEA-Wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	On-going review and on-schedule increases to CMSA salary schedule (administrators) 1000-1999: Certificated Personnel Salaries Base \$17,000 On-going review and on-schedule increase(s) to CMSA salary schedule (classified) 2000-2999: Classified Personnel Salaries Base \$9,000
Annual review of all certificated employees' credentials.	LEA-Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	10% of salary of Executive Secretary Human Resources 2000-2999: Classified Personnel Salaries Base \$6,700
Serves: ELL and Re-designated pupils. Implement BP 4112.22 to actively ensure that all certificated staff, as well as any staff "new hires" are fully authorized to teach students of Limited English proficiency.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	.5% of salary of Executive Secretary of Human Resources 2000-2999: Classified Personnel Salaries Supplemental \$675
Serves: ELL and Re-designated pupils. Annually solicit and arrange for attendance at applicable ELD workshops and/or conferences or engage experts to provide training on how to improve instructional practices/services and implementation of the CCSS for EL students, low income and foster youth pupils.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	ELD Professional Development Workshops and Trainings 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000

		Other Subgroups: (Specify)	
Serves: ELL and Re-designated pupils. Monitor Board Policy 4112.22 over the course of LCAP Year 1, 2, and 3 to actively ensure that all certificated staff are fully authorized to teach students of limited English proficiency	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Associate Superintendent HR monitoring and processing 1000-1999: Certificated Personnel Salaries Supplemental \$1,000
Serves: Low Income, Foster Youth, ELL and Re-designated pupils. Maintain the 3.75 hr/day classified Kindergarten paraprofessionals in each K classroom at all three elementary school sites and expand the AM and PM Kindergarten program by 15 minutes each. This action will take place on a elementary school-wide basis and represents the most effective strategy for supporting unduplicated count students as they are disbursed throughout the District. Evaluate this action in terms of the most cost effective measure to support Kindergarten classrooms.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10 - 3.75 hr/day classified paraprofessionals (7% unduplicated pupil proportionality) 2000-2999: Classified Personnel Salaries Supplemental \$8,400
Continue to strengthen the certificated substitute teaching staff to ensure quality instruction in the classrooms in the absence of our teachers.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Monitor and evaluate the effectiveness of substitute teachers 1000-1999: Certificated Personnel Salaries Base \$20,000 Assist with clerical tasks to coordinate the substitute assignments 2000-2999: Classified Personnel Salaries Base \$15,000 Purchase Substitute Teacher Management Program (AESOP) to coordinate substitute teacher assignments 5000-5999: Services And Other Operating Expenditures Base \$80,000
Continue to maintain as a best practice with LCTA job descriptions for teacher leader Extra Duty Extra Pay positions who will assist and support certificated colleagues via collaboration, consultation, and support in the areas of lesson design, instructional strategies, assessment development, professional development,	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Monitor the development of Extra Duty Extra Pay job descriptions and the staffing and funding of these positions 1000-1999: Certificated Personnel Salaries Base \$165,000

subject area and/or department curriculum review and development, etc. Ensure the extra duty extra pay positions are funded and filled.		English proficient _ Other Subgroups: (Specify)	
Perform an Extra Duty Extra Pay schedule comparative analysis in relation to LCHS's ability to recruit quality athletic coaches. Work to improve the capacity and leadership quality of our athletic coaching staff through LCUSD Human Resources Department support and through their working with the Positive Coaching Alliance.	LCHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Analyze the Extra Duty Extra Pay schedule and evaluate the effectiveness of our athletic coaching staff through work with the Positive Coaching Alliance. 1000-1999: Certificated Personnel Salaries Other \$30,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Students will continue to experience the benefit of a highly qualified instructional staff.</p> <p>Successful recruitment, selection and retention of highly qualified employees will continue as determined by the Human Resources office and the site administration.</p> <p>The LCUSD Human Resources office will work with LACOE and CDE to correctly report course categories and certificated staff credentials.</p> <p>All (100%) elementary teachers will continue to be EL authorized. No LCHS teachers will fail to have EL authorization.</p> <p>Continue to competitively advance the LCTA, CSEA, and CMSA Salary Schedules over the life of this LCAP (2015-16, 2016-17, 2017-2018).</p> <p>100% of teachers shall be appropriately credentialed for their assignment.</p> <p>Continue the agreement for services with San Gabriel Valley BTSA Consortium to provide BTSA training for newly hired teachers who have not cleared their credential.</p> <p>Monitor, post and fill any vacancies, and maintain Extra Duty Extra Pay teacher leader positions to provide teachers with colleague support in Peer Assistance and Review, Instructional Technology Coaches, and PLC Leaders. Track progress.</p> <p>Percentage of pupils completing UC/CSU required courses will be maintained at 80.3 (plus or minus 2 points).</p> <p>Percentage of pupils who have passed an advanced placement test with a score of 3 or higher will be maintained at 88 (plus or minus 3 points).</p> <p>Third-year CAASPP student achievement scores will demonstrate a minimum of 2% growth.</p> <p>With its highly qualified staff, LCUSD will maintain current levels of AP course offerings.</p> <p>High school graduation rates shall exceed 96%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sunset membership in the SGV BTSA Consortium to provide an induction program to teachers with preliminary credentials.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SGV BTSA Consortium Fee 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000 Stipends for BTSA Support Providers 1000-1999: Certificated Personnel Salaries Base \$25,000

Negotiate on-schedule salary increases with LCTA to recruit and retain highly qualified certificated staff via a more competitive salary - given competing budgetary needs and interests (cost of a 1% on-schedule increase is included here as a reference)	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going salary negotiations with LCTA to support recruitment and retention of highly qualified certificated staff 1000-1999: Certificated Personnel Salaries Base \$164,444
Negotiate on-schedule salary increases with CSEA to recruit and retain highly qualified classified staff via a more competitive salary - given competing budgetary needs and interests (the cost of a 1% on-schedule increase is included here as a reference)	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going salary negotiations with CSEA to support recruitment and retention of highly qualified classified staff 2000-2999: Classified Personnel Salaries Base \$61,458
Continue to implement Peer Assistance and Review (PAR) consulting teacher and joint panel positions to support certificated employees with best practices in instruction and classroom management strategies	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Full implementation of Peer Assistance and Review Program 1000-1999: Certificated Personnel Salaries Base \$19,000
Continue to implement Extra Duty Extra Pay positions for teachers who will serve as Instructional Technology Coaches who will serve as peer mentors in the areas of lesson design, instructional strategies, and professional development	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continued implementation of Instructional Technology Coaches 1000-1999: Certificated Personnel Salaries Base \$19,000
Confer with Confidential Management and Supervisory	LEA-Wide	<input checked="" type="checkbox"/> All -----	On-going review and on-schedule increases to CMSA salary

Association (CMSA) members and contract employees to ensure salaries, given budgetary constraints, are competitive (cost of 1% salary increase listed as a reference)		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	schedule (administrators) 1000-1999: Certificated Personnel Salaries Base \$17,000 On-going review and on-schedule increase(s) to CMSA salary schedule (classified) 2000-2999: Classified Personnel Salaries Base \$9,000
Annual review of all certificated employees' credentials.	LEA-Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	10% of salary of Executive Secretary Human Resources 2000-2999: Classified Personnel Salaries Base \$6,700
Serves: ELL and Re-designated pupils. Implement BP 4112.22 to actively ensure that all certificated staff, as well as any staff "new hires" are fully authorized to teach students of Limited English proficiency.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	.5% of salary of Executive Secretary of Human Resources 2000-2999: Classified Personnel Salaries Supplemental \$675
Serves: ELL and Re-designated pupils. Annually solicit and arrange for attendance at applicable ELD workshops and/or conferences or engage experts to provide training on how to improve instructional practices/services and implementation of the CCSS for EL students, low income and foster youth pupils.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Professional Development Workshops and Trainings 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000
Serves: ELL and Re-designated pupils. Monitor Board Policy 4112.22 over the course of LCAP Year 1, 2, and 3 to actively ensure that all certificated	LEA-Wide	<input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners	Associate Superintendent HR monitoring and processing 1000-1999: Certificated Personnel Salaries Supplemental \$1,000

staff are fully authorized to teach students of limited English proficiency		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Serves: Low Income, Foster Youth, ELL and Re-designated pupils. Maintain the 3.75 hr/day classified Kindergarten paraprofessionals in each K classroom at all three elementary school sites and expand the AM and PM Kindergarten program by 15 minutes each. This action will take place on a elementary school-wide basis and represents the most effective strategy for supporting unduplicated count students as they are disbursed throughout the District. Evaluate this action in terms of the most cost effective measure to support Kindergarten classrooms.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10 - 3.75 hr/day classified paraprofessionals (7% unduplicated pupil proportionality) 2000-2999: Classified Personnel Salaries Supplemental \$8,400
Continue to strengthen the certificated substitute teaching staff to ensure quality instruction in the classrooms in the absence of our teachers.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Monitor and evaluate the effectiveness of substitute teachers 1000-1999: Certificated Personnel Salaries Base \$20,000 Assist with clerical tasks to coordinate the substitute assignments 2000-2999: Classified Personnel Salaries Base \$15,000 Purchase Substitute Teacher Management Program (AESOP) to coordinate substitute teacher assignments 5000-5999: Services And Other Operating Expenditures Base \$80,000
Continue to maintain as a best practice with LCTA job descriptions for teacher leader Extra Duty Extra Pay positions who will assist and support certificated colleagues via collaboration, consultation, and support in the areas of lesson design, instructional strategies, assessment development, professional development, subject area and/or department curriculum review and development, etc. Ensure the extra duty extra pay positions are funded and filled.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Monitor the development of Extra Duty Extra Pay job descriptions and the staffing and funding of these positions 1000-1999: Certificated Personnel Salaries Base \$165,000
Perform an Extra Duty Extra Pay schedule comparative analysis in relation to LCHS's ability to recruit quality athletic coaches. Work to improve the capacity and	LCHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Analyze the Extra Duty Extra Pay schedule and evaluate the effectiveness of our athletic coaching staff through work with the Positive Coaching Alliance. 1000-1999: Certificated

leadership quality of our athletic coaching staff through LCUSD Human Resources Department support and through their working with the Positive Coaching Alliance.		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Personnel Salaries Other \$30,000
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL 2:	Reduce and/or maintain TK – 3 class sizes at 22:1 or smaller. Reduce class sizes in grades 4-6 to 30:1 or below (collective bargaining class size limits are set at 33:1). Reduce 9th grade ELA and math class sizes to 26:1 and below (collective bargaining class size limits are set at 36:1).	Related State and/or Local Priorities: 1 2 _ 3 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>1</u>
Identified Need :	<p>Small class sizes help support the personal relationships developed between a teacher and his/her students. Small class sizes provide the external structure to foster relationships, activities and positive learning environments that all students need to grow up healthy and responsible. (Search Institute research on Developmental Assets)</p> <p>Additionally, Common Core calls for students to interact with curriculum at a level that requires significant teacher coaching and oversight. Smaller class sizes will improve the authentic implementation of Common Core.</p> <p>2013 API for LCUSD was 947, indicating that the learning environment supported strong pupil achievement as assessed by the last-generation, multiple-choice tests (STAR).</p> <p>LCUSD's 2013-14 Student Attendance Rates are 97.26 demonstrating that the learning environments and small class sizes support strong pupil engagement.</p> <p>LCUSD met 27 of 30 AYP Criteria for 2013, indicating the learning environment supported strong student achievement.</p> <p>Metrics:</p> <ol style="list-style-type: none"> 1) LCUSD's 2015-2016 Budget; 2) Human Resources staff will hire fully credentialed staff and assignment monitoring data will be uploaded into the California Longitudinal Pupil Achievement Data System (CALPADS); 3) 2013-2014 data demonstrated only 1 mis-assigned certificated staff member who did not have SDAIE authorization, enforce BP 4112.22 to rectify; 4) Human Resources staff will maintain position control, post vacancies, monitor evaluations, document non-reelections and releases; 5) Maintain contract with SGV BTSA Consortium; 6) Extra Duty Extra Pay jobs for Instructional Technology Coaches, PLC Leads, and PAR teacher leader positions will be filled; 7) Collective Bargaining Agreements and salary schedules; 8) Percentage of students completing A-G requirements will be maintained at 80%, plus or minus 2 points; 9) Percentage of students passing an advanced placement test with a score of 3 or higher will be maintained at 88% plus or minus 5 points; 	

	<p>10) Use District Accountability Plan Assessments and CAASPP to establish baseline in Y1 and create Y2 and Y3 targets;</p> <p>11) Certificated staff survey data on the following questions will be maintained plus or minus 2 points with targets set for Y2 and Y3 based on Y1 results:</p> <p>I believe my students are getting a high-quality education at my site. (2014 = 92%, 2015 = 91%)</p> <p>I believe I am successfully dealing with students who are achieving below grade level. (2014 = 78%, 2015 = 76%)</p> <p>Colleagues at this school support each other's professional practice. (2014 = 77%, 2015 = 78%)</p>		
Goal Applies to:	Schools:		<p>La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8, La Canada High School 9-12</p>
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Students will experience the benefits of an improved classroom environment due to targeted class size reduction.			
	Class sizes in grades TK-3 will be maintained at 22:1 or below, maintaining the LCFF target set in year 2 and creating low student to teacher ratios to support student achievement.			
	Class sizes in grades 4-6 will be reduced from the standard set in the collective bargaining agreement (33:1) to a range of 25 – 30:1, improving the student to teacher ratio in every classroom in order to support student engagement and student achievement.			
	9th grade ELA and math classes will maintain a ratio of 24-27:1 to support student achievement in those subjects by providing low student to teacher ratios.			
	9th grade ELA and math classes will maintain or decrease from the base year number of students earning D/F marks at the end of each semester grading period.			
	Implement the results of action research regarding the viability of establishing CSR in ELA and math in 10th grade – or in a grade level or course(s) recommended by the action research findings.			
	Collect Year II CAASPP data to inform API and AYP. Monitor and track student performance on CAASPP, targeting growth district-wide at a minimum of 2%.			
	Students in grades TK-6 and 9th Grade ELA and math will have smaller class size ratios to provide them with more teacher access and opportunities for small group instruction. Smaller class sizes argue for stronger relationships with the instructor, which promote greater student engagement. Maintain student attendance rates between 96 and 98%.			
	Student suspension rates will be maintained or decreased.			
	Principals in grades TK-8 shall revisit baseline goals and metrics for their Every Student Succeeds (ESS) plans and achieve those goals with 92% accuracy.			
	LCHS 9-12 shall monitor and survey stakeholders regarding the WASC Action Plan with results demonstrating requisite progress for Year V.			
	Annual LCUSD Teacher, Parent and Student Surveys shall demonstrate increased satisfaction in targeted areas identified by District and site administration and staff for the 2016-17 school year.			
	Internal common CCSS designed benchmark assessments shall demonstrate student growth over time with a minimum of 78% of students scoring proficient or advanced.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain +8.8 certificated FTE in grades TK-3 District-		LEA-Wide	X All	CSR TK-3 Certificated Salaries and Benefits 1000-1999:

wide to maintain class size ratios of 17-22:1	Elementary	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel Salaries Other \$730,330
Maintain 5.0 certificated FTE in grades 4-6 to achieve class size ratios of 25-30:1 District-wide	LEA-Wide Elementary	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSR Grades 4-6 1000-1999: Certificated Personnel Salaries Other \$414,600
Maintain .4 certificated FTE ELA in 9th grade to achieve class size ratios of 24-27:1	School-Wide (LCHS 9th grade)	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSR 9th Grade ELA 1000-1999: Certificated Personnel Salaries Other \$33,600
Maintain .6 certificated FTE to 9th grade math courses to achieve class size ratios of 24-27:1	School-Wide (LCHS 9th grade)	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSR 9th grade math courses 1000-1999: Certificated Personnel Salaries Other \$39,763
Serves EL, Foster Youth, Low Income, and Redesignated pupils. Maintain TK-3 class sizes at 22:1 or smaller. This action	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Maintained 8.8 FTE (7% Unduplicated Pupil Proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$67,970

will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Serves: ELL, Low Income, Foster Youth, and Re-designated pupils. Maintain class sizes in grades 4-6 to 30:1 or below (collective bargaining language class size limits are set at 33:1). This action will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increased 5.0 FTE in grades 4-6 (7% Unduplicated Pupil Proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$29,045
Serves: ELL, Low Income, Foster Youth, and Re-designated pupils. Maintain 9th grade ELA and math class sizes to 26:1 or below (collective bargaining language class size limits for grades 7-12 are set at 36:1). This action will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increased 1.0 FTE in 9th grade ELA and math (7% Unduplicated Pupil Proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$5,809

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Students will experience the benefits of an improved classroom environment due to targeted class size reduction.</p> <p>Class sizes in grades TK-3 will be maintained at 22:1 or below, maintaining the LCFF target set in year 2 and creating low student to teacher ratios to support student achievement.</p> <p>Class sizes in grades 4-6 will be reduced from the standard set in the collective bargaining agreement (33:1) to a range of 25 – 30:1, improving the student to teacher ratio in every classroom in order to support student engagement and student achievement.</p> <p>9th grade ELA and math classes will maintain a ratio of 24-27:1 to support student achievement in those subjects by providing low student to teacher ratios.</p> <p>9th grade ELA and math classes will maintain or decrease from the base year number of students earning D/F marks at the end of each semester grading period.</p> <p>Implement the results of action research regarding the viability of establishing CSR in ELA and math in 10th grade – or in a grade level or course(s) recommended by the action research findings.</p> <p>Collect Year II CAASPP data to inform API and AYP. Monitor and track student performance on CAASPP, targeting growth district-wide at a minimum of 2%.</p> <p>Students in grades TK-6 and 9th Grade ELA and math will have smaller class size ratios to provide them with more teacher access and opportunities for small group instruction. Smaller class sizes argue for stronger relationships with the instructor, which promote greater student engagement. Maintain student attendance rates between 96 and 98%.</p> <p>Student suspension rates will be maintained or decreased.</p> <p>Principals in grades TK-8 shall revisit baseline goals and metrics for their Every Student Succeeds (ESS) plans and achieve those goals with 92% accuracy.</p> <p>LCHS 9-12 shall monitor and survey stakeholders regarding the WASC Action Plan with results demonstrating requisite progress for Year V.</p> <p>Annual LCUSD Teacher, Parent and Student Surveys shall demonstrate increased satisfaction in targeted areas identified by District and site administration and staff for the 2016-17 school year.</p> <p>Internal common CCSS designed benchmark assessments shall demonstrate student growth over time with a minimum of 78% of students scoring proficient or advanced.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain +8.8 certificated FTE in grades TK-3 District-	LEA-Wide	<u>X</u> All _____	CSR TK-3 Certificated Salaries and Benefits 1000-1999:

wide to maintain class size ratios of 17-22:1	Elementary	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel Salaries Other \$730,330
Maintain 5.0 certificated FTE in grades 4-6 to achieve class size ratios of 25-30:1 District-wide	LEA-Wide Elementary	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSR Grades 4-6 1000-1999: Certificated Personnel Salaries Other \$414,600
Maintain .4 certificated FTE ELA in 9th grade to achieve class size ratios of 24-27:1	School-Wide (LCHS 9th grade)	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSR 9th Grade ELA 1000-1999: Certificated Personnel Salaries Other \$33,600
Maintain .6 certificated FTE to 9th grade math courses to achieve class size ratios of 24-27:1	School-Wide (LCHS 9th grade)	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSR 9th grade math courses 1000-1999: Certificated Personnel Salaries Other \$39,763
Serves EL, Foster Youth, Low Income, and Redesignated pupils. Maintain TK-3 class sizes at 22:1 or smaller. This action	LEA-Wide	_ All OR: <u>X</u> Low Income pupils	Maintained 8.8 FTE (7% Unduplicated Pupil Proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$67,970

will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Serves: ELL, Low Income, Foster Youth, and Re-designated pupils. Maintain class sizes in grades 4-6 to 30:1 or below (collective bargaining language class size limits are set at 33:1). This action will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increased 5.0 FTE in grades 4-6 (7% Unduplicated Pupil Proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$29,045
Serves: ELL, Low Income, Foster Youth, and Re-designated pupils. Maintain 9th grade ELA and math class sizes to 26:1 or below (collective bargaining language class size limits for grades 7-12 are set at 36:1). This action will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increased 1.0 FTE in 9th grade ELA and math (7% Unduplicated Pupil Proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$5,809

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Students will experience the benefits of an improved classroom environment due to targeted class size reduction.			
	Class sizes in grades TK-3 will be maintained at 22:1 or below, maintaining the LCFF target set in year 2 and creating low student to teacher ratios to support student achievement.			
	Class sizes in grades 4-6 will be reduced from the standard set in the collective bargaining agreement (33:1) to a range of 25 – 30:1, improving the student to teacher ratio in every classroom in order to support student engagement and student achievement.			
	9th grade ELA and math classes will maintain a ratio of 24-27:1 to support student achievement in those subjects by providing low student to teacher ratios.			
	9th grade ELA and math classes will maintain or decrease from the base year number of students earning D/F marks at the end of each semester grading period.			
	Implement the results of action research regarding the viability of establishing CSR in ELA and math in 10th grade – or in a grade level or course(s) recommended by the action research findings.			
	Collect Year II CAASPP data to inform API and AYP. Monitor and track student performance on CAASPP, targeting growth district-wide at a minimum of 2%.			
	Students in grades TK-6 and 9th Grade ELA and math will have smaller class size ratios to provide them with more teacher access and opportunities for small group instruction. Smaller class sizes argue for stronger relationships with the instructor, which promote greater student engagement. Maintain student attendance rates between 96 and 98%.			
	Student suspension rates will be maintained or decreased.			
	Principals in grades TK-8 shall revisit baseline goals and metrics for their Every Student Succeeds (ESS) plans and achieve those goals with 92% accuracy.			
LCHS 9-12 shall monitor and survey stakeholders regarding the WASC Action Plan with results demonstrating requisite progress for Year V.				
Annual LCUSD Teacher, Parent and Student Surveys shall demonstrate increased satisfaction in targeted areas identified by District and site administration and staff for the 2016-17 school year.				
Internal common CCSS designed benchmark assessments shall demonstrate student growth over time with a minimum of 78% of students scoring proficient or advanced.				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain +8.8 certificated FTE in grades TK-3 District-		LEA-Wide	X All	CSR TK-3 Certificated Salaries and Benefits 1000-1999:

wide to maintain class size ratios of 17-22:1	Elementary	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel Salaries Other \$730,330
Maintain 5.0 certificated FTE in grades 4-6 to achieve class size ratios of 25-30:1 District-wide	LEA-Wide Elementary	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSR Grades 4-6 1000-1999: Certificated Personnel Salaries Other \$414,600
Maintain .4 certificated FTE ELA in 9th grade to achieve class size ratios of 24-27:1	School-Wide (LCHS 9th grade)	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSR 9th Grade ELA 1000-1999: Certificated Personnel Salaries Other \$33,600
Maintain .6 certificated FTE to 9th grade math courses to achieve class size ratios of 24-27:1	School-Wide (LCHS 9th grade)	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSR 9th grade math courses 1000-1999: Certificated Personnel Salaries Other \$39,763
Serves EL, Foster Youth, Low Income, and Redesignated pupils. Maintain TK-3 class sizes at 22:1 or smaller. This action	LEA-Wide	_ All OR: <u>X</u> Low Income pupils <u>X</u> English Learners	Maintained 8.8 FTE (7% Unduplicated Pupil Proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$67,970

will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Serves: ELL, Low Income, Foster Youth, and Re-designated pupils. Maintain class sizes in grades 4-6 to 30:1 or below (collective bargaining language class size limits are set at 33:1). This action will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increased 5.0 FTE in grades 4-6 (7% Unduplicated Pupil Proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$29,045
Serves: ELL, Low Income, Foster Youth, and Re-designated pupils. Maintain 9th grade ELA and math class sizes to 26:1 or below (collective bargaining language class size limits for grades 7-12 are set at 36:1). This action will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increased 1.0 FTE in 9th grade ELA and math (7% Unduplicated Pupil Proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$5,809

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Goal #3: Provide a high quality instructional program to all students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
	Identified Need : In order for LCUSD students to fully participate in 21st century learning and engage in the rigorous curriculum afforded by the CCSS, staff needs professional development, training, colleague mentoring and support, collaboration time, and instructional materials aligned with CCSS. All students and staff also need access to reliable, modern and innovative technology resources. Staff needs training on the use and integration of technology into their instructional strategies and work routines. Resources need to be allocated to the acquisition of devices, and to the upgrade of information systems and network hardware.		
Goal Applies to:	Schools:	La Canada Elementary, Paradise Canyon, Palm Crest, La Canada High School 7/8, La Canada High School 9-12	
	Applicable Pupil Subgroups:		

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1) Teachers Development Group calendar for administrative coaching of 100% of site administrators; 2) Instructional Technology Integrationists will be hired on or before 9/15/16 and paid on Extra Duty Extra Pay schedule; on the annual survey, teachers will report gaining useful instructional ideas with a baseline of 25% compared to other choices. 3) All teachers (100%) will be provided the opportunity to design instructional materials outside of work hours with hourly compensation at the non-instructional rate with the expectation that all newly designed materials will be aligned with Common Core State Standards and shared with the entire grade level or like course. This will allow teachers to provide more rigorous instruction to students; 4) Purchase of CCSS aligned and SBE approved instructional materials with the expectation that there will be a 20% increase in instructional materials available to teachers due to purchasing of CCSS aligned instructional materials; in year 2 and 3 of LCAP 100% of the teachers will use the newly adopted textbooks in the select content areas; 5) Use revised District Assessment Accountability Plan and CAASPP results to establish baseline in Y1 and create Y2 and Y3 targets. 6) The 2014 – 2017 LCUSD Technology Plan with 90 - 100% of all goals/benchmarks in the Plan met by 2017 of the LCAP with specific teaching and learning targets including: Over each of the next three years, replace 35% of workstations and add laptop carts at each site; update inventory of hardware, assess wireless network and plan upgrades; conduct an annual review of benchmarks outlined in technology plan to measure success of benchmark completion; 7) 2016-2017 LCUSD Adopted Budget; 8) Retain 2 Technology Integrationist TOSAs and a Student Technology Specialist with a metric identified on the end of the year survey which will show maintenance of 75% of teachers using instruction daily to twice a week; students using technology to complete assignments will increase from 41% to 50% usage twice a week or more; and a redesigned student survey to report on the effectiveness of technology integration on engagement and cognition; 9) Maintain a Professional Development Calendar and engage staff in a survey as a metric demonstrating a 20% increase in basic proficiency levels in technology usage and knowledge; a second survey for office and support will be distributed with a goal of at least 55% of staff identifying themselves at basic to intermediate proficiency levels with technology usage and 40% report participating in technical training; 10) LCUSD Annual Parent, Student, Staff Surveys; 11) Maintain programs of study that align with state board-approved career technical educational standards and frameworks; 12) Maintain LCHS High School Graduation Rates; 13) Maintain student Attendance rates. <p>Outcomes:</p>
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Schedule calendars of TDG Administrative Coaching dates. 100% of all administrators will participate in TDG Administrative coaching sessions and lead the implementation of CCSS aligned instructional strategies. Students will benefit from expanded and aligned CCSS instructional strategies.

100% of all TK-12 grade science teachers will be trained in NGSS.

Revise CCSS aligned pacing guides, common assessments, and analyze results of the common assessments to guide instruction. Use collaboration time for task completion and authorize hourly instructional pay for tasks completed outside work hours. Students will benefit from CCSS aligned pacing guides and assessments. Common CCSS aligned assessments will inform teachers' instruction.

Continue to review and evaluate textbooks for adoption in 2016-17. Asst. Superintendent of Curriculum and Instruction will lead the textbook adoption process. Students will benefit from new CCSS aligned textbooks.

Increase the numbers of students meeting and exceeding standards on CAASPP by 3% over spring 2016 results.

The percentage of students passing a science or math AP test with a score of 3 or higher shall be above 85%.

All students will have access to standards-aligned instructional materials, including technology;

With the advancement of technology at LCHS 9-12, all students shall have access to Career Technical Educational standards and frameworks approved by the State Board of Education through a wide range of course offerings. LCHS will maintain or improve its current level of CTE courses (11 courses; 22 sections);

Maintain 2 Technology Instructional Integrationist TOSAs (one TK-6 and one 7-12). Document a menu of trainings, professional development modules, lesson design samples, calendars of peer teaching, etc., in order to evaluate and track the TOSAs' effectiveness. TOSA effectiveness will translate into teacher support for the implementation of CCSS and technology and result in better instruction for students;

The on-going maintenance of a Professional Development Center at the District Office will support classroom instruction and promote student achievement and engagement;

The established baseline levels of satisfaction with technology infrastructure reliability, professional development support, and student access via staff, student and parent surveys will experience a minimum of 2 % growth in targeted areas;

Chronic absenteeism rates will be monitored and addressed to support student engagement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All site administrators will be trained on CCSS math instructional strategies through TDG administrative coaching to effectively lead the teachers' implementation of the strategies obtained from TDG training. This will be	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	% of administrators' salaries 1000-1999: Certificated Personnel Salaries Base \$10,851 5800: Professional/Consulting Services And Operating

a goal for each of the administrators and will be evaluated for effectiveness at the end of the school year.		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expenditures Base \$25,500
Instructional Technology Integrationists will be hired on or before 9/15/16 and paid on Extra Duty Extra Pay schedule.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra-duty, extra pay salary 1000-1999: Certificated Personnel Salaries Base \$15,391
Provide the opportunity to design instructional materials outside of work hours with hourly compensation at the non-instructional rate with the expectation that all newly designed materials will be closely aligned with Common Core State Standards and shared with the entire grade level or like course.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$15,000
Adopt K-6 math textbooks.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum materials 4000-4999: Books And Supplies Base \$260,812
Continue implementation of technology refresh plan to have current workstations for teachers and students in order to maintain productivity and expected levels of instruction.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	5% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$6200 Computer purchases 4000-4999: Books And Supplies Other \$75,000

		English proficient _ Other Subgroups: (Specify)	
Continue to utilize teachers on special assignment to support teachers with instruction, integration of technology, transition to newly adopted materials, differentiation, and the use of common assessments.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Teacher on special assignment salary K-6 1000-1999: Certificated Personnel Salaries Base \$75,000 Teacher on special assignment 7-12 1000-1999: Certificated Personnel Salaries Base \$85,000
Review and evaluate ELA textbooks for adoption in 2016-17. Asst. Superintendent of Curriculum and Instruction will lead the textbook adoption process.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	% of Assistant Superintendent's salary 1000-1999: Certificated Personnel Salaries Base \$14,500 Instructional materials ELA /ELD Toolkit - Trainer of Trainers 1000-1999: Certificated Personnel Salaries Base \$650 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$1,305
Continue providing intensive professional development (in addition to training provided by publisher) to certificated staff in order to successfully utilize the newly adopted math textbooks and resources and to integrate technology in their instruction.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development consultant and services (University of Chicago) 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$43,500
Begin the implementation of Next Generation Science Standards (NGSS) in K-12 grade classrooms by providing teachers with professional learning opportunities during the 2016-17 school year. Establish NGSS Steering Committee to guide implementation, monitor progress and communicate results to all stakeholders. Increase equity of STEM offerings at all levels to align with the implementation of NGSS	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	% of Assistant Superintendent's salary 1000-1999: Certificated Personnel Salaries Base \$14,500 K-12 Alliance @ WestEd Contract 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$26,100 Resources and Materials 4000-4999: Books And Supplies

			Base \$10,000 Paraprofessional I- Lab Aide positions at each site (5 total) 2000-2999: Classified Personnel Salaries Base \$77,500 2 Science Coordinator Stipends (1(K-6) and 1(7-12) 1000-1999: Certificated Personnel Salaries Base \$4,925.10
Continue the implementation of math course pathways at LCHS 7-12 campus with the support of a math consultant and provide planning time to teachers for course development	LCHS 7/8, LCHS 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Math consultant's contract (Curtis Center @ UCLA) 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000 Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$8,866.80 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$7,250
Continue to provide on-going professional development to Special Education and ELD teachers so that they can implement standards aligned lessons and instructional strategies to meet the needs of English learners and students with special needs	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Targeted professional development on CCSS for Special Education and EL instructors to support these learners' access to the CCSS 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000
Provide opportunities for teachers to design and implement collaborative, multi-disciplinary projects and experiences for all students in order to offer greater context and meaning to their learning across all disciplines	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$8,000
Take initial steps to becoming a Future Ready school district to plan and implement personalized, research-based digital learning strategies so all students can achieve their full potential.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	5% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$6,200

		_ Other Subgroups: (Specify)	
Continue implementation of student mobile device initiative (Bring Your Own Chromebook) in grades 5 through 8, design mobile device instructional plan for grades K-4, and begin instructional technology professional development for grades 9-12 in anticipation of Bring Your Own Chromebook reaching LCHS in 2017-18).	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Program specialist salary 1000-1999: Certificated Personnel Salaries Base \$98,072
Continue the implementation of Digital Citizenship, Responsibility, and Literacy with site administration ensuring that all students learn through direct instruction, guided practice, and hands-on experiences.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$6,200 10% of Computer lab specialist salary 2000-2999: Classified Personnel Salaries Base \$9,000 10% of Teacher on Special Assignment salaries 1000-1999: Certificated Personnel Salaries Base \$20,000
Provide online learning experiences in world languages at the K-6 level to ensure equal access to languages and explore other online learning experiences to enhance or supplement classroom instruction.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Subscription to Middlebury online services 5000-5999: Services And Other Operating Expenditures Base \$30,000 Redbird Math Licenses for 230 students 5000-5999: Services And Other Operating Expenditures Base \$6,900
Develop a course map for computer science course pathways in K-12	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$1,000 1% of Assistant Superintendent's salary 1000-1999: Certificated Personnel Salaries Base \$1,400 Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$1,000

<p>Use collaboration time to share best practices, design lessons and formative assessments, analyze data from common assessments, and distribute information acquired from various site and district committees. Communicate progress towards above goals to stakeholders via teacher leaders (monthly for TK-6 and quarterly for 7-12).</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Team leaders and PLC leader stipends 1000-1999: Certificated Personnel Salaries Base \$71,106.21</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1) Teachers Development Group calendar for administrative coaching of 100% of site administrators; 2) Instructional Technology Integrationists will be hired on or before 9/15/16 and paid on Extra Duty Extra Pay schedule; on the annual survey, teachers will report gaining useful instructional ideas with a baseline of 25% compared to other choices. 3) All teachers (100%) will be provided the opportunity to design instructional materials outside of work hours with hourly compensation at the non-instructional rate with the expectation that all newly designed materials will be aligned with Common Core State Standards and shared with the entire grade level or like course. This will allow teachers to provide more rigorous instruction to students; 4) Purchase of CCSS aligned and SBE approved instructional materials with the expectation that there will be a 20% increase in instructional materials available to teachers due to purchasing of CCSS aligned instructional materials; in year 2 and 3 of LCAP 100% of the teachers will use the newly adopted textbooks in the select content areas; 5) Use revised District Assessment Accountability Plan and CAASPP results to establish baseline in Y1 and create Y2 and Y3 targets. 6) The 2014 – 2017 LCUSD Technology Plan with 90 - 100% of all goals/benchmarks in the Plan met by 2017 of the LCAP with specific teaching and learning targets including: Over each of the next three years, replace 35% of workstations and add laptop carts at each site; update inventory of hardware, assess wireless network and plan upgrades; conduct an annual review of benchmarks outlined in technology plan to measure success of benchmark completion; 7) 2016-2017 LCUSD Adopted Budget; 8) Retain 2 Technology Integrationist TOSAs and a Student Technology Specialist with a metric identified on the end of the year survey which will show maintenance of 75% of teachers using instruction daily to twice a week; students using technology to complete assignments will increase from 41% to 50% usage twice a week or more; and a redesigned student survey to report on the effectiveness of technology integration on engagement and cognition; 9) Maintain a Professional Development Calendar and engage staff in a survey as a metric demonstrating a 20% increase in basic proficiency levels in technology usage and knowledge; a second survey for office and support will be distributed with a goal of at least 55% of staff identifying themselves at basic to intermediate proficiency levels with technology usage and 40% report participating in technical training; 10) LCUSD Annual Parent, Student, Staff Surveys; 11) Maintain programs of study that align with state board-approved career technical educational standards and frameworks; 12) Maintain LCHS High School Graduation Rates; 13) Maintain student Attendance rates. <p>Outcomes:</p>
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Schedule calendars of TDG Administrative Coaching dates. 100% of all administrators will participate in TDG Administrative coaching sessions and lead the implementation of CCSS aligned instructional strategies. Students will benefit from expanded and aligned CCSS instructional strategies.

100% of all TK-12 grade science teachers will be trained in NGSS.

Revise CCSS aligned pacing guides, common assessments, and analyze results of the common assessments to guide instruction. Use collaboration time for task completion and authorize hourly instructional pay for tasks completed outside work hours. Students will benefit from CCSS aligned pacing guides and assessments. Common CCSS aligned assessments will inform teachers' instruction.

Continue to review and evaluate textbooks for adoption in 2016-17. Asst. Superintendent of Curriculum and Instruction will lead the textbook adoption process. Students will benefit from new CCSS aligned textbooks.

Increase the numbers of students meeting and exceeding standards on CAASPP by 3% over spring 2016 results.

The percentage of students passing a science or math AP test with a score of 3 or higher shall be above 85%.

All students will have access to standards-aligned instructional materials, including technology;

With the advancement of technology at LCHS 9-12, all students shall have access to Career Technical Educational standards and frameworks approved by the State Board of Education through a wide range of course offerings. LCHS will maintain or improve its current level of CTE courses (11 courses; 22 sections);

Maintain 2 Technology Instructional Integrationist TOSAs (one TK-6 and one 7-12). Document a menu of trainings, professional development modules, lesson design samples, calendars of peer teaching, etc., in order to evaluate and track the TOSAs' effectiveness. TOSA effectiveness will translate into teacher support for the implementation of CCSS and technology and result in better instruction for students;

The on-going maintenance of a Professional Development Center at the District Office will support classroom instruction and promote student achievement and engagement;

The established baseline levels of satisfaction with technology infrastructure reliability, professional development support, and student access via staff, student and parent surveys will experience a minimum of 2 % growth in targeted areas;

Chronic absenteeism rates will be monitored and addressed to support student engagement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All site administrators will be trained on CCSS math instructional strategies through TDG administrative coaching to effectively lead the teachers' implementation	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	% of administrators' salaries 1000-1999: Certificated Personnel Salaries Base \$10,851 5800: Professional/Consulting Services And Operating

of the strategies obtained from TDG training. This will be a goal for each of the administrators and will be evaluated for effectiveness at the end of the school year.		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expenditures Base \$25,500
Instructional Technology Integrationists will be hired on or before 9/15/16 and paid on Extra Duty Extra Pay schedule.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra-duty, extra pay salary 1000-1999: Certificated Personnel Salaries Base \$15,391
Provide the opportunity to design instructional materials outside of work hours with hourly compensation at the non-instructional rate with the expectation that all newly designed materials will be closely aligned with Common Core State Standards and shared with the entire grade level or like course.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$15,000
Adopt K-6 math textbooks.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum materials 4000-4999: Books And Supplies Base \$260,812
Continue implementation of technology refresh plan to have current workstations for teachers and students in order to maintain productivity and expected levels of instruction.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	5% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$6200 Computer purchases 4000-4999: Books And Supplies Other \$75,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to utilize teachers on special assignment to support teachers with instruction, integration of technology, transition to newly adopted materials, differentiation, and the use of common assessments.	LEA-Wide	_ All OR: _ Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Teacher on special assignment salary K-6 1000-1999: Certificated Personnel Salaries Base \$75,000 Teacher on special assignment 7-12 1000-1999: Certificated Personnel Salaries Base \$85,000
Review and evaluate ELA textbooks for adoption in 2016-17. Asst. Superintendent of Curriculum and Instruction will lead the textbook adoption process.	LEA-Wide	<u>X</u> All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	% of Assistant Superintendent's salary 1000-1999: Certificated Personnel Salaries Base \$14,500 Instructional materials ELA /ELD Toolkit - Trainer of Trainers 1000-1999: Certificated Personnel Salaries Base \$650 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$1,305
Continue providing intensive professional development (in addition to training provided by publisher) to certificated staff in order to successfully utilize the newly adopted math textbooks and resources and to integrate technology in their instruction.	LEA-Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development consultant and services (University of Chicago) 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$43,500
Begin the implementation of Next Generation Science Standards (NGSS) in K-12 grade classrooms by providing teachers with professional learning opportunities during the 2016-17 school year. Establish NGSS Steering Committee to guide implementation, monitor progress and communicate results to all stakeholders. Increase equity of STEM offerings at all levels to align with the implementation of NGSS	LEA-Wide	<u>X</u> All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient Other Subgroups:	% of Assistant Superintendent's salary 1000-1999: Certificated Personnel Salaries Base \$14,500 K-12 Alliance @ WestEd Contract 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$26,100

		(Specify)	Resources and Materials 4000-4999: Books And Supplies Base \$10,000 Paraprofessional I- Lab Aide positions at each site (5 total) 2000-2999: Classified Personnel Salaries Base \$77,500 2 Science Coordinator Stipends (1(K-6) and 1(7-12) 1000-1999: Certificated Personnel Salaries Base \$4,925.10
Continue the implementation of math course pathways at LCHS 7-12 campus with the support of a math consultant and provide planning time to teachers for course development	LCHS 7/8, LCHS 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Math consultant's contract (Curtis Center @ UCLA) 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000 Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$8,866.80 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$7,250
Continue to provide on-going professional development to Special Education and ELD teachers so that they can implement standards aligned lessons and instructional strategies to meet the needs of English learners and students with special needs	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Targeted professional development on CCSS for Special Education and EL instructors to support these learners' access to the CCSS 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000
Provide opportunities for teachers to design and implement collaborative, multi-disciplinary projects and experiences for all students in order to offer greater context and meaning to their learning across all disciplines	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$8,000
Take initial steps to becoming a Future Ready school district to plan and implement personalized, research-based digital learning strategies so all students can achieve their full potential.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	5% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$6,200

		English proficient _ Other Subgroups: (Specify)	
Continue implementation of student mobile device initiative (Bring Your Own Chromebook) in grades 5 through 8, design mobile device instructional plan for grades K-4, and begin instructional technology professional development for grades 9-12 in anticipation of Bring Your Own Chromebook reaching LCHS in 2017-18).	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Program specialist salary 1000-1999: Certificated Personnel Salaries Base \$98,072
Continue the implementation of Digital Citizenship, Responsibility, and Literacy with site administration ensuring that all students learn through direct instruction, guided practice, and hands-on experiences.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$6,200 10% of Computer lab specialist salary 2000-2999: Classified Personnel Salaries Base \$9,000 10% of Teacher on Special Assignment salaries 1000-1999: Certificated Personnel Salaries Base \$20,000
Provide online learning experiences in world languages at the K-6 level to ensure equal access to languages and explore other online learning experiences to enhance or supplement classroom instruction.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Subscription to Middlebury online services 5000-5999: Services And Other Operating Expenditures Base \$30,000 Redbird Math Licenses for 230 students 5000-5999: Services And Other Operating Expenditures Base \$6,900
Develop a course map for computer science course pathways in K-12	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$1,000 1% of Assistant Superintendent's salary 1000-1999: Certificated Personnel Salaries Base \$1,400 Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$1,000

<p>Use collaboration time to share best practices, design lessons and formative assessments, analyze data from common assessments, and distribute information acquired from various site and district committees. Communicate progress towards above goals to stakeholders via teacher leaders (monthly for TK-6 and quarterly for 7-12).</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Team leaders and PLC leader stipends 1000-1999: Certificated Personnel Salaries Base \$71,106.21</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1) Teachers Development Group calendar for administrative coaching of 100% of site administrators; 2) Instructional Technology Integrationists will be hired on or before 9/15/16 and paid on Extra Duty Extra Pay schedule; on the annual survey, teachers will report gaining useful instructional ideas with a baseline of 25% compared to other choices. 3) All teachers (100%) will be provided the opportunity to design instructional materials outside of work hours with hourly compensation at the non-instructional rate with the expectation that all newly designed materials will be aligned with Common Core State Standards and shared with the entire grade level or like course. This will allow teachers to provide more rigorous instruction to students; 4) Purchase of CCSS aligned and SBE approved instructional materials with the expectation that there will be a 20% increase in instructional materials available to teachers due to purchasing of CCSS aligned instructional materials; in year 2 and 3 of LCAP 100% of the teachers will use the newly adopted textbooks in the select content areas; 5) Use revised District Assessment Accountability Plan and CAASPP results to establish baseline in Y1 and create Y2 and Y3 targets. 6) The 2014 – 2017 LCUSD Technology Plan with 90 - 100% of all goals/benchmarks in the Plan met by 2017 of the LCAP with specific teaching and learning targets including: Over each of the next three years, replace 35% of workstations and add laptop carts at each site; update inventory of hardware, assess wireless network and plan upgrades; conduct an annual review of benchmarks outlined in technology plan to measure success of benchmark completion; 7) 2016-2017 LCUSD Adopted Budget; 8) Retain 2 Technology Integrationist TOSAs and a Student Technology Specialist with a metric identified on the end of the year survey which will show maintenance of 75% of teachers using instruction daily to twice a week; students using technology to complete assignments will increase from 41% to 50% usage twice a week or more; and a redesigned student survey to report on the effectiveness of technology integration on engagement and cognition; 9) Maintain a Professional Development Calendar and engage staff in a survey as a metric demonstrating a 20% increase in basic proficiency levels in technology usage and knowledge; a second survey for office and support will be distributed with a goal of at least 55% of staff identifying themselves at basic to intermediate proficiency levels with technology usage and 40% report participating in technical training; 10) LCUSD Annual Parent, Student, Staff Surveys; 11) Maintain programs of study that align with state board-approved career technical educational standards and frameworks; 12) Maintain LCHS High School Graduation Rates; 13) Maintain student Attendance rates. <p>Outcomes:</p>
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Schedule calendars of TDG Administrative Coaching dates. 100% of all administrators will participate in TDG Administrative coaching sessions and lead the implementation of CCSS aligned instructional strategies. Students will benefit from expanded and aligned CCSS instructional strategies.

100% of all TK-12 grade science teachers will be trained in NGSS.

Revise CCSS aligned pacing guides, common assessments, and analyze results of the common assessments to guide instruction. Use collaboration time for task completion and authorize hourly instructional pay for tasks completed outside work hours. Students will benefit from CCSS aligned pacing guides and assessments. Common CCSS aligned assessments will inform teachers' instruction.

Continue to review and evaluate textbooks for adoption in 2016-17. Asst. Superintendent of Curriculum and Instruction will lead the textbook adoption process. Students will benefit from new CCSS aligned textbooks.

Increase the numbers of students meeting and exceeding standards on CAASPP by 3% over spring 2016 results.

The percentage of students passing a science or math AP test with a score of 3 or higher shall be above 85%.

All students will have access to standards-aligned instructional materials, including technology;

With the advancement of technology at LCHS 9-12, all students shall have access to Career Technical Educational standards and frameworks approved by the State Board of Education through a wide range of course offerings. LCHS will maintain or improve its current level of CTE courses (11 courses; 22 sections);

Maintain 2 Technology Instructional Integrationist TOSAs (one TK-6 and one 7-12). Document a menu of trainings, professional development modules, lesson design samples, calendars of peer teaching, etc., in order to evaluate and track the TOSAs' effectiveness. TOSA effectiveness will translate into teacher support for the implementation of CCSS and technology and result in better instruction for students;

The on-going maintenance of a Professional Development Center at the District Office will support classroom instruction and promote student achievement and engagement;

The established baseline levels of satisfaction with technology infrastructure reliability, professional development support, and student access via staff, student and parent surveys will experience a minimum of 2 % growth in targeted areas;

Chronic absenteeism rates will be monitored and addressed to support student engagement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All site administrators will be trained on CCSS math instructional strategies through TDG administrative coaching to effectively lead the teachers' implementation	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	% of administrators' salaries 1000-1999: Certificated Personnel Salaries Base \$10,851 5800: Professional/Consulting Services And Operating

of the strategies obtained from TDG training. This will be a goal for each of the administrators and will be evaluated for effectiveness at the end of the school year.		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Expenditures Base \$25,500
Instructional Technology Integrationists will be hired on or before 9/15/16 and paid on Extra Duty Extra Pay schedule.	LEA-Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Extra-duty, extra pay salary 1000-1999: Certificated Personnel Salaries Base \$15,391
Provide the opportunity to design instructional materials outside of work hours with hourly compensation at the non-instructional rate with the expectation that all newly designed materials will be closely aligned with Common Core State Standards and shared with the entire grade level or like course.	LEA-Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$15,000
Adopt K-6 math textbooks.	LEA-Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Curriculum materials 4000-4999: Books And Supplies Base \$260,812
Continue implementation of technology refresh plan to have current workstations for teachers and students in order to maintain productivity and expected levels of instruction.	LEA-Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent 	5% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$6200 Computer purchases 4000-4999: Books And Supplies Other \$75,000

		English proficient _ Other Subgroups: (Specify)	
Continue to utilize teachers on special assignment to support teachers with instruction, integration of technology, transition to newly adopted materials, differentiation, and the use of common assessments.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Teacher on special assignment salary K-6 1000-1999: Certificated Personnel Salaries Base \$75,000 Teacher on special assignment 7-12 1000-1999: Certificated Personnel Salaries Base \$85,000
Review and evaluate ELA textbooks for adoption in 2016-17. Asst. Superintendent of Curriculum and Instruction will lead the textbook adoption process.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	% of Assistant Superintendent's salary 1000-1999: Certificated Personnel Salaries Base \$14,500 Instructional materials ELA /ELD Toolkit - Trainer of Trainers 1000-1999: Certificated Personnel Salaries Base \$650 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$1,305
Continue providing intensive professional development (in addition to training provided by publisher) to certificated staff in order to successfully utilize the newly adopted math textbooks and resources and to integrate technology in their instruction.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Professional development consultant and services (University of Chicago) 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$43,500
Begin the implementation of Next Generation Science Standards (NGSS) in K-12 grade classrooms by providing teachers with professional learning opportunities during the 2016-17 school year. Establish NGSS Steering Committee to guide implementation, monitor progress and communicate results to all stakeholders. Increase equity of STEM offerings at all levels to align with the implementation of NGSS	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	% of Assistant Superintendent's salary 1000-1999: Certificated Personnel Salaries Base \$14,500 K-12 Alliance @ WestEd Contract 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000 Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$26,100 Resources and Materials 4000-4999: Books And Supplies

			<p>Base \$10,000</p> <p>Paraprofessional I- Lab Aide positions at each site (5 total) 2000-2999: Classified Personnel Salaries Base \$77,500</p> <p>2 Science Coordinator Stipends (1(K-6) and 1(7-12) 1000-1999: Certificated Personnel Salaries Base \$4,925.10</p>
Continue the implementation of math course pathways at LCHS 7-12 campus with the support of a math consultant and provide planning time to teachers for course development	LCHS 7/8, LCHS 9-12	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Math consultant's contract (Curtis Center @ UCLA) 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000</p> <p>Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$8,866.80</p> <p>Substitute teacher pay 1000-1999: Certificated Personnel Salaries Base \$7,250</p>
Continue to provide on-going professional development to Special Education and ELD teachers so that they can implement standards aligned lessons and instructional strategies to meet the needs of English learners and students with special needs	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Targeted professional development on CCSS for Special Education and EL instructors to support these learners' access to the CCSS 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000
Provide opportunities for teachers to design and implement collaborative, multi-disciplinary projects and experiences for all students in order to offer greater context and meaning to their learning across all disciplines	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$8,000
Take initial steps to becoming a Future Ready school district to plan and implement personalized, research-based digital learning strategies so all students can achieve their full potential.	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	5% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$6,200

		_ Other Subgroups: (Specify)	
Continue implementation of student mobile device initiative (Bring Your Own Chromebook) in grades 5 through 8, design mobile device instructional plan for grades K-4, and begin instructional technology professional development for grades 9-12 in anticipation of Bring Your Own Chromebook reaching LCHS in 2017-18).	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Program specialist salary 1000-1999: Certificated Personnel Salaries Base \$98,072
Continue the implementation of Digital Citizenship, Responsibility, and Literacy with site administration ensuring that all students learn through direct instruction, guided practice, and hands-on experiences.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$6,200 10% of Computer lab specialist salary 2000-2999: Classified Personnel Salaries Base \$9,000 10% of Teacher on Special Assignment salaries 1000-1999: Certificated Personnel Salaries Base \$20,000
Provide online learning experiences in world languages at the K-6 level to ensure equal access to languages and explore other online learning experiences to enhance or supplement classroom instruction.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Subscription to Middlebury online services 5000-5999: Services And Other Operating Expenditures Base \$30,000 Redbird Math Licenses for 230 students 5000-5999: Services And Other Operating Expenditures Base \$6,900
Develop a course map for computer science course pathways in K-12	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1% of Director of Technology salary 1000-1999: Certificated Personnel Salaries Base \$1,000 1% of Assistant Superintendent's salary 1000-1999: Certificated Personnel Salaries Base \$1,400 Hourly non-instructional rate for teachers 1000-1999: Certificated Personnel Salaries Base \$1,000

Use collaboration time to share best practices, design lessons and formative assessments, analyze data from common assessments, and distribute information acquired from various site and district committees. Communicate progress towards above goals to stakeholders via teacher leaders (monthly for TK-6 and quarterly for 7-12).	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Team leaders and PLC leader stipends 1000-1999: Certificated Personnel Salaries Base \$71,106.21
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Based upon the findings of the 2016 LCAP Survey, a systemic plan which identifies comprehensive strategies and action plans for promoting students' social and emotional health, wellness, and interpersonal connectedness will be developed and implemented	<p>Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>4</u></p>
Identified Need :	<p>The findings from the LCUSD 2016 LCAP Survey and the LCUSD/Panorama Ed Annual Parent, Student, Staff Surveys, and discussion with the LCAP Oversight Committee who presented findings from small group stakeholder meetings indicated that a systemic approach to school site practices and programs which targeted and communicated action plans designed to implement reforms to support student thriving behaviors, wellness, and emotional resiliency was desired by stakeholders.</p> <p>After reviewing the survey data and in consultation with parent, teacher, staff, and student groups, a list of 9 action items spanning all grade levels were identified as those most likely to immediately support student thriving behaviors, wellness, emotional resiliency and foster student to school and interpersonal connectedness. The annual issuance of the surveys cited above will provide metrics for this goal in order to analyze progress and determine next steps related to enhancing student social and emotional health, wellness, and resiliency through various program offerings at each of the school sites.</p> <p>Metrics:</p> <p>1) LCUSD 2017 LCAP Survey - Stakeholders reporting on district progress related to maintaining or expanding student program offerings to promote student engagement will be at a proficient (4) or advanced (5) rating;</p> <p>2) LCUSD Annual Parent, Student, and Staff Surveys - Maintain or improve upon the favorable response rates for all of the questions below:</p> <p>(Student 4-6) Rules are consistently applied at my school. (2014 = 77%) (2015=74%) (2016=78%)</p> <p>(Student 4-6) Bullying is discouraged, discussed and dealt with at my school. (2014 = 80%) (2015=80%) (2016=83%)</p> <p>(Student 4-6) There is an adult at school I can go to who will listen if I have a problem or concern. (2014 = 69%) (2015=74%) (2016=74%)</p> <p>(Students 4-6) Students at my school treat each other with respect. (2014 = 60%) (2015=60%) (2016=64%)</p> <p>(Student 7-12) Students are treated fairly regardless of race, religion, sexual orientation, gender, or disability. (2014 = 76%) (2015=74%) (2016=79%)</p> <p>(Student 7-12) I am kept well-informed about activities, events, and opportunities at school. (2014 = 72%) (2015=69%) (2016=70%)</p> <p>(Students 7-12) School administration is visible and supportive. (2014 = 73%) (2015=69%) (2016=74%)</p> <p>(Students 7-12) Discipline is handled fairly and applied equally. (2014 = 66%) (2015=63%) (2016=64%)</p> <p>(Students 7-12) At my school, bullying is not acceptable.</p>	

	<p>(2014 = 80%) (2015=83%) (2016=85%) (Students 7-12) Adults respond to bullying situations when brought to their attention. (2014 = 72%) (2015=72%) (2016=75%) (Parents 4-6) Students treat one another with respect. (2014 = 84%) (2015=84%)(2016=84%) (Parents 4-6) The school is caring and supportive. (2014 = 89%) (2015=88%) (2016=90%) (Parents 7-12) My student has a close relationship with at least one adult in the school (2014 = 65%) (2015=60%) (2016=60%)</p> <p>3) Meet with 90-100% accuracy all goals / benchmarks in LCUSD Annual Technology Survey;</p> <p>4) Student achievement and engagement metrics:</p> <p>a) Percentage of students completing UC/CSU required courses will be maintained at 75% (plus or minus 3); (2013-2014= 80.3%) (2014-15 = 84%) (2015-16 = 74%)</p> <p>b) Percentage of pupils who pass an Advanced Placement test with a score of 3 or higher will be maintained between 83% and 93%; (2013-2014=91%) (2014-2015=88%)</p> <p>c) Student attendance rates will range between 96% and 98%; (2014-15 reported at 97.02%) (2015-16 reported at 96%)</p> <p>d) Chronic absenteeism will not exceed 4% district-wide (2014-15 = 3.61%); (2015-16 = 3.38%)</p> <p>e) Middle school dropout rates shall not exceed 1%; (2013-14 = 0.0%) (2015-16 = 0.0%)</p> <p>f) High school dropout rates shall not exceed 2%; (2013-14 Annual Adjusted 9-12 Dropout Rate = 0.3%) (2014-15 = 1.1%)</p> <p>g) High school graduation rates shall be maintained or increased; (2013-14 = 97.6%) (2014-15 = 98.6%) (2015-16=TBD)</p> <p>h) All Williams Act criteria shall be met. (All Williams Act Criteria Met 2015-16)</p>				
Goal Applies to:	<table border="1"> <tr> <td data-bbox="317 841 436 1031">Schools:</td><td data-bbox="436 841 2003 1031"> La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12 </td></tr> <tr> <td data-bbox="317 1031 436 1099">Applicable Pupil Subgroups:</td><td data-bbox="436 1031 2003 1099"> All; ELL Students; Free and Reduced Price Meal Students; Special Education Students; LCUSD currently has 4 Foster Youth enrolled and 0 homeless students </td></tr> </table>	Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12	Applicable Pupil Subgroups:	All; ELL Students; Free and Reduced Price Meal Students; Special Education Students; LCUSD currently has 4 Foster Youth enrolled and 0 homeless students
Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12				
Applicable Pupil Subgroups:	All; ELL Students; Free and Reduced Price Meal Students; Special Education Students; LCUSD currently has 4 Foster Youth enrolled and 0 homeless students				

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1) LCUSD 2016 LCAP Survey - Stakeholders reporting on district progress related to maintaining or expanding student program offerings to promote student engagement will be at a proficient (4) or advanced (5) rating; 2) LCUSD Annual Parent, Student, and Staff Surveys - Maintain or improve upon the favorable response rates for all of the questions below: <ul style="list-style-type: none"> (Student 4-6) Rules are consistently applied at my school. (2014 = 77%) (2015=74%) (2016=78%) (Student 4-6) Bullying is discouraged, discussed and dealt with at my school. (2014 = 80%) (2015=80%) (2016=83%) (Student 4-6) There is an adult at school I can go to who will listen if I have a problem or concern. (2014 = 69%) (2015=74%) (2016=74%) (Students 4-6) Students at my school treat each other with respect. (2014 = 60%) (2015=60%) (2016=64%) (Student 7-12) Students are treated fairly regardless of race, religion, sexual orientation, gender, or disability. (2014 = 76%) (2015=74%) (2016=79%) (Student 7-12) I am kept well-informed about activities, events, and opportunities at school. (2014 = 72%) (2015=69%) (2016=70%) (Students 7-12) School administration is visible and supportive. (2014 = 73%) (2015=69%) (2016=74%) (Students 7-12) Discipline is handled fairly and applied equally. (2014 = 66%) (2015=63%) (2016=64%) (Students 7-12) At my school, bullying is not acceptable. (2014 = 80%) (2015=83%) (2016=85%) (Students 7-12) Adults respond to bullying situations when brought to their attention. (2014 = 72%) (2015=72%) (2016=75%) (Parents 4-6) Students treat one another with respect. (2014 = 84%) (2015=84%)(2016=84%) (Parents 4-6) The school is caring and supportive. (2014 = 89%) (2015=88%) (2016=90%) (Parents 4-6) Exposure to fine arts has been enriching for my child. (2014 = 89%) (2015=86%) (2016=85%) (Parents 7-12) My student has a close relationship with at least one adult in the school (2014 = 65%) (2015=60%) (2016=60%) 3) Improve LCHS WASC Action Plan Progress Survey responses; 4) Meet with 90-100% accuracy all goals / benchmarks in LCUSD Annual Technology Survey; 5) Student achievement and engagement metrics: <ul style="list-style-type: none"> a) Percentage of students completing UC/CSU required courses will be maintained at 75% (plus or minus 3); (2013-2014= 80.3%) (2014-15 = 84%) (2015-16 = 74%) b) Percentage of pupils who pass an Advanced Placement test with a score of 3 or higher will be maintained between 83% and 93%; (2013-2014=91%) (2014-2015=88%)
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- c) Student attendance rates will range between 96 and 98%; (2014-15 reported at 97.02%) (2015-16 reported at 96%)
 - d) Chronic absenteeism will not exceed 4% district-wide (2014-15 = 3.61%); (2015-16 = 3.38%)
 - e) Middle school dropout rates shall not exceed 1%; (2013-14 = 0.0%) (2015-16 = 0.0%)
 - f) High school dropout rates shall not exceed 2%; (2013-14 Annual Adjusted 9-12 Dropout Rate = 0.3%)
 - g) High school graduation rates shall be maintained or increased; (2013-14 = 97.6%) (2014-15 = 98.6%)
 - h) All Williams Act criteria shall be met. (All Williams Act Criteria Met 2015-16)
- 6) EAP participation rates will be maintained (2014-15= 1%). (The EAP is not a significant metric for LCUSD). The 2015-16 EAP % is determined as a part of CAASPP testing and is reported at ***.
- Outcomes:
1. Continue the practice of annually surveying students, parents, teachers, staff and administrators and using the survey data to inform district and site level goals, initiatives, practices, programs, policies and procedures. Revise Panorama Ed surveys to reflect recent best practices to establish new baseline for next five years of longitudinal data.
 2. Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.
 3. Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.
 4. Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.
 5. Continue to offer parent nights/presentations on students' academic, social-emotional, physical, social success, achievement and well-being. Parents of English learners will also be provided with informational presentations targeted to assist them in assimilating to the American educational system and its expectations for parents.
 6. Continue the Governing Board Newsletter electronic communication following each meeting of the Governing Board.
 7. Reinstate a quarterly LCUSD newsletter communicating District, school, and department news related to program offerings, goals, initiatives, and district activities and events.
 8. Form a Superintendent's Representative Council to collect input and communicate pertinent information related to District goals, initiatives, programs, challenges, and opportunities. The committee will meet quarterly and include representatives from all District employee associations.
 9. Maintain the Superintendent's communications via monthly electronic messaging.

Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
Continue the practice of annually surveying students, parents, teachers, staff and administrators and using the survey data to inform district and site level goals, initiatives, practices, programs, policies and procedures. Revise Panorama Ed surveys to reflect recent best practices to establish new baseline for next five years of longitudinal data.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Panorama Education contract for student, parent and staff surveys and data processing 5800: Professional/Consulting Services And Operating Expenditures Base \$17,000 2% of Superintendent's Salary to review and administer surveys 1000-1999: Certificated Personnel Salaries Base \$4,500 2% of CTO's salary to review and administer surveys 1000-1999: Certificated Personnel Salaries Base \$2,800
Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.	Site-based LCHS 7/8 and LCHS 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Challenge Success Contract with Stanford University 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000
Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.	Elementary School Sites PCY, PCR, LCE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5% of 3 Elementary Principals' salaries 1000-1999: Certificated Personnel Salaries Base \$18,000
Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2% of Principals and Superintendents Salary for meeting and planning 1000-1999: Certificated Personnel Salaries Base \$13,020 Meeting Expenses 5000-5999: Services And Other Operating Expenditures Base \$1,000
Continue to offer parent nights/presentations on	District-	<input checked="" type="checkbox"/> All	Administrative Planning Time (district and site level) 1000-

students' academic, social-emotional, physical, social success, achievement and well-being. Parents of English learners will also be provided with informational presentations targeted to assist them in assimilating to the American educational system and its expectations for parents.	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1999: Certificated Personnel Salaries Base \$14,000
Continue the Governing Board Newsletter electronic communication following each meeting of the Governing Board.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Constant Contact Contract 5000-5999: Services And Other Operating Expenditures Base \$1,000
Reinstate a quarterly LCUSD newsletter communicating District, school, and department news related to program offerings, goals, initiatives, and district activities and events.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrative writing time for articles - site and district level 1000-1999: Certificated Personnel Salaries Base \$28,000
Form a Superintendent's Representative Council to collect input and communicate pertinent information related to District goals, initiatives, programs, challenges, and opportunities. The committee will meet quarterly and include representatives from all District employee associations.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Meeting and planning expenses 5000-5999: Services And Other Operating Expenditures Base \$2,000
Maintain the Superintendent's communications via monthly electronic messaging.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	Constant Contact and School Messenger Accounts 5000-5999: Services And Other Operating Expenditures Base \$2,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Continue the practice of annually surveying students, parents, teachers, staff and administrators and using the survey data to inform district and site level goals, initiatives, practices, programs, policies and procedures. Revise Panorama Ed surveys to reflect recent best practices to establish new baseline for next five years of longitudinal data.	District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Panorama Education contract for student, parent and staff surveys and data processing (7% to unduplicated count pupils) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,190
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.	Site-based LCHS 7/8 and LCHS 9-12	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Challenge Success Contract with Stanford University (7% to unduplicated count pupils) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,400
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.	Elementary Schools LCE, PCR, PCY	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	5% of 3 Elementary Principals' salaries (7% unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$1,250
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create	District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	2% of Principals and Superintendents Salary for meeting and planning (7% unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$911

an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.		English proficient _ Other Subgroups: (Specify)	
<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>Continue to offer parent nights/presentations on students' academic, social-emotional, physical, social success, achievement and well-being. Parents of English learners will also be provided with informational presentations targeted to assist them in assimilating to the American educational system and its expectations for parents.</p>	District-wide	<p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	Administrative Planning Time (district and site level) (7% to unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <ol style="list-style-type: none"> 1) LCUSD 2016 LCAP Survey - Stakeholders reporting on district progress related to maintaining or expanding student program offerings to promote student engagement will be at a proficient (4) or advanced (5) rating; 2) LCUSD Annual Parent, Student, and Staff Surveys - Maintain or improve upon the favorable response rates for all of the questions below: <ul style="list-style-type: none"> (Student 4-6) Rules are consistently applied at my school. (2014 = 77%) (2015=74%) (2016=78%) (Student 4-6) Bullying is discouraged, discussed and dealt with at my school. (2014 = 80%) (2015=80%) (2016=83%) (Student 4-6) There is an adult at school I can go to who will listen if I have a problem or concern. (2014 = 69%) (2015=74%) (2016=74%) (Students 4-6) Students at my school treat each other with respect. (2014 = 60%) (2015=60%) (2016=64%) (Student 7-12) Students are treated fairly regardless of race, religion, sexual orientation, gender, or disability. (2014 = 76%) (2015=74%) (2016=79%) (Student 7-12) I am kept well-informed about activities, events, and opportunities at school. (2014 = 72%) (2015=69%) (2016=70%) (Students 7-12) School administration is visible and supportive. (2014 = 73%) (2015=69%) (2016=74%) (Students 7-12) Discipline is handled fairly and applied equally. (2014 = 66%) (2015=63%) (2016=64%) (Students 7-12) At my school, bullying is not acceptable. (2014 = 80%) (2015=83%) (2016=85%) (Students 7-12) Adults respond to bullying situations when brought to their attention. (2014 = 72%) (2015=72%) (2016=75%) (Parents 4-6) Students treat one another with respect. (2014 = 84%) (2015=84%)(2016=84%) (Parents 4-6) The school is caring and supportive. (2014 = 89%) (2015=88%) (2016=90%) (Parents 4-6) Exposure to fine arts has been enriching for my child. (2014 = 89%) (2015=86%) (2016=85%) (Parents 7-12) My student has a close relationship with at least one adult in the school (2014 = 65%) (2015=60%) (2016=60%) 3) Improve LCHS WASC Action Plan Progress Survey responses; 4) Meet with 90-100% accuracy all goals / benchmarks in LCUSD Annual Technology Survey; 5) Student achievement and engagement metrics: <ol style="list-style-type: none"> a) Percentage of students completing UC/CSU required courses will be maintained at 75% (plus or minus 3); (2013-2014= 80.3%) (2014-15 = 84%) (2015-16 = 74%) b) Percentage of pupils who pass an Advanced Placement test with a score of 3 or higher will be maintained between 83% and 93%; (2013-2014=91%) (2014-2015=88%)
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- c) Student attendance rates will range between 96 and 98%; (2014-15 reported at 97.02%) (2015-16 reported at 96%)
 - d) Chronic absenteeism will not exceed 4% district-wide (2014-15 = 3.61%); (2015-16 = 3.38%)
 - e) Middle school dropout rates shall not exceed 1%; (2013-14 = 0.0%) (2015-16 = 0.0%)
 - f) High school dropout rates shall not exceed 2%; (2013-14 Annual Adjusted 9-12 Dropout Rate = 0.3%)
 - g) High school graduation rates shall be maintained or increased; (2013-14 = 97.6%) (2014-15 = 98.6%)
 - h) All Williams Act criteria shall be met. (All Williams Act Criteria Met 2015-16)
- 6) EAP participation rates will be maintained (2014-15= 1%). (The EAP is not a significant metric for LCUSD). The 2015-16 EAP % is determined as a part of CAASPP testing and is reported at ***.
- Outcomes:
1. Continue the practice of annually surveying students, parents, teachers, staff and administrators and using the survey data to inform district and site level goals, initiatives, practices, programs, policies and procedures. Revise Panorama Ed surveys to reflect recent best practices to establish new baseline for next five years of longitudinal data.
 2. Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.
 3. Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.
 4. Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.
 5. Continue to offer parent nights/presentations on students' academic, social-emotional, physical, social success, achievement and well-being. Parents of English learners will also be provided with informational presentations targeted to assist them in assimilating to the American educational system and its expectations for parents.
 6. Continue the Governing Board Newsletter electronic communication following each meeting of the Governing Board.
 7. Reinstate a quarterly LCUSD newsletter communicating District, school, and department news related to program offerings, goals, initiatives, and district activities and events.
 8. Form a Superintendent's Representative Council to collect input and communicate pertinent information related to District goals, initiatives, programs, challenges, and opportunities. The committee will meet quarterly and include representatives from all District employee associations.
 9. Maintain the Superintendent's communications via monthly electronic messaging.

Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
Continue the practice of annually surveying students, parents, teachers, staff and administrators and using the survey data to inform district and site level goals, initiatives, practices, programs, policies and procedures. Revise Panorama Ed surveys to reflect recent best practices to establish new baseline for next five years of longitudinal data.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Panorama Education contract for student, parent and staff surveys and data processing 5800: Professional/Consulting Services And Operating Expenditures Base \$17,000 2% of Superintendent's Salary to review and administer surveys 1000-1999: Certificated Personnel Salaries Base \$4,500 2% of CTO's salary to review and administer surveys 1000-1999: Certificated Personnel Salaries Base \$2,800
Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.	Site-based LCHS 7/8 and LCHS 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Challenge Success Contract with Stanford University 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000
Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.	Elementary School Sites PCY, PCR, LCE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5% of 3 Elementary Principals' salaries 1000-1999: Certificated Personnel Salaries Base \$18,000
Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2% of Principals and Superintendents Salary for meeting and planning 1000-1999: Certificated Personnel Salaries Base \$13,020 Meeting Expenses 5000-5999: Services And Other Operating Expenditures Base \$1,000
Continue to offer parent nights/presentations on	District-	<input checked="" type="checkbox"/> All	Administrative Planning Time (district and site level) 1000-

students' academic, social-emotional, physical, social success, achievement and well-being. Parents of English learners will also be provided with informational presentations targeted to assist them in assimilating to the American educational system and its expectations for parents.	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1999: Certificated Personnel Salaries Base \$14,000
Continue the Governing Board Newsletter electronic communication following each meeting of the Governing Board.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Constant Contact Contract 5000-5999: Services And Other Operating Expenditures Base \$1,000
Reinstate a quarterly LCUSD newsletter communicating District, school, and department news related to program offerings, goals, initiatives, and district activities and events.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrative writing time for articles - site and district level 1000-1999: Certificated Personnel Salaries Base \$28,000
Form a Superintendent's Representative Council to collect input and communicate pertinent information related to District goals, initiatives, programs, challenges, and opportunities. The committee will meet quarterly and include representatives from all District employee associations.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Meeting and planning expenses 5000-5999: Services And Other Operating Expenditures Base \$2,000
Maintain the Superintendent's communications via monthly electronic messaging.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	Constant Contact and School Messenger Accounts 5000-5999: Services And Other Operating Expenditures Base \$2,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Continue the practice of annually surveying students, parents, teachers, staff and administrators and using the survey data to inform district and site level goals, initiatives, practices, programs, policies and procedures. Revise Panorama Ed surveys to reflect recent best practices to establish new baseline for next five years of longitudinal data.	District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Panorama Education contract for student, parent and staff surveys and data processing (7% to unduplicated count pupils) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,190
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.	Site-based LCHS 7/8 and LCHS 9-12	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Challenge Success Contract with Stanford University (7% to unduplicated count pupils) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,400
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.	Elementary Schools LCE, PCR, PCY	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	5% of 3 Elementary Principals' salaries (7% unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$1,250
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create	District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	2% of Principals and Superintendents Salary for meeting and planning (7% unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$911

an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.		English proficient _ Other Subgroups: (Specify)	
<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>Continue to offer parent nights/presentations on students' academic, social-emotional, physical, social success, achievement and well-being. Parents of English learners will also be provided with informational presentations targeted to assist them in assimilating to the American educational system and its expectations for parents.</p>	District-wide	<p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	Administrative Planning Time (district and site level) (7% to unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1) LCUSD 2016 LCAP Survey - Stakeholders reporting on district progress related to maintaining or expanding student program offerings to promote student engagement will be at a proficient (4) or advanced (5) rating; 2) LCUSD Annual Parent, Student, and Staff Surveys - Maintain or improve upon the favorable response rates for all of the questions below: <ul style="list-style-type: none"> (Student 4-6) Rules are consistently applied at my school. (2014 = 77%) (2015=74%) (2016=78%) (Student 4-6) Bullying is discouraged, discussed and dealt with at my school. (2014 = 80%) (2015=80%) (2016=83%) (Student 4-6) There is an adult at school I can go to who will listen if I have a problem or concern. (2014 = 69%) (2015=74%) (2016=74%) (Students 4-6) Students at my school treat each other with respect. (2014 = 60%) (2015=60%) (2016=64%) (Student 7-12) Students are treated fairly regardless of race, religion, sexual orientation, gender, or disability. (2014 = 76%) (2015=74%) (2016=79%) (Student 7-12) I am kept well-informed about activities, events, and opportunities at school. (2014 = 72%) (2015=69%) (2016=70%) (Students 7-12) School administration is visible and supportive. (2014 = 73%) (2015=69%) (2016=74%) (Students 7-12) Discipline is handled fairly and applied equally. (2014 = 66%) (2015=63%) (2016=64%) (Students 7-12) At my school, bullying is not acceptable. (2014 = 80%) (2015=83%) (2016=85%) (Students 7-12) Adults respond to bullying situations when brought to their attention. (2014 = 72%) (2015=72%) (2016=75%) (Parents 4-6) Students treat one another with respect. (2014 = 84%) (2015=84%)(2016=84%) (Parents 4-6) The school is caring and supportive. (2014 = 89%) (2015=88%) (2016=90%) (Parents 4-6) Exposure to fine arts has been enriching for my child. (2014 = 89%) (2015=86%) (2016=85%) (Parents 7-12) My student has a close relationship with at least one adult in the school (2014 = 65%) (2015=60%) (2016=60%) 3) Improve LCHS WASC Action Plan Progress Survey responses; 4) Meet with 90-100% accuracy all goals / benchmarks in LCUSD Annual Technology Survey; 5) Student achievement and engagement metrics: <ol style="list-style-type: none"> a) Percentage of students completing UC/CSU required courses will be maintained at 75% (plus or minus 3); (2013-2014= 80.3%) (2014-15 = 84%) (2015-16 = 74%) b) Percentage of pupils who pass an Advanced Placement test with a score of 3 or higher will be maintained between 83% and 93%; (2013-2014=91%) (2014-2015=88%)
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- c) Student attendance rates will range between 96 and 98%; (2014-15 reported at 97.02%) (2015-16 reported at 96%)
 - d) Chronic absenteeism will not exceed 4% district-wide (2014-15 = 3.61%); (2015-16 = 3.38%)
 - e) Middle school dropout rates shall not exceed 1%; (2013-14 = 0.0%) (2015-16 = 0.0%)
 - f) High school dropout rates shall not exceed 2%; (2013-14 Annual Adjusted 9-12 Dropout Rate = 0.3%)
 - g) High school graduation rates shall be maintained or increased; (2013-14 = 97.6%) (2014-15 = 98.6%)
 - h) All Williams Act criteria shall be met. (All Williams Act Criteria Met 2015-16)
- 6) EAP participation rates will be maintained (2014-15= 1%). (The EAP is not a significant metric for LCUSD). The 2015-16 EAP % is determined as a part of CAASPP testing and is reported at ***.
- Outcomes:
1. Continue the practice of annually surveying students, parents, teachers, staff and administrators and using the survey data to inform district and site level goals, initiatives, practices, programs, policies and procedures. Revise Panorama Ed surveys to reflect recent best practices to establish new baseline for next five years of longitudinal data.
 2. Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.
 3. Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.
 4. Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.
 5. Continue to offer parent nights/presentations on students' academic, social-emotional, physical, social success, achievement and well-being. Parents of English learners will also be provided with informational presentations targeted to assist them in assimilating to the American educational system and its expectations for parents.
 6. Continue the Governing Board Newsletter electronic communication following each meeting of the Governing Board.
 7. Reinstate a quarterly LCUSD newsletter communicating District, school, and department news related to program offerings, goals, initiatives, and district activities and events.
 8. Form a Superintendent's Representative Council to collect input and communicate pertinent information related to District goals, initiatives, programs, challenges, and opportunities. The committee will meet quarterly and include representatives from all District employee associations.
 9. Maintain the Superintendent's communications via monthly electronic messaging.

Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
Continue the practice of annually surveying students, parents, teachers, staff and administrators and using the survey data to inform district and site level goals, initiatives, practices, programs, policies and procedures. Revise Panorama Ed surveys to reflect recent best practices to establish new baseline for next five years of longitudinal data.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Panorama Education contract for student, parent and staff surveys and data processing 5800: Professional/Consulting Services And Operating Expenditures Base \$17,000 2% of Superintendent's Salary to review and administer surveys 1000-1999: Certificated Personnel Salaries Base \$4,500 2% of CTO's salary to review and administer surveys 1000-1999: Certificated Personnel Salaries Base \$2,800
Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.	Site-based LCHS 7/8 and LCHS 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Challenge Success Contract with Stanford University 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000
Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.	Elementary School Sites PCY, PCR, LCE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5% of 3 Elementary Principals' salaries 1000-1999: Certificated Personnel Salaries Base \$18,000
Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2% of Principals and Superintendents Salary for meeting and planning 1000-1999: Certificated Personnel Salaries Base \$13,020 Meeting Expenses 5000-5999: Services And Other Operating Expenditures Base \$1,000
Continue to offer parent nights/presentations on	District-	<input checked="" type="checkbox"/> All	Administrative Planning Time (district and site level) 1000-

students' academic, social-emotional, physical, social success, achievement and well-being. Parents of English learners will also be provided with informational presentations targeted to assist them in assimilating to the American educational system and its expectations for parents.	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1999: Certificated Personnel Salaries Base \$14,000
Continue the Governing Board Newsletter electronic communication following each meeting of the Governing Board.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Constant Contact Contract 5000-5999: Services And Other Operating Expenditures Base \$1,000
Reinstate a quarterly LCUSD newsletter communicating District, school, and department news related to program offerings, goals, initiatives, and district activities and events.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrative writing time for articles - site and district level 1000-1999: Certificated Personnel Salaries Base \$28,000
Form a Superintendent's Representative Council to collect input and communicate pertinent information related to District goals, initiatives, programs, challenges, and opportunities. The committee will meet quarterly and include representatives from all District employee associations.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Meeting and planning expenses 5000-5999: Services And Other Operating Expenditures Base \$2,000
Maintain the Superintendent's communications via monthly electronic messaging.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	Constant Contact and School Messenger Accounts 5000-5999: Services And Other Operating Expenditures Base \$2,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Continue the practice of annually surveying students, parents, teachers, staff and administrators and using the survey data to inform district and site level goals, initiatives, practices, programs, policies and procedures. Revise Panorama Ed surveys to reflect recent best practices to establish new baseline for next five years of longitudinal data.	District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Panorama Education contract for student, parent and staff surveys and data processing (7% to unduplicated count pupils) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,190
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.	Site-based LCHS 7/8 and LCHS 9-12	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Challenge Success Contract with Stanford University (7% to unduplicated count pupils) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,400
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.	Elementary Schools LCE, PCR, PCY	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	5% of 3 Elementary Principals' salaries (7% unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$1,250
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create	District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	2% of Principals and Superintendents Salary for meeting and planning (7% unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$911

an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.		English proficient _ Other Subgroups: (Specify)	
<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>Continue to offer parent nights/presentations on students' academic, social-emotional, physical, social success, achievement and well-being. Parents of English learners will also be provided with informational presentations targeted to assist them in assimilating to the American educational system and its expectations for parents.</p>	District-wide	<p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	Administrative Planning Time (district and site level) (7% to unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Based upon the findings of the 2016 LCAP Survey, targeted program offerings to students K-12 will be developed or enhanced to increase student engagement, achievement and school connectedness.	Related State and/or Local Priorities: 1 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>5</u>
Identified Need :	<p>The findings from the LCUSD 2016 LCAP Survey; the LCUSD/Panorama Ed Annual Parent, Student, and Staff Surveys; the LCHS WASC Action Plan Progress Survey; and the LCUSD Annual Technology Survey indicated that increased or modified program offerings to enhance student engagement continue to be desired by stakeholders.</p> <p>After reviewing the survey data and in consultation with parent, teacher, staff, and student groups, a list of 13 action items spanning all grade levels were identified as those most likely to immediately enhance student engagement, further student achievement, and foster school connectedness. The annual issuance of the surveys cited above will provide metrics for this goal in order to analyze progress and determine next steps related to enhancing student engagement through various program offerings at each of the school sites.</p> <p>Metrics:</p> <p>1) LCUSD 2017 LCAP Survey - Stakeholders reporting on district progress related to maintaining or expanding student program offerings to promote student engagement will be at a proficient (4) or advanced (5) rating;</p> <p>2) LCUSD Annual Parent, Student, and Staff Surveys - Maintain or improve upon the favorable response rates for all of the questions below:</p> <p>(Student 4-6) Rules are consistently applied at my school. (2014 = 77%) (2015=74%) (2016=78%)</p> <p>(Student 4-6) Bullying is discouraged, discussed and dealt with at my school. (2014 = 80%) (2015=80%) (2016=83%)</p> <p>(Student 4-6) There is an adult at school I can go to who will listen if I have a problem or concern. (2014 = 69%) (2015=74%) (2016=74%)</p> <p>(Students 4-6) Students at my school treat each other with respect. (2014 = 60%) (2015=60%) (2016=64%)</p> <p>(Student 7-12) Students are treated fairly regardless of race, religion, sexual orientation, gender, or disability. (2014 = 76%) (2015=74%) (2016=79%)</p> <p>(Student 7-12) I am kept well-informed about activities, events, and opportunities at school. (2014 = 72%) (2015=69%) (2016=70%)</p> <p>(Students 7-12) School administration is visible and supportive. (2014 = 73%) (2015=69%) (2016=74%)</p> <p>(Students 7-12) Discipline is handled fairly and applied equally. (2014 = 66%) (2015=63%) (2016=64%)</p> <p>(Students 7-12) At my school, bullying is not acceptable. (2014 = 80%) (2015=83%) (2016=85%)</p> <p>(Students 7-12) Adults respond to bullying situations when brought to their attention. (2014 = 72%) (2015=72%) (2016=75%)</p>	

<p>(Parents 4-6) Students treat one another with respect. (2014 = 84%) (2015=84%)(2016=84%)</p> <p>(Parents 4-6) The school is caring and supportive. (2014 = 89%) (2015=88%) (2016=90%)</p> <p>(Parents 4-6) Exposure to fine arts has been enriching for my child. (2014 = 89%) (2015=86%) (2016=85%)</p> <p>(Parents 7-12) My student has a close relationship with at least one adult in the school (2014 = 65%) (2015=60%) (2016=60%)</p> <p>3) Improve LCHS WASC Action Plan Progress Survey responses;</p> <p>4) Meet with 90-100% accuracy all goals / benchmarks in LCUSD Annual Technology Survey;</p> <p>5) Student achievement and engagement metrics:</p> <p>a) Percentage of students completing UC/CSU required courses will be maintained at 75% (plus or minus 3); (2013-2014= 80.3%) (2014-15 = 84%) (2015-16 = 74%)</p> <p>b) Percentage of pupils who pass an Advanced Placement test with a score of 3 or higher will be maintained between 83% and 93%; (2013-2014=91%) (2014-2015=88%)</p> <p>c) Student attendance rates will range between 96% and 98%; (2014-15 reported at 97.02%) (2015-16 reported at 96%)</p> <p>d) Chronic absenteeism will not exceed 4% district-wide (2014-15 = 3.61%); (2015-16 = 3.38%)</p> <p>e) Middle school dropout rates shall not exceed 1%; (2013-14 = 0.0%) (2015-16 = 0.0%)</p> <p>f) High school dropout rates shall not exceed 2%; (2013-14 Annual Adjusted 9-12 Dropout Rate = 0.3%)(2014-15 = 1.1%)</p> <p>g) High school graduation rates shall be maintained or increased; (2013-14 = 97.6%) (2014-15 = 98.6%) (2015-16=TBD)</p> <p>h) All Williams Act criteria shall be met. (All Williams Act Criteria Met 2015-16)</p> <p>6) EAP participation rates will be maintained (2014-15= 1%). (The EAP is not a significant metric for LCUSD). The 2015-16 EAP % is determined as a part of CAASPP testing and is reported at ***.</p>		
Goal Applies to:	Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12
	Applicable Pupil Subgroups:	All; ELL Students; Free and Reduced Price Meal Students; Special Education Students; LCUSD currently has 4 Foster Youth enrolled and 0 homeless students

LCAP Year 1: 2016-17

Expected Annual
Measurable
Outcomes:

Metrics:

- 1) LCUSD 2016 LCAP Survey - Stakeholders reporting on district progress related to maintaining or expanding student program offerings to promote student engagement will be at a proficient (4) or advanced (5) rating;
- 2) LCUSD Annual Parent, Student, and Staff Surveys - Maintain or improve upon the favorable response rates for all of the questions below:
 - (Student 4-6) Rules are consistently applied at my school.
(2014 = 77%) (2015=74%) (2016=78%)
 - (Student 4-6) Bullying is discouraged, discussed and dealt with at my school.
(2014 = 80%) (2015=80%) (2016=83%)
 - (Student 4-6) There is an adult at school I can go to who will listen if I have a problem or concern.
(2014 = 69%) (2015=74%) (2016=74%)
 - (Students 4-6) Students at my school treat each other with respect.
(2014 = 60%) (2015=60%) (2016=64%)
 - (Student 7-12) Students are treated fairly regardless of race, religion, sexual orientation, gender, or disability.
(2014 = 76%) (2015=74%) (2016=79%)
 - (Student 7-12) I am kept well-informed about activities, events, and opportunities at school.
(2014 = 72%) (2015=69%) (2016=70%)
 - (Students 7-12) School administration is visible and supportive.
(2014 = 73%) (2015=69%) (2016=74%)
 - (Students 7-12) Discipline is handled fairly and applied equally.
(2014 = 66%) (2015=63%) (2016=64%)
 - (Students 7-12) At my school, bullying is not acceptable.
(2014 = 80%) (2015=83%) (2016=85%)
 - (Students 7-12) Adults respond to bullying situations when brought to their attention.
(2014 = 72%) (2015=72%) (2016=75%)
 - (Parents 4-6) Students treat one another with respect. (2014 = 84%) (2015=84%)(2016=84%)
 - (Parents 4-6) The school is caring and supportive. (2014 = 89%) (2015=88%) (2016=90%)
 - (Parents 4-6) Exposure to fine arts has been enriching for my child. (2014 = 89%) (2015=86%) (2016=85%)
 - (Parents 7-12) My student has a close relationship with at least one adult in the school
(2014 = 65%) (2015=60%) (2016=60%)
- 3) Improve LCHS WASC Action Plan Progress Survey responses;
- 4) Meet with 90-100% accuracy all goals / benchmarks in LCUSD Annual Technology Survey;
- 5) Student achievement and engagement metrics:
 - a) Percentage of students completing UC/CSU required courses will be maintained at 75% (plus or minus 3); (2013-2014= 80.3%) (2014-15 = 84%) (2015-16 = 74%)
 - b) Percentage of pupils who pass an Advanced Placement test with a score of 3 or higher will be maintained between 83% and 93%; (2013-

2014=91%) (2014-2015=88%)

c) Student attendance rates will range between 96 and 98%; (2014-15 reported at 97.02%) (2015-16 reported at 96%)

d) Chronic absenteeism will not exceed 4% district-wide (2014-15 = 3.61%); (2015-16 = 3.38%)

e) Middle school dropout rates shall not exceed 1%; (2013-14 = 0.0%) (2015-16 = 0.0%)

f) High school dropout rates shall not exceed 2%; (2013-14 Annual Adjusted 9-12 Dropout Rate = 0.3%)

g) High school graduation rates shall be maintained or increased; (2013-14 = 97.6%) (2014-15 = 98.6%)

h) All Williams Act criteria shall be met. (All Williams Act Criteria Met 2015-16)

6) EAP participation rates will be maintained (2014-15= 1%). (The EAP is not a significant metric for LCUSD). The 2015-16 EAP % is determined as a part of CAASPP testing and is reported at ***.

Outcomes:

Students at LCHS will continue to experience increased services from the restructuring of the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors with counselor to student ratios at approximately 200:1. The restructuring continues to provide for specialized services at each grade level with targeted duties to support unduplicated pupils, special needs subgroups, and at-risk students.

TK/K students will experience more adult supervision and instructional support with the maintenance of TK and K classroom aides. Each class will receive a 3.75 hr. aide as allowable given budgetary constraints.

LCHS 7/8 and 9-12 students will experience and expanded elective program. New offerings include: .4 FTE LCTV 7/8; .4 FTE LCTV 9-12; .2 FTE 7/8 Coding; .4 FTE 7/8 STEM; .6 FTE Project Lead the Way Engineering.

Students in grades 4-8 will continue to experience a renovated GATE program that is more responsive to their interests in Science, Technology, Engineering and Math.

Elementary School students will have increased exposure to "maker carts," engineering experiences, or NGSS related activities as designed by the Principal, staff, in conjunction with Chief Technology Officer, Assistant Superintendent Educational Services, and TOSAs.

Students at LCHS will continue to experience a wide range of AP course offerings. AP courses will be maintained at or increased from the current levels, namely 16 course offerings with a total of 45 sections.

Students TK - 8 will received improved and targeted interventions and supports with the on-going development of each school site's Every Student Succeeds (ESS) plan.

LCHS 9-12 students will continue to see improvements in the range of student services as the site monitors and implements its WASC Action plan.

LCHS students will continue to be engaged in extra-curricular activities and CIF sports as 65 active student initiated clubs and 55 active competitive sports teams are offered.

The maintenance of a .70 FTE school psychologist at LCHS will provide caseload support at LCHS and specialized services to at the elementary schools and, in addition, providing requisite District services to preschool age students, private school students, special

populations as well as additional resources for the on-going development of crisis assessment and response policies and procedures.

Maintain Professional Learning Community (PLC) Leads at LCHS 7/8 and 9-12 who further the development of the professional learning community cohorts at LCHS as well as the efficacy of the weekly collaboration meetings. Post and fill PLC Lead extra duty extra pay positions.

Implement the recommendations of the Superintendent's Task Force to review the declining student participation numbers in the LCHS 7-12 Band Program identifying a short- and long-term action plan to stabilize and grow student participation numbers to ensure the program's quality and viability. Action items associated with this outcome include hiring a 7/8 Orchestra Conductor and developing an elementary Honor Band experience to introduce elementary instrumental music students to performance experiences with 7/8 and 9-12 student musicians in the Band and Orchestra programs. This program shall have an advisor who receives an Extra Duty Extra Pay stipend.

Establish the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.

Based on stakeholder input, assess the elementary administrative and counseling needs and depending upon results and budget considerations, adjust staffing accordingly.

Ensure pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the restructured the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors (2 additional from the 2014-15 school year) with counselor to student ratios at approximately 200:1.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain an additional 2.0 FTE certificated counselor at LCHS 9-12 1000-1999: Certificated Personnel Salaries Other \$150,000
Maintain on-going Professional Learning Community (PLC) Leads at LCHS 7/8 and 9-12 who will further the development of the PLC cohorts at LCHS as well as the efficacy of the weekly collaboration meetings.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain on-going PLC Lead extra duty extra pay positions at LCHS. 1000-1999: Certificated Personnel Salaries Base \$34,000

Maintain the 3.75 hr/day classified Kindergarten paraprofessionals in each TK/K classroom at all three elementary school sites as permitted given budgetary constraints and expand the AM and PM TK/K programs by 15 minutes each.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain 10 classified TK/K paraprofessional 3.75 hr/day positions 2000-2999: Classified Personnel Salaries Other \$125,840
LCHS 7/8 and 9-12 students will experience and expanded elective program. New offerings include: .4 FTE LCTV 7/8; .4 FTE LCTV 9-12; .2 FTE 7/8 Coding; .4 FTE 7/8 STEM; .6 FTE Project Lead the Way Engineering.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain a 7/8 Coding Class 1000-1999: Certificated Personnel Salaries Other \$17,000 Administrative analysis of master schedule offerings 1000-1999: Certificated Personnel Salaries Base \$5,000 .4 FTE LCTV 7/8 1000-1999: Certificated Personnel Salaries Base \$35,000 .4 FTE LCTV 9-12 1000-1999: Certificated Personnel Salaries Base \$35,000 .4 FTE 7/8 STEM 1000-1999: Certificated Personnel Salaries Base \$35,000 .6 FTE Project Lead the Way Engineering 0001-0999: Unrestricted: Locally Defined Other \$59,250
Improve LCUSD's GATE program by implementing the following activities and services: administer GATE survey annually to get feedback from students, strengthen the differentiation of math instruction for 4-6 grade GATE students through Redbird Advanced Learning, continue providing 7th and 8th grade GATE homerooms, GATE gatherings after school for grades 4-8, and Math Olympiad at all 3 elementary schools to provide after school enrichment to GATE students.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE Students 4-8</u>	Implement 2015-2016 GATE Action Plan 1000-1999: Certificated Personnel Salaries Base \$6,500 Stipends for GATE teachers at 7/8 1000-1999: Certificated Personnel Salaries Base \$7,000 Salary for GATE teacher at Elementary schools 1000-1999: Certificated Personnel Salaries Base \$21,000 Math Olympiad expenses including teacher stipends 1000-1999: Certificated Personnel Salaries Base \$12,000 OLSAT online testing 5000-5999: Services And Other Operating Expenditures Base 3,200 Redbird program for differentiation in math 5000-5999: Services And Other Operating Expenditures Base 11,985
Maintain extensive Advanced Placement course offerings at LCHS 9-12	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Maintain extensive AP course offerings at LCHS through master schedule planning and program outreach to students and parents (3% salary Assistant Principal Curriculum and Instruction) 1000-1999: Certificated Personnel Salaries Base

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$4,680
Ensure pupil enrollment in a broad course of study that includes all of the subject areas described in Ed Code 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ensure pupil enrollment in a broad course pursuant to CA Ed Code (Administrative oversight - 3% salary of entire certificated administrative staff) 1000-1999: Certificated Personnel Salaries Base \$52,000
Continue to develop programs and monitor outcomes related to the Every Student Succeeds (ESS) plans established at LCE, PCR, PCY and LCHS 7/8 and the LCHS 9-12 WASC Action Plan to provide support and intervention to all students, with guaranteed services for at-risk students and populations qualifying for free and reduced price meals; district and site administration will continue to monitor and maintain school attendance rates, absenteeism rates, suspension rates and middle and high school expulsion rates	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Update, revise and monitor progress of TK-8 grade ESS plans by school site (5% principal salaries - LCE, PCR, PCY and LCHS 7/8) 1000-1999: Certificated Personnel Salaries Base \$26,000 Update and monitor progress on LCHS WASC Action Plan (5% LCHS 9-12 administrative salaries) 1000-1999: Certificated Personnel Salaries Base \$17,680 Monitor and maintain school attendance rates, absenteeism rates, suspension rates, and middle and high school expulsion rates (2% certificated administrative salaries district-wide) 1000-1999: Certificated Personnel Salaries Base \$34,320
Maintain a .70 FTE school psychologist at LCHS to provide caseload support at LCHS and specialized services to at the elementary schools and, in addition, providing requisite District services to preschool age students, private school students, special populations as well as additional resources for the on-going development of crisis assessment and response policies and procedures.	District-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain an additional .70 certificated FTE school psychologist at LCHS 9-12 1000-1999: Certificated Personnel Salaries Other \$70,200
Ensure student engagement through maintaining the high levels of club offerings and competitive sports teams at LCHS	School-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Maintain the 58 active student initiated clubs at LCHS to ensure and promote student engagement for all pupils (portion of .4 certificated FTE ASB Advisor LCHS) 1000-1999: Certificated Personnel Salaries Base \$34,000 Maintain the 55 active competitive sports teams at LCHS to

		Redesignated fluent English proficient _ Other Subgroups: (Specify)	ensure and promote student engagement for all pupils (portion of .4 certificated FTE Athletic Director LCHS) 1000-1999: Certificated Personnel Salaries Base \$35,360
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain reading and literacy intervention programs and services at each elementary school site. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Reading intervention certificated staff salaries at each of the 3 elementary sites 1000-1999: Certificated Personnel Salaries Base \$46,800 Reading intervention certificated staff salaries at each of the three elementary sites (7% proportionality for unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$3,275
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain a .70 school psychologist at LCHS 9-12 to provide additional interventionist to special student populations, including unduplicated count pupils, who will also provide additional resources for the on-going development of crisis assessment and response policies and procedures. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional school psychologistics services to 7% unduplicated count pupils 1000-1999: Certificated Personnel Salaries Supplemental \$4,160
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Restructure the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors (2 additional from the 2014-15 school year) with counselor to student ratios at approximately 200:1.	Site-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Additional counseling and intervention services to 7% unduplicated count pupils (3% of each 9-12 Counselors salary - 7 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$18,450
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain or increase the 58 active student initiated clubs at LCHS to ensure and promote student	Site-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Services to 7% unduplicated count pupils within Extra Duty Extra Pay programs (total budget is \$250,000) 1000-1999: Certificated Personnel Salaries Supplemental \$17,500

engagement for all pupils, including unduplicated count pupils. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Needs Students</u>	
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain or increase the 55 active competitive sports teams at LCHS to ensure student engagement for all pupils. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	Site-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Services to unduplicated count pupils within Extra Duty Extra Pay programs (total budget is \$250,000) 1000-1999: Certificated Personnel Salaries Supplemental \$17,500
Establish the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.	Site-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7/8 WEB Training 5800: Professional/Consulting Services And Operating Expenditures Other \$9,116 Link Crew 9-12 Training 2000-2999: Classified Personnel Salaries Other \$18,322 District Contribution to Training 0000: Unrestricted Base \$3,000
Implement the recommendations of the Superintendent's Task Force to review the declining student participation numbers in the LCHS 7-12 Band Program identifying a short- and long-term action plan to stabilize and grow student participation numbers to ensure the program's quality and viability. Action items associated with this outcome include hiring a 7/8 Orchestra Conductor and developing an elementary Honor Band experience to introduce elementary instrumental music students to performance experiences with 7/8 and 9-12 student musicians in the Band and Orchestra programs. This program shall have and advisor who receives an Extra Duty Extra Pay stipend.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7/8 Orchester Conductor .2 FTE 1000-1999: Certificated Personnel Salaries Base \$20,000 Honor Band Extra Duty Extra Pay Stipend 1000-1999: Certificated Personnel Salaries Base \$3,500
Elementary School students will have increased exposure to "maker carts," engineering experiences, or NGSS related activities as designed by the Principal, staff, in conjunction with Chief Technology Officer, Assistant Superintendent Educational Services, and	Elementary school sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Maker Cart materials 4000-4999: Books And Supplies Other \$30,000

TOSAs.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Based on stakeholder input, assess the elementary administrative and counseling needs and depending upon results and budget considerations, adjust staffing accordingly.	Site-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Interim PCY Elementary School Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Base \$94,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <ol style="list-style-type: none"> 1) LCUSD 2016 LCAP Survey - Stakeholders reporting on district progress related to maintaining or expanding student program offerings to promote student engagement will be at a proficient (4) or advanced (5) rating; 2) LCUSD Annual Parent, Student, and Staff Surveys - Maintain or improve upon the favorable response rates for all of the questions below: <ul style="list-style-type: none"> (Student 4-6) Rules are consistently applied at my school. (2014 = 77%) (2015=74%) (2016=78%) (Student 4-6) Bullying is discouraged, discussed and dealt with at my school. (2014 = 80%) (2015=80%) (2016=83%) (Student 4-6) There is an adult at school I can go to who will listen if I have a problem or concern. (2014 = 69%) (2015=74%) (2016=74%) (Students 4-6) Students at my school treat each other with respect. (2014 = 60%) (2015=60%) (2016=64%) (Student 7-12) Students are treated fairly regardless of race, religion, sexual orientation, gender, or disability. (2014 = 76%) (2015=74%) (2016=79%) (Student 7-12) I am kept well-informed about activities, events, and opportunities at school. (2014 = 72%) (2015=69%) (2016=70%) (Students 7-12) School administration is visible and supportive. (2014 = 73%) (2015=69%) (2016=74%) (Students 7-12) Discipline is handled fairly and applied equally. (2014 = 66%) (2015=63%) (2016=64%) (Students 7-12) At my school, bullying is not acceptable. (2014 = 80%) (2015=83%) (2016=85%) (Students 7-12) Adults respond to bullying situations when brought to their attention. (2014 = 72%) (2015=72%) (2016=75%) (Parents 4-6) Students treat one another with respect. (2014 = 84%) (2015=84%)(2016=84%) (Parents 4-6) The school is caring and supportive. (2014 = 89%) (2015=88%) (2016=90%) (Parents 4-6) Exposure to fine arts has been enriching for my child. (2014 = 89%) (2015=86%) (2016=85%) (Parents 7-12) My student has a close relationship with at least one adult in the school (2014 = 65%) (2015=60%) (2016=60%) 3) Improve LCHS WASC Action Plan Progress Survey responses; 4) Meet with 90-100% accuracy all goals / benchmarks in LCUSD Annual Technology Survey; 5) Student achievement and engagement metrics: <ol style="list-style-type: none"> a) Percentage of students completing UC/CSU required courses will be maintained at 75% (plus or minus 3); (2013-2014= 80.3%) (2014-15 = 84%) (2015-16 = 74%) b) Percentage of pupils who pass an Advanced Placement test with a score of 3 or higher will be maintained between 83% and 93%; (2013-
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2014=91%) (2014-2015=88%)

c) Student attendance rates will range between 96 and 98%; (2014-15 reported at 97.02%) (2015-16 reported at 96%)

d) Chronic absenteeism will not exceed 4% district-wide (2014-15 = 3.61%); (2015-16 = 3.38%)

e) Middle school dropout rates shall not exceed 1%; (2013-14 = 0.0%) (2015-16 = 0.0%)

f) High school dropout rates shall not exceed 2%; (2013-14 Annual Adjusted 9-12 Dropout Rate = 0.3%)

g) High school graduation rates shall be maintained or increased; (2013-14 = 97.6%) (2014-15 = 98.6%)

h) All Williams Act criteria shall be met. (All Williams Act Criteria Met 2015-16)

6) EAP participation rates will be maintained (2014-15= 1%). (The EAP is not a significant metric for LCUSD). The 2015-16 EAP % is determined as a part of CAASPP testing and is reported at ***.

Outcomes:

Students at LCHS will continue to experience increased services from the restructuring of the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors with counselor to student ratios at approximately 200:1. The restructuring continues to provide for specialized services at each grade level with targeted duties to support unduplicated pupils, special needs subgroups, and at-risk students.

TK/K students will experience more adult supervision and instructional support with the maintenance of TK and K classroom aides. Each class will receive a 3.75 hr. aide as allowable given budgetary constraints.

LCHS 7/8 and 9-12 students will experience and expanded elective program. New offerings include: .4 FTE LCTV 7/8; .4 FTE LCTV 9-12; .2 FTE 7/8 Coding; .4 FTE 7/8 STEM; .6 FTE Project Lead the Way Engineering.

Students in grades 4-8 will continue to experience a renovated GATE program that is more responsive to their interests in Science, Technology, Engineering and Math.

Elementary School students will have increased exposure to "maker carts," engineering experiences, or NGSS related activities as designed by the Principal, staff, in conjunction with Chief Technology Officer, Assistant Superintendent Educational Services, and TOSAs.

Students at LCHS will continue to experience a wide range of AP course offerings. AP courses will be maintained at or increased from the current levels, namely 16 course offerings with a total of 45 sections.

Students TK - 8 will received improved and targeted interventions and supports with the on-going development of each school site's Every Student Succeeds (ESS) plan.

LCHS 9-12 students will continue to see improvements in the range of student services as the site monitors and implements its WASC Action plan.

LCHS students will continue to be engaged in extra-curricular activities and CIF sports as 65 active student initiated clubs and 55 active competitive sports teams are offered.

The maintenance of a .70 FTE school psychologist at LCHS will provide caseload support at LCHS and specialized services to at the elementary schools and, in addition, providing requisite District services to preschool age students, private school students, special

populations as well as additional resources for the on-going development of crisis assessment and response policies and procedures.

Maintain Professional Learning Community (PLC) Leads at LCHS 7/8 and 9-12 who further the development of the professional learning community cohorts at LCHS as well as the efficacy of the weekly collaboration meetings. Post and fill PLC Lead extra duty extra pay positions.

Implement the recommendations of the Superintendent's Task Force to review the declining student participation numbers in the LCHS 7-12 Band Program identifying a short- and long-term action plan to stabilize and grow student participation numbers to ensure the program's quality and viability. Action items associated with this outcome include hiring a 7/8 Orchestra Conductor and developing an elementary Honor Band experience to introduce elementary instrumental music students to performance experiences with 7/8 and 9-12 student musicians in the Band and Orchestra programs. This program shall have an advisor who receives an Extra Duty Extra Pay stipend.

Establish the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.

Based on stakeholder input, assess the elementary administrative and counseling needs and depending upon results and budget considerations, adjust staffing accordingly.

Ensure pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the restructured the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors (2 additional from the 2014-15 school year) with counselor to student ratios at approximately 200:1.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain an additional 2.0 FTE certificated counselor at LCHS 9-12 1000-1999: Certificated Personnel Salaries Other \$150,000
Maintain on-going Professional Learning Community (PLC) Leads at LCHS 7/8 and 9-12 who will further the development of the PLC cohorts at LCHS as well as the efficacy of the weekly collaboration meetings.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain on-going PLC Lead extra duty extra pay positions at LCHS. 1000-1999: Certificated Personnel Salaries Base \$34,000

Maintain the 3.75 hr/day classified Kindergarten paraprofessionals in each TK/K classroom at all three elementary school sites as permitted given budgetary constraints and expand the AM and PM TK/K programs by 15 minutes each.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain 10 classified TK/K paraprofessional 3.75 hr/day positions 2000-2999: Classified Personnel Salaries Other \$125,840
LCHS 7/8 and 9-12 students will experience and expanded elective program. New offerings include: .4 FTE LCTV 7/8; .4 FTE LCTV 9-12; .2 FTE 7/8 Coding; .4 FTE 7/8 STEM; .6 FTE Project Lead the Way Engineering.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain a 7/8 Coding Class 1000-1999: Certificated Personnel Salaries Other \$17,000 Administrative analysis of master schedule offerings 1000-1999: Certificated Personnel Salaries Base \$5,000 .4 FTE LCTV 7/8 1000-1999: Certificated Personnel Salaries Base \$35,000 .4 FTE LCTV 9-12 1000-1999: Certificated Personnel Salaries Base \$35,000 .4 FTE 7/8 STEM 1000-1999: Certificated Personnel Salaries Base \$35,000 .6 FTE Project Lead the Way Engineering 0001-0999: Unrestricted: Locally Defined Other \$59,250
Improve LCUSD's GATE program by implementing the following activities and services: administer GATE survey annually to get feedback from students, strengthen the differentiation of math instruction for 4-6 grade GATE students through Redbird Advanced Learning, continue providing 7th and 8th grade GATE homerooms, GATE gatherings after school for grades 4-8, and Math Olympiad at all 3 elementary schools to provide after school enrichment to GATE students.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE Students 4-8</u>	Implement 2015-2016 GATE Action Plan 1000-1999: Certificated Personnel Salaries Base \$6,500 Stipends for GATE teachers at 7/8 1000-1999: Certificated Personnel Salaries Base \$7,000 Salary for GATE teacher at Elementary schools 1000-1999: Certificated Personnel Salaries Base \$21,000 Math Olympiad expenses including teacher stipends 1000-1999: Certificated Personnel Salaries Base \$12,000 OLSAT online testing 5000-5999: Services And Other Operating Expenditures Base 3,200 Redbird program for differentiation in math 5000-5999: Services And Other Operating Expenditures Base 11,985
Maintain extensive Advanced Placement course offerings at LCHS 9-12	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Maintain extensive AP course offerings at LCHS through master schedule planning and program outreach to students and parents (3% salary Assistant Principal Curriculum and Instruction) 1000-1999: Certificated Personnel Salaries Base

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$4,680
Ensure pupil enrollment in a broad course of study that includes all of the subject areas described in Ed Code 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ensure pupil enrollment in a broad course pursuant to CA Ed Code (Administrative oversight - 3% salary of entire certificated administrative staff) 1000-1999: Certificated Personnel Salaries Base \$52,000
Continue to develop programs and monitor outcomes related to the Every Student Succeeds (ESS) plans established at LCE, PCR, PCY and LCHS 7/8 and the LCHS 9-12 WASC Action Plan to provide support and intervention to all students, with guaranteed services for at-risk students and populations qualifying for free and reduced price meals; district and site administration will continue to monitor and maintain school attendance rates, absenteeism rates, suspension rates and middle and high school expulsion rates	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Update, revise and monitor progress of TK-8 grade ESS plans by school site (5% principal salaries - LCE, PCR, PCY and LCHS 7/8) 1000-1999: Certificated Personnel Salaries Base \$26,000 Update and monitor progress on LCHS WASC Action Plan (5% LCHS 9-12 administrative salaries) 1000-1999: Certificated Personnel Salaries Base \$17,680 Monitor and maintain school attendance rates, absenteeism rates, suspension rates, and middle and high school expulsion rates (2% certificated administrative salaries district-wide) 1000-1999: Certificated Personnel Salaries Base \$34,320
Maintain a .70 FTE school psychologist at LCHS to provide caseload support at LCHS and specialized services to at the elementary schools and, in addition, providing requisite District services to preschool age students, private school students, special populations as well as additional resources for the on-going development of crisis assessment and response policies and procedures.	District-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain an additional .70 certificated FTE school psychologist at LCHS 9-12 1000-1999: Certificated Personnel Salaries Other \$70,200
Ensure student engagement through maintaining the high levels of club offerings and competitive sports teams at LCHS	School-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Maintain the 58 active student initiated clubs at LCHS to ensure and promote student engagement for all pupils (portion of .4 certificated FTE ASB Advisor LCHS) 1000-1999: Certificated Personnel Salaries Base \$34,000 Maintain the 55 active competitive sports teams at LCHS to

		Redesignated fluent English proficient _ Other Subgroups: (Specify)	ensure and promote student engagement for all pupils (portion of .4 certificated FTE Athletic Director LCHS) 1000-1999: Certificated Personnel Salaries Base \$35,360
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain reading and literacy intervention programs and services at each elementary school site. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Reading intervention certificated staff salaries at each of the 3 elementary sites 1000-1999: Certificated Personnel Salaries Base \$46,800 Reading intervention certificated staff salaries at each of the three elementary sites (7% proportionality for unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$3,275
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain a .70 school psychologist at LCHS 9-12 to provide additional interventionist to special student populations, including unduplicated count pupils, who will also provide additional resources for the on-going development of crisis assessment and response policies and procedures. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional school psychologistics services to 7% unduplicated count pupils 1000-1999: Certificated Personnel Salaries Supplemental \$4,160
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Restructure the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors (2 additional from the 2014-15 school year) with counselor to student ratios at approximately 200:1.	Site-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Additional counseling and intervention services to 7% unduplicated count pupils (3% of each 9-12 Counselors salary - 7 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$18,450
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain or increase the 58 active student initiated clubs at LCHS to ensure and promote student	Site-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Services to 7% unduplicated count pupils within Extra Duty Extra Pay programs (total budget is \$250,000) 1000-1999: Certificated Personnel Salaries Supplemental \$17,500

engagement for all pupils, including unduplicated count pupils. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Needs Students</u>	
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain or increase the 55 active competitive sports teams at LCHS to ensure student engagement for all pupils. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	Site-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Services to unduplicated count pupils within Extra Duty Extra Pay programs (total budget is \$250,000) 1000-1999: Certificated Personnel Salaries Supplemental \$17,500
Establish the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.	Site-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7/8 WEB Training 5800: Professional/Consulting Services And Operating Expenditures Other \$9,116 Link Crew 9-12 Training 2000-2999: Classified Personnel Salaries Other \$18,322 District Contribution to Training 0000: Unrestricted Base \$3,000
Implement the recommendations of the Superintendent's Task Force to review the declining student participation numbers in the LCHS 7-12 Band Program identifying a short- and long-term action plan to stabilize and grow student participation numbers to ensure the program's quality and viability. Action items associated with this outcome include hiring a 7/8 Orchestra Conductor and developing an elementary Honor Band experience to introduce elementary instrumental music students to performance experiences with 7/8 and 9-12 student musicians in the Band and Orchestra programs. This program shall have and advisor who receives an Extra Duty Extra Pay stipend.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7/8 Orchester Conductor .2 FTE 1000-1999: Certificated Personnel Salaries Base \$20,000 Honor Band Extra Duty Extra Pay Stipend 1000-1999: Certificated Personnel Salaries Base \$3,500
Elementary School students will have increased exposure to "maker carts," engineering experiences, or NGSS related activities as designed by the Principal, staff, in conjunction with Chief Technology Officer, Assistant Superintendent Educational Services, and	Elementary school sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Maker Cart materials 4000-4999: Books And Supplies Other \$30,000

TOSAs.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Based on stakeholder input, assess the elementary administrative and counseling needs and depending upon results and budget considerations, adjust staffing accordingly.	Site-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Interim PCY Elementary School Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Base \$94,000

LCAP Year 3: 2018-19

**Expected Annual
Measurable
Outcomes:**

Metrics:

- 1) LCUSD 2016 LCAP Survey - Stakeholders reporting on district progress related to maintaining or expanding student program offerings to promote student engagement will be at a proficient (4) or advanced (5) rating;
- 2) LCUSD Annual Parent, Student, and Staff Surveys - Maintain or improve upon the favorable response rates for all of the questions below:
 - (Student 4-6) Rules are consistently applied at my school.
(2014 = 77%) (2015=74%) (2016=78%)
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(2014 = 80%) (2015=80%) (2016=83%)
 - (Student 4-6) There is an adult at school I can go to who will listen if I have a problem or concern.
(2014 = 69%) (2015=74%) (2016=74%)
 - (Students 4-6) Students at my school treat each other with respect.
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 - (Students 7-12) School administration is visible and supportive.
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 - (Students 7-12) Discipline is handled fairly and applied equally.
(2014 = 66%) (2015=63%) (2016=64%)
 - (Students 7-12) At my school, bullying is not acceptable.
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 - (Students 7-12) Adults respond to bullying situations when brought to their attention.
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 - (Parents 4-6) Students treat one another with respect. (2014 = 84%) (2015=84%)(2016=84%)
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 - (Parents 4-6) Exposure to fine arts has been enriching for my child. (2014 = 89%) (2015=86%) (2016=85%)
 - (Parents 7-12) My student has a close relationship with at least one adult in the school
(2014 = 65%) (2015=60%) (2016=60%)
- 3) Improve LCHS WASC Action Plan Progress Survey responses;
- 4) Meet with 90-100% accuracy all goals / benchmarks in LCUSD Annual Technology Survey;
- 5) Student achievement and engagement metrics:
 - a) Percentage of students completing UC/CSU required courses will be maintained at 75% (plus or minus 3); (2013-2014= 80.3%) (2014-15 = 84%) (2015-16 = 74%)
 - b) Percentage of pupils who pass an Advanced Placement test with a score of 3 or higher will be maintained between 83% and 93%; (2013-

2014=91%) (2014-2015=88%)

c) Student attendance rates will range between 96 and 98%; (2014-15 reported at 97.02%) (2015-16 reported at 96%)

d) Chronic absenteeism will not exceed 4% district-wide (2014-15 = 3.61%); (2015-16 = 3.38%)

e) Middle school dropout rates shall not exceed 1%; (2013-14 = 0.0%) (2015-16 = 0.0%)

f) High school dropout rates shall not exceed 2%; (2013-14 Annual Adjusted 9-12 Dropout Rate = 0.3%)

g) High school graduation rates shall be maintained or increased; (2013-14 = 97.6%) (2014-15 = 98.6%)

h) All Williams Act criteria shall be met. (All Williams Act Criteria Met 2015-16)

6) EAP participation rates will be maintained (2014-15= 1%). (The EAP is not a significant metric for LCUSD). The 2015-16 EAP % is determined as a part of CAASPP testing and is reported at ***.

Outcomes:

Students at LCHS will continue to experience increased services from the restructuring of the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors with counselor to student ratios at approximately 200:1. The restructuring continues to provide for specialized services at each grade level with targeted duties to support unduplicated pupils, special needs subgroups, and at-risk students.

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populations as well as additional resources for the on-going development of crisis assessment and response policies and procedures.

Maintain Professional Learning Community (PLC) Leads at LCHS 7/8 and 9-12 who further the development of the professional learning community cohorts at LCHS as well as the efficacy of the weekly collaboration meetings. Post and fill PLC Lead extra duty extra pay positions.

Implement the recommendations of the Superintendent's Task Force to review the declining student participation numbers in the LCHS 7-12 Band Program identifying a short- and long-term action plan to stabilize and grow student participation numbers to ensure the program's quality and viability. Action items associated with this outcome include hiring a 7/8 Orchestra Conductor and developing an elementary Honor Band experience to introduce elementary instrumental music students to performance experiences with 7/8 and 9-12 student musicians in the Band and Orchestra programs. This program shall have an advisor who receives an Extra Duty Extra Pay stipend.

Establish the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.

Based on stakeholder input, assess the elementary administrative and counseling needs and depending upon results and budget considerations, adjust staffing accordingly.

Ensure pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the restructured the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors (2 additional from the 2014-15 school year) with counselor to student ratios at approximately 200:1.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain an additional 2.0 FTE certificated counselor at LCHS 9-12 1000-1999: Certificated Personnel Salaries Other \$150,000
Maintain on-going Professional Learning Community (PLC) Leads at LCHS 7/8 and 9-12 who will further the development of the PLC cohorts at LCHS as well as the efficacy of the weekly collaboration meetings.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain on-going PLC Lead extra duty extra pay positions at LCHS. 1000-1999: Certificated Personnel Salaries Base \$34,000

Maintain the 3.75 hr/day classified Kindergarten paraprofessionals in each TK/K classroom at all three elementary school sites as permitted given budgetary constraints and expand the AM and PM TK/K programs by 15 minutes each.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain 10 classified TK/K paraprofessional 3.75 hr/day positions 2000-2999: Classified Personnel Salaries Other \$125,840
LCHS 7/8 and 9-12 students will experience and expanded elective program. New offerings include: .4 FTE LCTV 7/8; .4 FTE LCTV 9-12; .2 FTE 7/8 Coding; .4 FTE 7/8 STEM; .6 FTE Project Lead the Way Engineering.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain a 7/8 Coding Class 1000-1999: Certificated Personnel Salaries Other \$17,000 Administrative analysis of master schedule offerings 1000-1999: Certificated Personnel Salaries Base \$5,000 .4 FTE LCTV 7/8 1000-1999: Certificated Personnel Salaries Base \$35,000 .4 FTE LCTV 9-12 1000-1999: Certificated Personnel Salaries Base \$35,000 .4 FTE 7/8 STEM 1000-1999: Certificated Personnel Salaries Base \$35,000 .6 FTE Project Lead the Way Engineering 0001-0999: Unrestricted: Locally Defined Other \$59,250
Improve LCUSD's GATE program by implementing the following activities and services: administer GATE survey annually to get feedback from students, strengthen the differentiation of math instruction for 4-6 grade GATE students through Redbird Advanced Learning, continue providing 7th and 8th grade GATE homerooms, GATE gatherings after school for grades 4-8, and Math Olympiad at all 3 elementary schools to provide after school enrichment to GATE students.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE Students 4-8</u>	Implement 2015-2016 GATE Action Plan 1000-1999: Certificated Personnel Salaries Base \$6,500 Stipends for GATE teachers at 7/8 1000-1999: Certificated Personnel Salaries Base \$7,000 Salary for GATE teacher at Elementary schools 1000-1999: Certificated Personnel Salaries Base \$21,000 Math Olympiad expenses including teacher stipends 1000-1999: Certificated Personnel Salaries Base \$12,000 OLSAT online testing 5000-5999: Services And Other Operating Expenditures Base 3,200 Redbird program for differentiation in math 5000-5999: Services And Other Operating Expenditures Base 11,985
Maintain extensive Advanced Placement course offerings at LCHS 9-12	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Maintain extensive AP course offerings at LCHS through master schedule planning and program outreach to students and parents (3% salary Assistant Principal Curriculum and Instruction) 1000-1999: Certificated Personnel Salaries Base

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$4,680
Ensure pupil enrollment in a broad course of study that includes all of the subject areas described in Ed Code 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ensure pupil enrollment in a broad course pursuant to CA Ed Code (Administrative oversight - 3% salary of entire certificated administrative staff) 1000-1999: Certificated Personnel Salaries Base \$52,000
Continue to develop programs and monitor outcomes related to the Every Student Succeeds (ESS) plans established at LCE, PCR, PCY and LCHS 7/8 and the LCHS 9-12 WASC Action Plan to provide support and intervention to all students, with guaranteed services for at-risk students and populations qualifying for free and reduced price meals; district and site administration will continue to monitor and maintain school attendance rates, absenteeism rates, suspension rates and middle and high school expulsion rates	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Update, revise and monitor progress of TK-8 grade ESS plans by school site (5% principal salaries - LCE, PCR, PCY and LCHS 7/8) 1000-1999: Certificated Personnel Salaries Base \$26,000 Update and monitor progress on LCHS WASC Action Plan (5% LCHS 9-12 administrative salaries) 1000-1999: Certificated Personnel Salaries Base \$17,680 Monitor and maintain school attendance rates, absenteeism rates, suspension rates, and middle and high school expulsion rates (2% certificated administrative salaries district-wide) 1000-1999: Certificated Personnel Salaries Base \$34,320
Maintain a .70 FTE school psychologist at LCHS to provide caseload support at LCHS and specialized services to at the elementary schools and, in addition, providing requisite District services to preschool age students, private school students, special populations as well as additional resources for the on-going development of crisis assessment and response policies and procedures.	District-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain an additional .70 certificated FTE school psychologist at LCHS 9-12 1000-1999: Certificated Personnel Salaries Other \$70,200
Ensure student engagement through maintaining the high levels of club offerings and competitive sports teams at LCHS	School-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Maintain the 58 active student initiated clubs at LCHS to ensure and promote student engagement for all pupils (portion of .4 certificated FTE ASB Advisor LCHS) 1000-1999: Certificated Personnel Salaries Base \$34,000 Maintain the 55 active competitive sports teams at LCHS to

		Redesignated fluent English proficient _ Other Subgroups: (Specify)	ensure and promote student engagement for all pupils (portion of .4 certificated FTE Athletic Director LCHS) 1000-1999: Certificated Personnel Salaries Base \$35,360
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain reading and literacy intervention programs and services at each elementary school site. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Reading intervention certificated staff salaries at each of the 3 elementary sites 1000-1999: Certificated Personnel Salaries Base \$46,800 Reading intervention certificated staff salaries at each of the three elementary sites (7% proportionality for unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$3,275
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain a .70 school psychologist at LCHS 9-12 to provide additional interventionist to special student populations, including unduplicated count pupils, who will also provide additional resources for the on-going development of crisis assessment and response policies and procedures. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional school psychologistics services to 7% unduplicated count pupils 1000-1999: Certificated Personnel Salaries Supplemental \$4,160
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils Restructure the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors (2 additional from the 2014-15 school year) with counselor to student ratios at approximately 200:1.	Site-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Additional counseling and intervention services to 7% unduplicated count pupils (3% of each 9-12 Counselors salary - 7 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$18,450
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain or increase the 58 active student initiated clubs at LCHS to ensure and promote student	Site-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Services to 7% unduplicated count pupils within Extra Duty Extra Pay programs (total budget is \$250,000) 1000-1999: Certificated Personnel Salaries Supplemental \$17,500

engagement for all pupils, including unduplicated count pupils. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Needs Students</u>	
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will maintain or increase the 55 active competitive sports teams at LCHS to ensure student engagement for all pupils. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	Site-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Services to unduplicated count pupils within Extra Duty Extra Pay programs (total budget is \$250,000) 1000-1999: Certificated Personnel Salaries Supplemental \$17,500
Establish the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.	Site-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7/8 WEB Training 5800: Professional/Consulting Services And Operating Expenditures Other \$9,116 Link Crew 9-12 Training 2000-2999: Classified Personnel Salaries Other \$18,322 District Contribution to Training 0000: Unrestricted Base \$3,000
Implement the recommendations of the Superintendent's Task Force to review the declining student participation numbers in the LCHS 7-12 Band Program identifying a short- and long-term action plan to stabilize and grow student participation numbers to ensure the program's quality and viability. Action items associated with this outcome include hiring a 7/8 Orchestra Conductor and developing an elementary Honor Band experience to introduce elementary instrumental music students to performance experiences with 7/8 and 9-12 student musicians in the Band and Orchestra programs. This program shall have and advisor who receives an Extra Duty Extra Pay stipend.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7/8 Orchester Conductor .2 FTE 1000-1999: Certificated Personnel Salaries Base \$20,000 Honor Band Extra Duty Extra Pay Stipend 1000-1999: Certificated Personnel Salaries Base \$3,500
Elementary School students will have increased exposure to "maker carts," engineering experiences, or NGSS related activities as designed by the Principal, staff, in conjunction with Chief Technology Officer, Assistant Superintendent Educational Services, and	Elementary school sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Maker Cart materials 4000-4999: Books And Supplies Other \$30,000

TOSAs.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Based on stakeholder input, assess the elementary administrative and counseling needs and depending upon results and budget considerations, adjust staffing accordingly.	Site-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Interim PCY Elementary School Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Base \$94,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Identify, serve and monitor the progress of students enrolled in LCUSD schools who do not have full fluency in English, providing them with the strongest educational program possible to develop proficiency in English and to meet and/or exceed grade level standards in all curricular areas.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify
Identified Need :	<p>Provide a strong, focused EL instruction with a consistent EL Program model throughout the District. Ensure teachers hold the proper credential authorization to serve English learners. Instruct English learners using relevant and up-to-date instructional materials. Provide additional staff to meet the needs of English learners in a targeted fashion. Provide opportunities for teachers and paraprofessionals to participate in professional development, collaborate and share best practices in ELD instruction to improve their skills and student performance. Supply greater access to technology for students and strengthen guidance to parents for its use at school and home. Encourage parent involvement in American education and the ELD Program through their participation in ELAC/DELAC and ELD office hours. Continue to annually test and monitor EL students performance as required by CDE and the federal government. In addition to the annual progress evaluations, measure student performance on a more frequent basis. Continue strong reclassification rates. Use the ELD Master Plan to guide the practices and procedures of the ELD Program.</p> <p>Metrics:</p> <p>Teacher EL Authorizations All permanent status teachers will be in training or hold the proper authorizations to teach ELs (per Board Policy) 2016-2017 Y1 - 100% authorized 2017-2018 Y2 - 100% authorized 2018-2019 Y3 - 100% authorized</p> <p>EL Student Placement All EL students will be placed in EL authorized teachers' classes Y1, Y2 and Y3 - 100%</p> <p>Reclassification Rate Reclassification rates will exceed the state averages by at least 5% Y1, Y2 and Y3 +5% Over State Average</p> <p>AMAO 1 Exceed by 20% or more the increasing federal target of ELs making annual progress (data one year in arrears) Federal Target 2015-2016 62% 2016-2017 TBD 2017-2018 TBD</p> <p>AMAO 2 Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT</p>	

Less than 5 years
(data one year in arrears)

Federal Target

2015-2016 25.5%

2016-2017 TBD

2017-2018 TBD

AMAO 2

Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT

(data one year in arrears)

More than 5 years

Federal Target

2015-2016 52.8%

2016-2017 TBD

2017-2018 TBD

AMAO 3

Meet AYP requirements for EL student group at LEA

Participation Rate 95%+ in ELA and math

Y1, Y2 and Y3 Meet AYP (if applicable)

ELAC/DELAC Participation Rate

Increase parent participation by 1-5% of the EL population each year

2015-2016 259 ELs and 77 parents at meetings + 46 ELD Office Hours = 123 parents, 47.5% participation

Y1 2016-2017 49%+

Y2 2017-2018 50%+

Y3 2018-2019 51%+

ELD Progress Reports Quarterly Monitoring

Of the ELs enrolled since first quarter scoring less than 19, at least 75% of students (including RFEPs) will increase two levels or more by the end of the school year as evaluated by their English teacher

Y1, Y2 and Y3 maintain at least 75%

iPad Parent Survey

The success of the elementary iPad Program for home use will be monitored through a parent survey with a target of maintaining satisfaction goals of at least 80%.

Y1, Y2 and Y3 maintain at least 80%

NEW METRIC

Monitor Long Term English Learners to develop elementary ESS Plans or Individual Learning Plans to increase their academic success.

Percentage of LTELs with ESS or Individual Learning Plans will increase annually.

Y1, Y2 and Y3 Decrease percentage of LTELs and increase percentage of LTELs with plans annually.

2016-2017 Y1

2017-2018 Y2

	2018-2019 Y3	
Goal Applies to:	Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12
	Applicable Pupil Subgroups:	English Language Learners, Reclassified English Language Proficient Students, TK - 12

LCAP Year 1: 2016-17**Expected Annual
Measurable
Outcomes:****Metrics:****Teacher EL Authorizations**

All permanent status teachers will be in training or hold the proper authorizations to teach ELs (per Board Policy)

2016-2017 Y1 - 100% authorized or showing progress

2017-2018 Y2 - 100% authorized

2018-2019 Y3 - 100% authorized

EL Student Placement

All EL students will be placed in EL authorized teachers' classes

2016-2017 Y1- 100%

2017-2018 Y2 - 100%

2018-2019 Y3 - 100%

Reclassification Rate -

Reclassification rates will exceed the state averages by at least 5% (data one year in arrears)

Differences

2015-2016 Y1 = +5% (over State target)

2016-2017 Y2 = +5% (over State target)

2017-2018 Y3 = +5% (over State target)

AMAO 1 -

Exceed by 20% or more the increasing federal target of ELs making annual progress (data one year in arrears)

Year	Federal Targets	CELDT Takers	LCUSD	Difference
2015-2016	Y1	62%		
2016-2017	Y2	TBD (minimum 20% greater than Federal target)		
2017-2018	Y3	TBD (minimum 20% greater than Federal target)		

AMAO 2

Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT (data one year in arrears)

Less than 5 years

Year	Federal Targets	Number in Cohort	LCUSD	Difference
2015-2016	Y1	25.5		
2016-2017	Y2	TBD		
2017-2018	Y3	TBD		

AMAO 2

Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT (data is one year in arrears)

More than 5 years

Year	Federal Targets	Number in Cohort	LCUSD	Difference
2015-2016	Y1	52.8%		
2016-2017	Y2	TBD		
2017-2018	Y3	TBD		

AMAO 3

Meet AYP requirements for EL student group at LEA

Participation Rate 95%+ in ELA and math

ELD Progress Reports Quarterly Monitoring

Of the ELs enrolled since first quarter scoring less than 19, at least 75% of students (including RFEPs) will increase two levels or more by the end of the school year as evaluated by their English teacher

Y1, Y2 and Y3 maintain at least 75%

ELAC/DELAC Participation Rate

Increase parent participation by 1-5% of the EL population each year

2015-2016 259 ELs and 77 parents at meetings + 46 ELD Office Hours = 123 parents, 47.5% participation

Y1 2016-2017 49%+

Y2 2017-2018 50%+

Y3 2018-2019 51%+

iPad Parent Survey

The success of the elementary iPad Program for home use will be monitored through a parent survey with a target of maintaining satisfaction goals of at least 80%.

(data one year in arrears)

Questions: Useful? Enjoyable? Recommend for Next Year?

2016-2017 Y1

2017-2018 Y2

2018-2019 Y3

NEW METRIC (2016-2017)

Monitor Long Term English Learners to develop elementary ESS Plans or Individual Learning Plans to increase their academic success.

Percentage of LTELs with ESS or Individual Learning Plans will increase annually.

Y1, Y2 and Y3 Decrease percentage of LTELs and increase percentage of LTELs with plans annually.

2016-2017 Y1

2017-2018 Y2

2018-2019 Y3

Outcomes:

Provide additional targeted instruction and support for ELs across the district.

Strengthen the instructional delivery model in the English Language Development (ELD) program for English Language Learners in grades K-6 and 7-12.

Continue K-6 classroom taking primary responsibility for delivering ELD instructional services, however, supplement their work by a .6 FTE certificated teacher in ELD at each elementary site.

Increase EL paraprofessional support to cover the entire school day and provide them with professional development to better assist ELs. In addition to each school having a 3.75 hour paraprofessional, another four positions will be added at 3.0 hours each, one at each site.

Maintain collaboration time for elementary ELD teachers to evaluate curriculum, share instructional practices, monitor student achievement, confer with general ed teachers and work on program enhancements to ensure parity of program delivery between the sites.

At LCHS, provide greater access to ELA curriculum in addition to core ELD instruction by supplementing the English allocation by .2 FTE to allow English learners to dual enroll in general ed college prep English classes as appropriate.

Strengthen the ELD Student Teacher Enrichment Program (STEP) and homeroom support classes for grades 9-12 and 7/8 at LCHS on Wednesdays and Thursdays by delivering the instruction through general ed English teachers currently on staff at LCHS.

Increase EL student support at LCHS by identifying one counselor to serve the ELD Program and organize supplemental services to ensure equitable access to the instructional program.

Continue elementary ELs' (levels 1-3) access to technology to promote English acquisition beyond the classroom in grades 1-6 by providing them with a personal iPad and educational software for school and home use. Low ELD level kinder students may also have them with parent approval.

Identify and purchase supplementary materials aligned to the curriculum for implementation at all sites.

Ensure the proper credential authorizations for teachers serving English learners at 100% or higher.

Annually assess EL student progress as required by the state and federal government and maintain at least 75% of students increasing two levels or more in all domains by the end of the school year through the ELD Progress Report Quarterly Monitoring System. Outperform the state averages on AMAO 1, 2 and 3.

Improve communication and outreach to meet the needs of English learner parents to enhance their understanding of LCUSD general education programs, pathways to English fluency and the ELD Program goals.

Revise the current reclassification guidelines and ELD Master Plan. Include alternate or new multiple measures to reflect changes in reading assessments in grades K-2 and the Smarter Balanced Assessment Consortium (SBAC) summative assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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All classroom teachers will implement effective ELD strategies as a regular component of their instructional delivery and lesson designed to benefit English learners.	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide professional development focused on the needs of English learners 5800: Professional/Consulting Services And Operating Expenditures Title III \$2,000
LCUSD will continue to provide targeted ELD instruction in grades TK-6 by supplementing the instruction of the general education classroom through maintaining a .6 FTE certificated teacher specialist at each elementary site. Collaboration time will be provided to the ELD teacher specialists to share best instructional practices, monitor EL and RFEP student progress, develop recommendations for program improvements and confer with the general education teachers.	Targeted Grades TK-6	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Fund one .6 FTE teacher positions at each of the three elementary schools 1000-1999: Certificated Personnel Salaries Supplemental \$154,329
LCUSD will continue to provide District iPads to each EL student in levels 1-3 in grades 1-6 for his/her personal and school use with the iPads loaded with ELD software and apps identified by the Technology TOSAs and ELD teachers. Kinder ELs, levels 1-3, may have them at parent request.	Targeted Grades 1-6	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Refresh iPads and purchase software licenses 4000-4999: Books And Supplies Title III \$2,000
LCUSD will maintain/fund ELD paraprofessional support at 3.75 hrs/day, and will add another paraprofessional at 3.0 hours per day to each of the four campuses which will provide ELD student support throughout the entire school day.	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Fund seven paraprofessional positions, three at 3.75 hrs/day and four at 3.0 hrs/day 2000-2999: Classified Personnel Salaries Supplemental \$177,362 Fund one paraprofessional position for 3.75 hrs/day at LCHS to assist newcomers 2000-2999: Classified Personnel Salaries Title III \$20,736
LCUSD will fund a supplemental allocation at LCHS of .2 FTE in English to allow ELs to enroll in two English classes as appropriate in order to increase the pace of	Targeted LCHS 9-12	All OR:	Fund supplementary .2 FTE in English to support dual enrollment of ELs in the mainstream 1000-1999: Certificated

their English acquisition and to gain college prep credit as rapidly as possible.		Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Personnel Salaries Supplemental \$18,038
LCUSD will enhance the EL Student Teacher Enrichment (STEP)/Homeroom by offering a stipend to a current LCHS 7/8 and 9-12 English teacher to provide EL targeted lessons for 30 minutes on Wednesdays and Thursdays.	Targeted LCHS 7-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Fund two stipends (one for grades 7/8 and one for grades 9-12) to pay two LCHS English teachers to create EL targeted lessons during STEP and Homeroom 1000-1999: Certificated Personnel Salaries Supplemental \$3,000
LCUSD will continue to annually test EL students to measure progress as required by CDE; review performance annually to assess improvement; distribute testing results to site administration, counselors and teachers for class placement and targeted instruction.	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Conduct initial and annual assessments and analysis of English learner progress. 1000-1999: Certificated Personnel Salaries Base \$3,000 Conduct initial and annual assessments and analysis of English learner progress. 2000-2999: Classified Personnel Salaries Base \$2,000
LCUSD will identify and purchase supplementary ELD and core materials, consumables or software for implementation at each elementary site to provide greater access to the curriculum for English learners.	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase supplementary materials for ELD and core curriculum 4000-4999: Books And Supplies Title III \$1,000
District Office Chief Director to administer ELD program and part-time support staff to welcome newcomers, function as a liaison with parents, maintain elementary ELD files, organize CELDT assessment, design new reclassification multiple measures, monitor annual	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth	Fund 25% of Chief Director for additional oversight and monitoring of EL progress 1000-1999: Certificated Personnel Salaries Supplemental \$40,480 Fund hourly classified employee to assist in supplementary

student progress for reclassification. The ELD Master Plan will also be revised.		<input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	support for the elementary ELs, progress monitoring and parent communication 2000-2999: Classified Personnel Salaries Supplemental \$7,086
LCHS will offer targeted services to ELs at La Canada High School through a supplementary counselor position who will be focused on EL needs; monitor class placement and performance; help to organize support programs and act as a contact for ELs, parents, teachers and other counselors.	Targeted 7-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Fund .17 FTE additional counselor compensation to provide supplementary support for ELs 1000-1999: Certificated Personnel Salaries Supplemental \$16,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Metrics:
	Teacher EL Authorizations
	All permanent status teachers will be in training or hold the proper authorizations to teach ELs (per Board Policy)
	2016-2017 Y1 - 100% authorized or showing progress
	2017-2018 Y2 - 100% authorized
	2018-2019 Y3 - 100% authorized
	EL Student Placement
	All EL students will be placed in EL authorized teachers' classes
	2016-2017 Y1- 100%
	2017-2018 Y2 - 100%
	2018-2019 Y3 - 100%
	Reclassification Rate -
	Reclassification rates will exceed the state averages by at least 5% (data one year in arrears)
	Differences
	2015-2016 Y1 = +5% (over State target)
	2016-2017 Y2 = +5% (over State target)
	2017-2018 Y3 = +5% (over State target)
	AMAO 1 -
	Exceed by 20% or more the increasing federal target of ELs making annual progress (data one year in arrears)
	Year Federal Targets CELDT Takers LCUSD Difference
	2015-2016 Y1 62%
	2016-2017 Y2 TBD (minimum 20% greater than Federal target)
	2017-2018 Y3 TBD (minimum 20% greater than Federal target)
AMAO 2	
Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT (data one year in arrears)	
Less than 5 years	
Year Federal Targets Number in Cohort LCUSD Difference	
2015-2016 Y1 25.5	
2016-2017 Y2 TBD	
2017-2018 Y3 TBD	
AMAO 2	
Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT (data is one year in arrears)	

More than 5 years

Year	Federal Targets	Number in Cohort	LCUSD	Difference
2015-2016	Y1	52.8%		
2016-2017	Y2	TBD		
2017-2018	Y3	TBD		

AMAO 3

Meet AYP requirements for EL student group at LEA

Participation Rate 95%+ in ELA and math

ELD Progress Reports Quarterly Monitoring

Of the ELs enrolled since first quarter scoring less than 19, at least 75% of students (including RFEPs) will increase two levels or more by the end of the school year as evaluated by their English teacher

Y1, Y2 and Y3 maintain at least 75%

ELAC/DELAC Participation Rate

Increase parent participation by 1-5% of the EL population each year

2015-2016 259 ELs and 77 parents at meetings + 46 ELD Office Hours = 123 parents, 47.5% participation

Y1 2016-2017 49%+

Y2 2017-2018 50%+

Y3 2018-2019 51%+

iPad Parent Survey

The success of the elementary iPad Program for home use will be monitored through a parent survey with a target of maintaining satisfaction goals of at least 80%.

(data one year in arrears)

Questions: Useful? Enjoyable? Recommend for Next Year?

2016-2017 Y1

2017-2018 Y2

2018-2019 Y3

NEW METRIC (2016-2017)

Monitor Long Term English Learners to develop elementary ESS Plans or Individual Learning Plans to increase their academic success.

Percentage of LTELs with ESS or Individual Learning Plans will increase annually.

Y1, Y2 and Y3 Decrease percentage of LTELs and increase percentage of LTELs with plans annually.

2016-2017 Y1

2017-2018 Y2

2018-2019 Y3

Outcomes:

Provide additional targeted instruction and support for ELs across the district.

Strengthen the instructional delivery model in the English Language Development (ELD) program for English Language Learners in grades K-6 and 7-12.

Continue K-6 classroom taking primary responsibility for delivering ELD instructional services, however, supplement their work by a .6 FTE certificated teacher in ELD at each elementary site.

Increase EL paraprofessional support to cover the entire school day and provide them with professional development to better assist ELs. In addition to each school having a 3.75 hour paraprofessional, another four positions will be added at 3.0 hours each, one at each site.

Maintain collaboration time for elementary ELD teachers to evaluate curriculum, share instructional practices, monitor student achievement, confer with general ed teachers and work on program enhancements to ensure parity of program delivery between the sites.

At LCHS, provide greater access to ELA curriculum in addition to core ELD instruction by supplementing the English allocation by .2 FTE to allow English learners to dual enroll in general ed college prep English classes as appropriate.

Strengthen the ELD Student Teacher Enrichment Program (STEP) and homeroom support classes for grades 9-12 and 7/8 at LCHS on Wednesdays and Thursdays by delivering the instruction through general ed English teachers currently on staff at LCHS.

Increase EL student support at LCHS by identifying one counselor to serve the ELD Program and organize supplemental services to ensure equitable access to the instructional program.

Continue elementary ELs' (levels 1-3) access to technology to promote English acquisition beyond the classroom in grades 1-6 by providing them with a personal iPad and educational software for school and home use. Low ELD level kinder students may also have them with parent approval.

Identify and purchase supplementary materials aligned to the curriculum for implementation at all sites.

Ensure the proper credential authorizations for teachers serving English learners at 100% or higher.

Annually assess EL student progress as required by the state and federal government and maintain at least 75% of students increasing two levels or more in all domains by the end of the school year through the ELD Progress Report Quarterly Monitoring System. Outperform the state averages on AMAO 1, 2 and 3.

Improve communication and outreach to meet the needs of English learner parents to enhance their understanding of LCUSD general education programs, pathways to English fluency and the ELD Program goals.

Revise the current reclassification guidelines and ELD Master Plan. Include alternate or new multiple measures to reflect changes in reading assessments in grades K-2 and the Smarter Balanced Assessment Consortium (SBAC) summative assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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All classroom teachers will implement effective ELD strategies as a regular component of their instructional delivery and lesson designed to benefit English learners.	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide professional development focused on the needs of English learners 5800: Professional/Consulting Services And Operating Expenditures Title III \$2,000
LCUSD will continue to provide targeted ELD instruction in grades TK-6 by supplementing the instruction of the general education classroom through maintaining a .6 FTE certificated teacher specialist at each elementary site. Collaboration time will be provided to the ELD teacher specialists to share best instructional practices, monitor EL and RFEP student progress, develop recommendations for program improvements and confer with the general education teachers.	Targeted Grades TK-6	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Fund one .6 FTE teacher positions at each of the three elementary schools 1000-1999: Certificated Personnel Salaries Supplemental \$154,329
LCUSD will continue to provide District iPads to each EL student in levels 1-3 in grades 1-6 for his/her personal and school use with the iPads loaded with ELD software and apps identified by the Technology TOSAs and ELD teachers. Kinder ELs, levels 1-3, may have them at parent request.	Targeted Grades 1-6	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Refresh iPads and purchase software licenses 4000-4999: Books And Supplies Title III \$2,000
LCUSD will maintain/fund ELD paraprofessional support at 3.75 hrs/day, and will add another paraprofessional at 3.0 hours per day to each of the four campuses which will provide ELD student support throughout the entire school day.	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Fund seven paraprofessional positions, three at 3.75 hrs/day and four at 3.0 hrs/day 2000-2999: Classified Personnel Salaries Supplemental \$177,362 Fund one paraprofessional position for 3.75 hrs/day at LCHS to assist newcomers 2000-2999: Classified Personnel Salaries Title III \$20,736
LCUSD will fund a supplemental allocation at LCHS of .2 FTE in English to allow ELs to enroll in two English	Targeted LCHS 9-	All OR:	Fund supplementary .2 FTE in English to support dual enrollment of ELs in the mainstream 1000-1999: Certificated

classes as appropriate in order to increase the pace of their English acquisition and to gain college prep credit as rapidly as possible.	12	Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Personnel Salaries Supplemental \$18,038
LCUSD will enhance the EL Student Teacher Enrichment (STEP)/Homeroom by offering a stipend to a current LCHS 7/8 and 9-12 English teacher to provide EL targeted lessons for 30 minutes on Wednesdays and Thursdays.	Targeted LCHS 7-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Fund two stipends (one for grades 7/8 and one for grades 9-12) to pay two LCHS English teachers to create EL targeted lessons during STEP and Homeroom 1000-1999: Certificated Personnel Salaries Supplemental \$3,000
LCUSD will continue to annually test EL students to measure progress as required by CDE; review performance annually to assess improvement; distribute testing results to site administration, counselors and teachers for class placement and targeted instruction.	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Conduct initial and annual assessments and analysis of English learner progress. 1000-1999: Certificated Personnel Salaries Base \$3,000 Conduct initial and annual assessments and analysis of English learner progress. 2000-2999: Classified Personnel Salaries Base \$2,000
LCUSD will identify and purchase supplementary ELD and core materials, consumables or software for implementation at each elementary site to provide greater access to the curriculum for English learners.	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase supplementary materials for ELD and core curriculum 4000-4999: Books And Supplies Title III \$1,000
District Office Chief Director to administer ELD program and part-time support staff to welcome newcomers, function as a liaison with parents, maintain elementary ELD files, organize CELDT assessment, design new reclassification multiple measures, monitor annual	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth	Fund 25% of Chief Director for additional oversight and monitoring of EL progress 1000-1999: Certificated Personnel Salaries Supplemental \$40,480 Fund hourly classified employee to assist in supplementary

student progress for reclassification. The ELD Master Plan will also be revised.		<input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	support for the elementary ELs, progress monitoring and parent communication 2000-2999: Classified Personnel Salaries Supplemental \$7,086
LCHS will offer targeted services to ELs at La Canada High School through a supplementary counselor position who will be focused on EL needs; monitor class placement and performance; help to organize support programs and act as a contact for ELs, parents, teachers and other counselors.	Targeted 7-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Fund .17 FTE additional counselor compensation to provide supplementary support for ELs 1000-1999: Certificated Personnel Salaries Supplemental \$16,000

LCAP Year 3: 2018-19**Expected Annual
Measurable
Outcomes:****Metrics:****Teacher EL Authorizations**

All permanent status teachers will be in training or hold the proper authorizations to teach ELs
(per Board Policy)

2016-2017 Y1 - 100% authorized or showing progress

2017-2018 Y2 - 100% authorized

2018-2019 Y3 - 100% authorized

EL Student Placement

All EL students will be placed in EL authorized teachers' classes

2016-2017 Y1- 100%

2017-2018 Y2 - 100%

2018-2019 Y3 - 100%

Reclassification Rate -

Reclassification rates will exceed the state averages by at least 5%
(data one year in arrears)

Differences

2015-2016 Y1 = +5% (over State target)

2016-2017 Y2 = +5% (over State target)

2017-2018 Y3 = +5% (over State target)

AMAO 1 -

Exceed by 20% or more the increasing federal target of ELs making annual progress
(data one year in arrears)

Year	Federal Targets	CELDT Takers	LCUSD	Difference
2015-2016	Y1	62%		
2016-2017	Y2	TBD (minimum 20% greater than Federal target)		
2017-2018	Y3	TBD (minimum 20% greater than Federal target)		

AMAO 2

Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT
(data one year in arrears)

Less than 5 years

Year	Federal Targets	Number in Cohort	LCUSD	Difference
2015-2016	Y1	25.5		
2016-2017	Y2	TBD		
2017-2018	Y3	TBD		

AMAO 2

Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT
(data is one year in arrears)

More than 5 years

Year	Federal Targets	Number in Cohort	LCUSD	Difference
2015-2016	Y1	52.8%		
2016-2017	Y2	TBD		
2017-2018	Y3	TBD		

AMAO 3

Meet AYP requirements for EL student group at LEA

Participation Rate 95%+ in ELA and math

ELD Progress Reports Quarterly Monitoring

Of the ELs enrolled since first quarter scoring less than 19, at least 75% of students (including RFEPs) will increase two levels or more by the end of the school year as evaluated by their English teacher

Y1, Y2 and Y3 maintain at least 75%

ELAC/DELAC Participation Rate

Increase parent participation by 1-5% of the EL population each year

2015-2016 259 ELs and 77 parents at meetings + 46 ELD Office Hours = 123 parents, 47.5% participation

Y1 2016-2017 49%+

Y2 2017-2018 50%+

Y3 2018-2019 51%+

iPad Parent Survey

The success of the elementary iPad Program for home use will be monitored through a parent survey with a target of maintaining satisfaction goals of at least 80%.

(data one year in arrears)

Questions: Useful? Enjoyable? Recommend for Next Year?

2016-2017 Y1

2017-2018 Y2

2018-2019 Y3

NEW METRIC (2016-2017)

Monitor Long Term English Learners to develop elementary ESS Plans or Individual Learning Plans to increase their academic success.

Percentage of LTELs with ESS or Individual Learning Plans will increase annually.

Y1, Y2 and Y3 Decrease percentage of LTELs and increase percentage of LTELs with plans annually.

2016-2017 Y1

2017-2018 Y2

2018-2019 Y3

Outcomes:

Provide additional targeted instruction and support for ELs across the district.

Strengthen the instructional delivery model in the English Language Development (ELD) program for English Language Learners in grades K-6 and 7-12.

Continue K-6 classroom taking primary responsibility for delivering ELD instructional services, however, supplement their work by a .6 FTE certificated teacher in ELD at each elementary site.

Increase EL paraprofessional support to cover the entire school day and provide them with professional development to better assist ELs. In addition to each school having a 3.75 hour paraprofessional, another four positions will be added at 3.0 hours each, one at each site.

Maintain collaboration time for elementary ELD teachers to evaluate curriculum, share instructional practices, monitor student achievement, confer with general ed teachers and work on program enhancements to ensure parity of program delivery between the sites.

At LCHS, provide greater access to ELA curriculum in addition to core ELD instruction by supplementing the English allocation by .2 FTE to allow English learners to dual enroll in general ed college prep English classes as appropriate.

Strengthen the ELD Student Teacher Enrichment Program (STEP) and homeroom support classes for grades 9-12 and 7/8 at LCHS on Wednesdays and Thursdays by delivering the instruction through general ed English teachers currently on staff at LCHS.

Increase EL student support at LCHS by identifying one counselor to serve the ELD Program and organize supplemental services to ensure equitable access to the instructional program.

Continue elementary ELs' (levels 1-3) access to technology to promote English acquisition beyond the classroom in grades 1-6 by providing them with a personal iPad and educational software for school and home use. Low ELD level kinder students may also have them with parent approval.

Identify and purchase supplementary materials aligned to the curriculum for implementation at all sites.

Ensure the proper credential authorizations for teachers serving English learners at 100% or higher.

Annually assess EL student progress as required by the state and federal government and maintain at least 75% of students increasing two levels or more in all domains by the end of the school year through the ELD Progress Report Quarterly Monitoring System. Outperform the state averages on AMAO 1, 2 and 3.

Improve communication and outreach to meet the needs of English learner parents to enhance their understanding of LCUSD general education programs, pathways to English fluency and the ELD Program goals.

Revise the current reclassification guidelines and ELD Master Plan. Include alternate or new multiple measures to reflect changes in reading assessments in grades K-2 and the Smarter Balanced Assessment Consortium (SBAC) summative assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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All classroom teachers will implement effective ELD strategies as a regular component of their instructional delivery and lesson designed to benefit English learners.	Targeted TK-12	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide professional development focused on the needs of English learners 5800: Professional/Consulting Services And Operating Expenditures Title III \$2,000
LCUSD will continue to provide targeted ELD instruction in grades TK-6 by supplementing the instruction of the general education classroom through maintaining a .6 FTE certificated teacher specialist at each elementary site. Collaboration time will be provided to the ELD teacher specialists to share best instructional practices, monitor EL and RFEP student progress, develop recommendations for program improvements and confer with the general education teachers.	Targeted Grades TK-6	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Fund one .6 FTE teacher positions at each of the three elementary schools 1000-1999: Certificated Personnel Salaries Supplemental \$154,329
LCUSD will continue to provide District iPads to each EL student in levels 1-3 in grades 1-6 for his/her personal and school use with the iPads loaded with ELD software and apps identified by the Technology TOSAs and ELD teachers. Kinder ELs, levels 1-3, may have them at parent request.	Targeted Grades 1- 6	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Refresh iPads and purchase software licenses 4000-4999: Books And Supplies Title III \$2,000
LCUSD will maintain/fund ELD paraprofessional support at 3.75 hrs/day, and will add another paraprofessional at 3.0 hours per day to each of the four campuses which will provide ELD student support throughout the entire school day.	Targeted TK-12	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Fund seven paraprofessional positions, three at 3.75 hrs/day and four at 3.0 hrs/day 2000-2999: Classified Personnel Salaries Supplemental \$177,362 Fund one paraprofessional position for 3.75 hrs/day at LCHS to assist newcomers 2000-2999: Classified Personnel Salaries Title III \$20,736
LCUSD will fund a supplemental allocation at LCHS of .2 FTE in English to allow ELs to enroll in two English classes as appropriate in order to increase the pace of	Targeted LCHS 9- 12	All ----- OR:	Fund supplementary .2 FTE in English to support dual enrollment of ELs in the mainstream 1000-1999: Certificated

their English acquisition and to gain college prep credit as rapidly as possible.		Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Personnel Salaries Supplemental \$18,038
LCUSD will enhance the EL Student Teacher Enrichment (STEP)/Homeroom by offering a stipend to a current LCHS 7/8 and 9-12 English teacher to provide EL targeted lessons for 30 minutes on Wednesdays and Thursdays.	Targeted LCHS 7-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Fund two stipends (one for grades 7/8 and one for grades 9-12) to pay two LCHS English teachers to create EL targeted lessons during STEP and Homeroom 1000-1999: Certificated Personnel Salaries Supplemental \$3,000
LCUSD will continue to annually test EL students to measure progress as required by CDE; review performance annually to assess improvement; distribute testing results to site administration, counselors and teachers for class placement and targeted instruction.	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Conduct initial and annual assessments and analysis of English learner progress. 1000-1999: Certificated Personnel Salaries Base \$3,000 Conduct initial and annual assessments and analysis of English learner progress. 2000-2999: Classified Personnel Salaries Base \$2,000
LCUSD will identify and purchase supplementary ELD and core materials, consumables or software for implementation at each elementary site to provide greater access to the curriculum for English learners.	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase supplementary materials for ELD and core curriculum 4000-4999: Books And Supplies Title III \$1,000
District Office Chief Director to administer ELD program and part-time support staff to welcome newcomers, function as a liaison with parents, maintain elementary ELD files, organize CELDT assessment, design new reclassification multiple measures, monitor annual	Targeted TK-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth	Fund 25% of Chief Director for additional oversight and monitoring of EL progress 1000-1999: Certificated Personnel Salaries Supplemental \$40,480 Fund hourly classified employee to assist in supplementary

student progress for reclassification. The ELD Master Plan will also be revised.		<input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	support for the elementary ELs, progress monitoring and parent communication 2000-2999: Classified Personnel Salaries Supplemental \$7,086
LCHS will offer targeted services to ELs at La Canada High School through a supplementary counselor position who will be focused on EL needs; monitor class placement and performance; help to organize support programs and act as a contact for ELs, parents, teachers and other counselors.	Targeted 7-12	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Fund .17 FTE additional counselor compensation to provide supplementary support for ELs 1000-1999: Certificated Personnel Salaries Supplemental \$16,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	<p>Improve Basic Services to students by ensuring that all facilities throughout the district are safe, clean, well-maintained, and in good repair – allowing students to thrive in their school environments. Begin to encumber funds to address significant capital improvement projects in the absence of bond dollars.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 3 4 5 <u>X</u> 6 <u>X</u> 7 8 COE only: 9 _ 10 _ Local : Specify <u>6</u></p>
Identified Need :	<p>School sites need to be safe, clean and well-maintained, allowing students to thrive in their school environment. Teachers and staff need to have safe, clean and well-maintained classrooms to enhance their delivery of quality instruction and to support work productivity. Parents need to feel that the environments housing their students for the instructional day and for extra-curricular activities are safe and aesthetically pleasing. The community needs to feel proud of its school facilities. Technology access needs to be maintained as a utility to increase reliability and usefulness to staff and students.</p> <p>Metrics:</p> <ol style="list-style-type: none"> 1) Report of findings by LCUSD Advisory Committee on Safety and Security; prioritize and initiate action plan to address findings per Governing Board direction; 2) Create annual Summer Capital Improvement Projects (CIP) and complete annually; 3) Completion of LCHS painting project in summer 2015; 4) LCUSD Annual Adopted Budget to track Fund 40 (targeted for significant capital projects) towards the 2016-17 replacement of LCHS Football Field/Track; 5) Initiate an evaluation mechanism to inspect cleanliness and maintenance of all school sites and district offices; routinize facility inspections by Chief Business and Operations Officer, Director of Facilities, and site administration; 6) Maintain 4.0 FTE custodial staff added in 2014-15; 7) School Safety Plans; 8) LCUSD Annual Parent and Student Surveys - Maintain or improve the percentage favorable responses to all of the following questions: I feel safe when I am at school. (Students grades 4-6 2014=85%, 2015 = 90%, 2016 = 91%) My school is clean and well-maintained. (Students grades 4-6 2014=72%, 2015 = 71%, 2016 = 68%) My school is clean and well-maintained. (Students grades 7-12 2014=57%, 2015 = 55%, 2016 = 64%) The school facilities are clean and well-maintained. (Parents TK-6 2014=86%, 2015 = 84%, 2016 = 86%) The school is a safe place for my child. (Parents TK-6 2014=90%, 2015 = 92%, 2016 = 91%) The school is a safe place for my child. (Parents 7-12 2014=87%, 2015 = 88%, 2016 = 90%) The school facilities are clean and well-maintained. (Parents 7-12 2014=57%, 2015 = 60%, 2016 = 76%) 9) Maintain current LCUSD Suspension and Expulsion rates. 10.)Maintain or reduce costs for waste and utilities through efficient use of resources. <p>In 2015-16, LCUSD had a suspension rate of 1%; no expulsions were reported in 2015-16. In the District's Annual survey, parents of</p>	

	<p>elementary school students ranked their school a 4.5 out of 5 for “The school is a safe place for my child.” LCHS parents ranked their students’ school a 4.2 out of 5 for safety. The scores for “The school facilities are clean and well-maintained,” were 4.0 (elementary) and 4.3 (high school).</p> <p>Complete reconstruction of the high school football field and surrounding track within budget.</p> <p>Completion of a new, updated Facilities Master Plan.</p>	
Goal Applies to:	Schools:	<p>La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12</p>
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Students will continue to experience school sites that are safe, clean, well-maintained, and in good repair. Additional steps will be taken at each school site to improve upon current standards. These services will support instructional programs and in turn improve student achievement.</p> <p>A prioritized action plan of steps will be taken to improve the safety and security of each school site. This plan will be updated based upon the findings input from stakeholders and assessed by the Chief Business and Operations Officer. The prioritized elements of the action plan will be reviewed by the Board and will be implemented by the Chief Business and Operations Officer and the Manager of Operations and Facilities.</p> <p>LCUSD students will benefit from the Summer 2016 Capital Improvement Projects.</p> <p>The field replacement will be completed in the 2016-17 school year.</p> <p>Assess effectiveness of 1.0 custodial staff at each site. Modify as needed by adjusting staffing, reassigning staff, or maintaining existing structure.</p> <p>Due to an improvement in Basic Services, student engagement will increase. Student attendance rates will range between 96 and 98%.</p> <p>Improved efficiency and sustainability will reduce waste, energy consumption, and expenses.</p> <p>LCUSD's technology infrastructure will be stable and seamless so that instructional time is not interrupted by device or systems failures when teachers integrate technology into their lessons, enhancing the learning environment for students.</p> <p>The established baseline levels of satisfaction with technology infrastructure reliability, and student access via staff and student surveys will experience a minimum of 2 % growth in targeted areas.</p> <p>Middle school drop out rates shall not exceed 1%; high school drop out rates shall not exceed 2%.</p> <p>Completion of a new Facilities Master Plan that will guide future capital projects and guide any bond campaigns.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Prioritize the findings of the LCUSD Advisory Committee on School Safety and Security, implementing recommendations per direction of the Governing Board	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Implement on-going priorities as identified by LCUSD Advisory Committee on School Safety and Security for 2015-16 as directed by the Governing Board 5000-5999: Services And Other Operating Expenditures Base \$50,000

Maintain 4.0 classified FTE custodial staff, one per site during the 2016-17 school year. Evaluate efficiencies and modify assignments, restructure labor, or reduce labor as needed based on inspections, observations, and feedback from stakeholders.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain 4.0 classified FTE custodial staff, one per site. Estimated costs are based on salaries only. The statutory benefits would be additional dollars beyond the \$175,500. 2000-2999: Classified Personnel Salaries Other \$175,500
Complete the identified "Summer 2016 Capital Improvement Projects (CIP)" These projects will include the regular summer work such as carpeting and significant repairs. Work may also involve improvements to technology infrastructure.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CIP Summer Project List as identified 6000-6999: Capital Outlay Other \$200,000
Begin the process of developing a new Facilities Master Plan and investigate the feasibility of a bond measure in upcoming years to finance projects on the Facilities Master Plan.	School-Wide - LCHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resources will be used to prepare for upcoming capital expenditures. 6000-6999: Capital Outlay Base \$100,000
Replace and improve LCHS field and track in summer of 2016.	LCHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Replace and improve LCHS field and track in summer 2016. 6000-6999: Capital Outlay Other \$1,500,000
LCUSD will annually dedicate funds to address needs to	LEA-Wide	All	Implement on-going priorities as identified by LCUSD

address school safety and security measures.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Advisory Committee on School Safety and Security for 2015-16 as directed by the Governing Board 6000-6999: Capital Outlay Supplemental \$3,350
LCUSD will improve Basic Services to students by ensuring that all facilities throughout the District are safe, clean, well-maintained, and in good repair. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	LCHS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain additional custodial staff (4.0 FTE) (district-wide unduplicated count is .067 of total enrollment, total cost for increase of custodial services is \$1,75,500) 6000-6999: Capital Outlay Other \$11,759
Replace and improve LCHS field and track in summer of 2016 (proportional share of unduplicated pupil count).	LCHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replace and improve LCHS field and track in summer of 2016 (proportional share of unduplicated pupil count). 6000-6999: Capital Outlay Supplemental \$105,000
Research and implement energy savings methods to reduce waste, increase efficiency and reduce expenditures.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Establish waste reduction programs and install energy efficiency devices to reduce waste and generate savings. 3% of salaries for Manager of Operations and district electrician. 2000-2999: Classified Personnel Salaries Supplemental \$9,000 Purchase energy efficient services 5000-5999: Services And Other Operating Expenditures Other \$25,000 Purchase energy efficient devices 4000-4999: Books And Supplies Other \$50,000
Research and implement energy savings methods to reduce waste, increase efficiency and reduce expenditures that will help the unduplicated pupils.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Establish waste reduction programs and install energy efficiency devices to reduce waste and generate savings. 3% of salaries for Manager of Operations and district electrician. 2000-2999: Classified Personnel Salaries Supplemental \$600

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase energy efficient services 5000-5999: Services And Other Operating Expenditures Other \$1,675 <hr/> Purchase energy efficient devices 4000-4999: Books And Supplies Other \$3,350
Maintain, replace, and/or update technology infrastructure critical to school business such as servers, network equipment, phone systems, and related software.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Server maintenance or replacement 6000-6999: Capital Outlay Base \$15,000 <hr/> % of Technician to complete the work and continuing evaluation 2000-2999: Classified Personnel Salaries Base \$5000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Students will continue to experience school sites that are safe, clean, well-maintained, and in good repair. Additional steps will be taken at each school site to improve upon current standards. These services will support instructional programs and in turn improve student achievement.</p> <p>A prioritized action plan of steps will be taken to improve the safety and security of each school site. This plan will be updated based upon the findings input from stakeholders and assessed by the Chief Business and Operations Officer. The prioritized elements of the action plan will be reviewed by the Board and will be implemented by the Chief Business and Operations Officer and the Manager of Operations and Facilities.</p> <p>LCUSD students will benefit from the Summer 2016 Capital Improvement Projects.</p> <p>The field replacement will be completed in the 2016-17 school year.</p> <p>Assess effectiveness of 1.0 custodial staff at each site. Modify as needed by adjusting staffing, reassigning staff, or maintaining existing structure.</p> <p>Due to an improvement in Basic Services, student engagement will increase. Student attendance rates will range between 96 and 98%.</p> <p>Improved efficiency and sustainability will reduce waste, energy consumption, and expenses.</p> <p>LCUSD's technology infrastructure will be stable and seamless so that instructional time is not interrupted by device or systems failures when teachers integrate technology into their lessons, enhancing the learning environment for students.</p> <p>The established baseline levels of satisfaction with technology infrastructure reliability, and student access via staff and student surveys will experience a minimum of 2 % growth in targeted areas.</p> <p>Middle school drop out rates shall not exceed 1%; high school drop out rates shall not exceed 2%.</p> <p>Completion of a new Facilities Master Plan that will guide future capital projects and guide any bond campaigns.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Prioritize the findings of the LCUSD Advisory Committee on School Safety and Security, implementing recommendations per direction of the Governing Board	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p> <p>(Specify)</p>	Implement on-going priorities as identified by LCUSD Advisory Committee on School Safety and Security for 2015-16 as directed by the Governing Board 5000-5999: Services And Other Operating Expenditures Base \$50,000

Maintain 4.0 classified FTE custodial staff, one per site during the 2016-17 school year. Evaluate efficiencies and modify assignments, restructure labor, or reduce labor as needed based on inspections, observations, and feedback from stakeholders.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain 4.0 classified FTE custodial staff, one per site. Estimated costs are based on salaries only. The statutory benefits would be additional dollars beyond the \$175,500. 2000-2999: Classified Personnel Salaries Other \$175,500
Complete the identified "Summer 2016 Capital Improvement Projects (CIP)" These projects will include the regular summer work such as carpeting and significant repairs. Work may also involve improvements to technology infrastructure.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CIP Summer Project List as identified 6000-6999: Capital Outlay Other \$200,000
Begin the process of developing a new Facilities Master Plan and investigate the feasibility of a bond measure in upcoming years to finance projects on the Facilities Master Plan.	School-Wide - LCHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resources will be used to prepare for upcoming capital expenditures. 6000-6999: Capital Outlay Base \$100,000
Replace and improve LCHS field and track in summer of 2016.	LCHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replace and improve LCHS field and track in summer 2016. 6000-6999: Capital Outlay Other \$1,500,000
LCUSD will annually dedicate funds to address needs to	LEA-Wide	All	Implement on-going priorities as identified by LCUSD

address school safety and security measures.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Advisory Committee on School Safety and Security for 2015-16 as directed by the Governing Board 6000-6999: Capital Outlay Supplemental \$3,350
LCUSD will improve Basic Services to students by ensuring that all facilities throughout the District are safe, clean, well-maintained, and in good repair. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	LCHS	<input checked="" type="checkbox"/> All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain additional custodial staff (4.0 FTE) (district-wide unduplicated count is .067 of total enrollment, total cost for increase of custodial services is \$1,75,500) 6000-6999: Capital Outlay Other \$11,759 Other
Replace and improve LCHS field and track in summer of 2016 (proportional share of unduplicated pupil count).	LCHS	All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replace and improve LCHS field and track in summer of 2016 (proportional share of unduplicated pupil count). 6000-6999: Capital Outlay Supplemental \$105,000
Research and implement energy savings methods to reduce waste, increase efficiency and reduce expenditures.	LEA-Wide	<input checked="" type="checkbox"/> All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Establish waste reduction programs and install energy efficiency devices to reduce waste and generate savings. 3% of salaries for Manager of Operations and district electrician. 2000-2999: Classified Personnel Salaries Supplemental \$9,000 Purchase energy efficient services 5000-5999: Services And Other Operating Expenditures Other \$25,000 Purchase energy efficient devices 4000-4999: Books And Supplies Other \$50,000
Research and implement energy savings methods to reduce waste, increase efficiency and reduce expenditures that will help the unduplicated pupils.	LEA-Wide	<input type="checkbox"/> All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Establish waste reduction programs and install energy efficiency devices to reduce waste and generate savings. 3% of salaries for Manager of Operations and district electrician. 2000-2999: Classified Personnel Salaries Supplemental \$600

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase energy efficient services 5000-5999: Services And Other Operating Expenditures Other \$1,675 <hr/> Purchase energy efficient devices 4000-4999: Books And Supplies Other \$3,350
Maintain, replace, and/or update technology infrastructure critical to school business such as servers, network equipment, phone systems, and related software.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Server maintenance or replacement 6000-6999: Capital Outlay Base \$15,000 <hr/> % of Technician to complete the work and continuing evaluation 2000-2999: Classified Personnel Salaries Base \$5000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Students will continue to experience school sites that are safe, clean, well-maintained, and in good repair. Additional steps will be taken at each school site to improve upon current standards. These services will support instructional programs and in turn improve student achievement.</p> <p>A prioritized action plan of steps will be taken to improve the safety and security of each school site. This plan will be updated based upon the findings input from stakeholders and assessed by the Chief Business and Operations Officer. The prioritized elements of the action plan will be reviewed by the Board and will be implemented by the Chief Business and Operations Officer and the Manager of Operations and Facilities.</p> <p>LCUSD students will benefit from the Summer 2016 Capital Improvement Projects.</p> <p>The field replacement will be completed in the 2016-17 school year.</p> <p>Assess effectiveness of 1.0 custodial staff at each site. Modify as needed by adjusting staffing, reassigning staff, or maintaining existing structure.</p> <p>Due to an improvement in Basic Services, student engagement will increase. Student attendance rates will range between 96 and 98%.</p> <p>Improved efficiency and sustainability will reduce waste, energy consumption, and expenses.</p> <p>LCUSD's technology infrastructure will be stable and seamless so that instructional time is not interrupted by device or systems failures when teachers integrate technology into their lessons, enhancing the learning environment for students.</p> <p>The established baseline levels of satisfaction with technology infrastructure reliability, and student access via staff and student surveys will experience a minimum of 2 % growth in targeted areas.</p> <p>Middle school drop out rates shall not exceed 1%; high school drop out rates shall not exceed 2%.</p> <p>Completion of a new Facilities Master Plan that will guide future capital projects and guide any bond campaigns.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Prioritize the findings of the LCUSD Advisory Committee on School Safety and Security, implementing recommendations per direction of the Governing Board	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p> <p>(Specify)</p>	Implement on-going priorities as identified by LCUSD Advisory Committee on School Safety and Security for 2015-16 as directed by the Governing Board 5000-5999: Services And Other Operating Expenditures Base \$50,000

Maintain 4.0 classified FTE custodial staff, one per site during the 2016-17 school year. Evaluate efficiencies and modify assignments, restructure labor, or reduce labor as needed based on inspections, observations, and feedback from stakeholders.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain 4.0 classified FTE custodial staff, one per site. Estimated costs are based on salaries only. The statutory benefits would be additional dollars beyond the \$175,500. 2000-2999: Classified Personnel Salaries Other \$175,500
Complete the identified "Summer 2016 Capital Improvement Projects (CIP)" These projects will include the regular summer work such as carpeting and significant repairs. Work may also involve improvements to technology infrastructure.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CIP Summer Project List as identified 6000-6999: Capital Outlay Other \$200,000
Begin the process of developing a new Facilities Master Plan and investigate the feasibility of a bond measure in upcoming years to finance projects on the Facilities Master Plan.	School-Wide - LCHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resources will be used to prepare for upcoming capital expenditures. 6000-6999: Capital Outlay Base \$100,000 Purchase energy efficient services 5000-5999: Services And Other Operating Expenditures Other \$25,000
Replace and improve LCHS field and track in summer of 2016.	LCHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replace and improve LCHS field and track in summer 2016. 6000-6999: Capital Outlay Other \$1,500,000
LCUSD will annually dedicate funds to address needs to	LEA-Wide	All	Implement on-going priorities as identified by LCUSD

address school safety and security measures.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Advisory Committee on School Safety and Security for 2015-16 as directed by the Governing Board 6000-6999: Capital Outlay Supplemental \$3,350
LCUSD will improve Basic Services to students by ensuring that all facilities throughout the District are safe, clean, well-maintained, and in good repair. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	LCHS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain additional custodial staff (4.0 FTE) (district-wide unduplicated count is .067 of total enrollment, total cost for increase of custodial services is \$1,75,500) 6000-6999: Capital Outlay Other \$11,759
Replace and improve LCHS field and track in summer of 2016 (proportional share of unduplicated pupil count).	LCHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replace and improve LCHS field and track in summer of 2016 (proportional share of unduplicated pupil count). 6000-6999: Capital Outlay Supplemental \$105,000
Research and implement energy savings methods to reduce waste, increase efficiency and reduce expenditures.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Establish waste reduction programs and install energy efficiency devices to reduce waste and generate savings. 3% of salaries for Manager of Operations and district electrician. 2000-2999: Classified Personnel Salaries Supplemental \$9,000 Purchase energy efficient services 5000-5999: Services And Other Operating Expenditures Other \$25,000 Purchase energy efficient devices 4000-4999: Books And Supplies Other \$50,000
Research and implement energy savings methods to reduce waste, increase efficiency and reduce expenditures that will help the unduplicated pupils.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Establish waste reduction programs and install energy efficiency devices to reduce waste and generate savings. 3% of salaries for Manager of Operations and district electrician. 2000-2999: Classified Personnel Salaries Supplemental \$600

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase energy efficient services 5000-5999: Services And Other Operating Expenditures Other \$1,675 <hr/> Purchase energy efficient devices 4000-4999: Books And Supplies Other \$3,350
Maintain, replace, and/or update technology infrastructure critical to school business such as servers, network equipment, phone systems, and related software.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Server maintenance or replacement 6000-6999: Capital Outlay Base \$15,000 <hr/> % of Technician to complete the work and continuing evaluation 2000-2999: Classified Personnel Salaries Base \$5000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
	Identified Need :			
	Goal Applies to:	Schools:		
		Applicable Pupil Subgroups:		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
	Identified Need :			
	Goal Applies to:	Schools:		
		Applicable Pupil Subgroups:		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
	Identified Need :			
	Goal Applies to:	Schools:		
		Applicable Pupil Subgroups:		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Reduce and/or maintain TK – 3 class sizes at 22:1 or smaller. Reduce class sizes in grades 4-6 to 30:1 or below (collective bargaining class size limits are set at 33:1). Reduce 9th grade ELA and math class sizes to 26:1 and below (collective bargaining class size limits are set at 36:1).		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>1</u>	
Goal Applies to:	Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8, La Canada High School 9-12		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p>1) The District will track class sizes in the identified grade levels to ensure class sizes at or below TK-3 - 22:1, 4-6 - 30:1, 9th Grade ELA and math 26:1;</p> <p>2) Maintain or Increase 2014-15 Student Attendance Rates;</p> <p>3) Maintain or Decrease 2014-15 Student Suspension Rates;</p> <p>4) Meet the targets set annually by the principals for designated metrics in the School Site ESS Plans and WASC Action Plan;</p> <p>5) Evaluate Student Achievement Data in targeted grades as measured by common internal summative assessments in 2014-15 and by CAASPP achievement results thereafter - set baseline in Y1 and create Y2 and Y3 targets;</p> <p>6) Meet targets set for specific questions in the LCUSD Annual Teacher, Parent, and Student Survey data - Improve by 2% points in Y1 for favorable responses rates on the metric questions cited below, set targets for Y2 and Y3 based on Y1 data:</p> <p>Parent Survey Grade 7-12:</p> <p>My student has a close relationship with at least one adult at the school. (2014 = 65%, 2015 = 60%)</p> <p>Teachers follow up with my student once an academic concern has been identified. (2014 = 54%, 2015 = 63%)</p>		Actual Annual Measurable Outcomes:	<p>Metrics:</p> <p>1) The District tracked class sizes in the identified grade levels to ensure class sizes at or below TK-3 - 22:1, 4-6 - 30:1, 9th Grade ELA and math 26:1;</p> <p>2) Maintain or Increase 2014-15 Student Attendance Rates;</p> <p>3) Maintain or Decrease 2014-15 Student Suspension Rates;</p> <p>4) Met the targets set annually by the principals for designated metrics in the School Site ESS Plans and WASC Action Plan;</p> <p>5) Evaluated Student Achievement Data in targeted grades as measured by common internal summative assessments in 2014-15 and 2015-16 by CAASPP achievement results thereafter - set baseline in Y1 and create Y2 and Y3 targets;</p> <p>6) Met targets set for specific questions in the LCUSD Annual Teacher, Parent, and Student Survey data - Improve by 2% points in Y1 for favorable responses rates on the metric questions cited below, set targets for Y2 and Y3 based on Y1 data:</p> <p>Parent Survey Grade 7-12:</p> <p>My student has a close relationship with at least one adult at the school. (2014 = 65%, 2015 = 60%, 2016 = 60%)</p> <p>Teachers follow up with my student once an academic concern</p>

Teachers communicate with parents as frequently as needed. (2014 = 51%, 2015 = 52%)

Parent Survey Grades 4-6:

The school has improved my child's confidence. (2014 = 77%, 2015 = 76%)

The teacher gives helpful comments on homework, class work and tests. (2014 = 73%, 2015 = 77%)

Student Survey Grades 7-12:

The comments that I get regarding my work in this class help me to understand how to improve. (2014 = 68%, 2015 = 69%)

My teacher checks to make sure we understand what s/he is teaching us. (2014 = 75%, 2015 = 74%)

Student Survey Grades 4-6:

My teacher knows when I do not understand something. (2014 = 54%, 2015 = 54%)

I am encouraged to participate in class. (2014 = 84%, 2015 = 83%)

Outcomes:

Students will experience the benefits of an improved classroom environment due to targeted class size reduction.

Class sizes in grades TK-3 will be maintained at 22:1 or below, maintaining the target set for low student to teacher ratios to support student achievement.

Class sizes in grades 4-6 will be maintained from the standard set in the collective bargaining agreement (33:1) to a range of 25 – 30:1, improving the student to teacher ratio in every classroom in order to support student engagement and student achievement.

9th grade ELA and math classes will maintain a ratio of 24-27:1 to support student achievement in those subjects by providing low student to teacher ratios.

has been identified. (2014 = 54%, 2015 = 63%, 2016 = 62%)

Teachers communicate with parents as frequently as needed. (2014 = 51%, 2015 = 52%, 2016 = 55%)

Parent Survey Grades 4-6:

The school has improved my child's confidence. (2014 = 77%, 2015 = 76%, 2016 = 76%)

The teacher gives helpful comments on homework, class work and tests. (2014 = 73%, 2015 = 77%, 2016 = 81%)

Student Survey Grades 7-12:

The comments that I get regarding my work in this class help me to understand how to improve. (2014 = 68%, 2015 = 69%, 2016 = 70%)

My teacher checks to make sure we understand what s/he is teaching us. (2014 = 75%, 2015 = 74%, 2016 = 74%)

Student Survey Grades 4-6:

My teacher knows when I do not understand something. (2014 = 54%, 2015 = 54%, 2016 = 51%)

I am encouraged to participate in class. (2014 = 84%, 2015 = 83%, 2016 = 81%)

Outcomes:

Students experienced the benefits of an improved classroom environment due to targeted class size reduction.

Class sizes in grades TK-3 were maintained at 22:1 or below, maintaining the target set for low student to teacher ratios to support student achievement.

Class sizes in grades 4-6 were maintained from the standard set in the collective bargaining agreement (33:1) to a range of 25 – 30:1, improving the student to teacher ratio in every classroom in order to support student engagement and student achievement.

9th grade ELA and math classes will maintain or decrease from the base year number of students earning D/F marks at the end of each semester grading period.

Action research will be conducted regarding the viability of establishing CSR in ELA and math in 10th grade.

Collect Year II CAASPP data to inform API and AYP. Monitor and track student performance on CAASPP with a target of 1-2% growth.

Students in grades TK-6 and 9th Grade ELA and math will have smaller class size ratios to provide them with more teacher access and opportunities for small group instruction. Smaller class sizes argue for stronger relationships with the instructor, which promote greater student engagement. Maintain student attendance rates between 96 and 98%.

Student suspension rates will improve or maintain from 2014-2015 levels.

Principals in grades TK-8 shall revisit baseline goals and metrics for their Every Student Succeeds (ESS) plans and achieve those goals with 90% accuracy.

LCCHS 9-12 shall monitor and survey stakeholders regarding the WASC Action Plan with results demonstrating requisite progress for Year IV.

Annual LCUSD Teacher, Parent and Student Surveys shall demonstrate increased satisfaction in targeted areas identified by District and site administration and staff for the 2015-16 school year.

Internal common CCSS aligned benchmark assessments shall demonstrate student growth over time with a minimum of 77% students scoring proficient or advanced.

9th grade ELA and Math classes maintained a ratio of 24-27:1 to support student achievement in those subjects by providing low student to teacher ratios.

9th grade ELA and Math classes saw a slight decrease in D's/F's in semester one of 2015-16, and a slight increase at the end of the second semester grading period, as compared to the base year number of students earning D/F marks.

Action research was conducted regarding the viability of establishing CSR in ELA and math in 10th grade, and at this time we are not able to implement this due to budgetary constraints.

Collecting Year II CAASPP data to inform API and AYP. Monitoring and tracking student performance on CAASPP with 1-2% growth. Data will be analyzed when released.

Students in grades TK-6 and 9th Grade ELA and Math had smaller class size ratios that provided them with more teacher access and opportunities for small group instruction. Smaller class sizes allowed for stronger relationships with the instructor, which promoted greater student engagement. Overall, student attendance rates district-wide increased slightly from 96.97% in 2014-15 to 96.99% in 2015-16.

District-wide suspensions decreased from 72 in 2014-15 to 65 in the 2015-16 school year. At the elementary level suspension rates decreased from 21 suspensions in 2014-15 to 6 suspensions in 2015-16. At the secondary level (7-12) student suspension rates increased from 2014-15 to 2015-16. In 2014-15 there were 51 suspensions in grades 7-12 and in 2015-16 there were 59 suspensions.

Principals in grades TK-8 revisited their baseline goals and metrics for their Every Student Succeeds (ESS) plans and achieved those goals with 90% accuracy.

LCCHS 9-12 monitored and surveyed stakeholders regarding the WASC Action Plan with results demonstrating requisite progress for Year IV.

Annual LCUSD Teacher, Parent and Student Surveys

			demonstrated increased satisfaction in most targeted areas identified by District and site administration and staff for the 2015-16 school year.
			Internal common CCSS aligned benchmark assessments were in development this year as new instructional materials were piloted and/or common assessments were overhauled.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain +8.8 certificated FTE in grades TK-3 District-wide to maintain class size ratios of 17-22:1	CSR TK-3 Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Other \$944,000	Maintained +8.8 certificated FTE in grades TK-3 District-wide to maintain class size ratios of 17-22:1	CSR TK-3 Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Other \$730,330
Scope of ServiceLEA-Wide Elementary		Scope of ServiceLEA-Wide Elementary	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain 5.0 certificated FTE in grades 4-6 to achieve class size ratios of 25-30:1 District-wide	CSR Grades 4-6 1000-1999: Certificated Personnel Salaries Other \$400,000	Maintained 5.0 certificated FTE in grades 4-6 to achieve class size ratios of 25-30:1 District-wide	CSR Grades 4-6 1000-1999: Certificated Personnel Salaries Other \$414,610
Scope of ServiceLEA-Wide Elementary		Scope of ServiceLEA-Wide Elementary	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Maintain .4 certificated FTE ELA in 9th grade to achieve class size ratios of 24-27:1	CSR 9th Grade ELA 1000-1999: Certificated Personnel Salaries Other \$32,000	Maintained .4 certificated FTE ELA in 9th grade to achieve class size ratios of 24-27:1	CSR 9th Grade ELA 1000-1999: Certificated Personnel Salaries Other \$33,600
<div>Scope of Service</div> <div>School-Wide LCHS 9th grade</div>		<div>Scope of Service</div> <div>School-Wide LCHS 9th grade</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Maintain .6 certificated FTE to 9th grade math courses to achieve class size ratios of 24-27:1	CSR 9th grade math courses 1000-1999: Certificated Personnel Salaries Other \$48,000	Maintained .6 certificated FTE to 9th grade math courses to achieve class size ratios of 24-27:1	CSR 9th grade math courses 1000-1999: Certificated Personnel Salaries Other \$39,763
<div>Scope of Service</div> <div>School-Wide LCHS 9th grade</div>		<div>Scope of Service</div> <div>School-Wide LCHS 9th grade</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
<p>Serves: ELL, Low Income, Foster Youth, and Re-designated pupils.</p> <p>Maintain TK-3 class sizes at 22:1 or smaller. This action will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.</p>	<p>Maintain 11.7 FTE (7% unduplicated count proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$63,000</p>	<p>Serves: ELL, Low Income, Foster Youth, and Re-designated pupils.</p> <p>Maintained TK-3 class sizes at 22:1 or smaller. This action was taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.</p>	<p>Maintain 11.7 FTE (7% unduplicated count proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$67,970</p>

<div>Scope of Service</div> <div>LEA-Wide Elementary</div> <div> <div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div>		<div>Scope of Service</div> <div>LEA-Wide Elementary</div> <div> <div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div>	
<p>Serves: ELL, Low Income, Foster Youth, and Re-designated pupils.</p> <p>Maintain class sizes in grades 4-6 to 30:1 or below (collective bargaining language class size limits are set at 33:1). This action will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.</p>	<p>Maintain 5.0 FTE increase in grades 4-6 (7% unduplicated count proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$28,000</p>	<p>Serves: ELL, Low Income, Foster Youth, and Re-designated pupils.</p> <p>Maintained class sizes in grades 4-6 to 30:1 or below (collective bargaining language class size limits are set at 33:1). This action was taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.</p>	<p>Maintain 5.0 FTE increase in grades 4-6 (7% unduplicated count proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$29,045</p>
<div>Scope of Service</div> <div>LEA-Wide Elementary</div> <div> <div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div>		<div>Scope of Service</div> <div>LEA-Wide Elementary</div> <div> <div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div>	
<p>Serves: ELL, Low Income, Foster Youth, and Re-designated pupils.</p> <p>Maintain 9th grade ELA and math class sizes to 26:1 or below (collective</p>	<p>Maintain 1.0 FTE in 9th grade ELA and math (7% unduplicated pupil count proportionality) 1000-1999: Certificated Personnel Salaries</p>	<p>Serves: ELL, Low Income, Foster Youth, and Re-designated pupils.</p> <p>Maintained 9th grade ELA and math class sizes to 26:1 or below (collective</p>	<p>Maintained 1.0 FTE in 9th grade ELA and math (7% unduplicated pupil count proportionality) 1000-1999: Certificated Personnel Salaries</p>

bargaining language class size limits for grades 7-12 are set at 36:1). This action will be taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.	Supplemental \$5,600	bargaining language class size limits for grades 7-12 are set at 36:1). This action was taken on a District-wide basis to support targeted populations (unduplicated count students). This is the most effective level of service because targeted students are disbursed throughout the District.	Supplemental \$5,809
<div> <div>Scope of Service</div> <div>LEA-Wide Secondary</div> </div> <div> <div> <div>All</div> <div>-----</div> </div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <div>Scope of Service</div> <div>LEA-Wide Secondary</div> </div> <div> <div> <div>All</div> <div>-----</div> </div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will maintain our lower class sizes in TK-3, 4-6, and in 9th grade English and Math based on the positive feedback received from all stakeholders via the Panorama Ed survey, our high percentage of English language Learner students that have been re-designated, and the performance of our students on formative assessments K-12. Our Year 1 CAASPP student performance data was outstanding and we look forward to seeing the results from our Year 2 data. Moreover, as a result of our Panorama Ed survey data, we will begin our work with the Challenge Success program from Stanford University. Through Challenge Success we will look at developing a culture that encourages our teachers to intentionally focus on the development of caring, professional relationships with their students and encourages parents and teachers-alike to develop a pattern of appropriate and consistent school-to-home and home-to-school communication. These actions coincide with our new and much-improved district website, and the continued expansion of the number of our teachers with their own teacher websites, which will also help improve school-to-home and home-to-school communication.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Ensure that the highest quality certificated and classified staffs are recruited to LCUSD. For current staff, offer competitive salaries and benefits, professional development and support, and other incentivizing programs to ensure employee retention. Maintain staff (both current and new hires) who are fully credentialed in the appropriate areas and subject matters, and holding all of the necessary authorizations.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>2</u>	
Goal Applies to:	Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12		
Expected Annual Measurable Outcomes:	Metrics: 1) LCUSD's 2015-2016 Budget; 2) Human Resources staff will hire fully credentialed staff and assignment monitoring data will be uploaded into the California Longitudinal Pupil Achievement Data System (CALPADS); 3) 2013-2014 data demonstrated only 1 mis-assigned certificated staff member who did not have SDAIE authorization, enforce BP 4112.22 to rectify; 4) Human Resources staff will maintain position control, post vacancies, monitor evaluations, document non-reelections and releases; 5) Maintain contract with SGV BTSA Consortium; 6) Extra Duty Extra Pay jobs for Instructional Technology Coaches, PLC Leads, and PAR teacher leader positions will be filled; 7) Collective Bargaining Agreements and salary schedules;	Applicable Pupil Subgroups:	All	Actual Annual Measurable Outcomes: Metrics: 1) LCUSD's 2015-2016 Budget; 2) Human Resources staff hired fully credentialed staff and assignment monitoring data was uploaded into the California Longitudinal Pupil Achievement Data System (CALPADS); 3) 2015-2016 data demonstrated only 3 mis-assigned certificated staff member who did not have SDAIE authorization, enforced BP 4112.22 to rectify; the measurable outcome will be demonstrated to HR no later than June 30th. Staff not meeting the requirements will be placed on the day to day substitute list; 4) Human Resources staff maintained position control, posted vacancies, monitored evaluations, documented non-reelections and releases; 5) Maintained contract with SGV BTSA Consortium; 6) Extra Duty Extra Pay jobs for Instructional Technology Coaches, PLC Leads, and PAR teacher leader positions were filled;

8) Percentage of students completing A-G requirements will be maintained at 80%, plus or minus 2 points;

9) Percentage of students passing an advanced placement test with a score of 3 or higher will be maintained at 88% plus or minus 5 points;

10) Use District Accountability Plan Assessments and CAASPP to establish baseline in Y1 and create Y2 and Y3 targets;

11) Certificated staff survey data on the following questions will be maintained plus or minus 2 points with targets set for Y2 and Y3 based on Y1 results:

I believe my students are getting a high-quality education at my site. (2014 = 92%, 2015 = 91%)

I believe I am successfully dealing with students who are achieving below grade level. (2014 = 78%, 2015 = 76%)

Colleagues at this school support each other's professional practice. (2014 = 77%, 2015 = 78%)

Outcomes:

Students will continue to experience the benefit of a highly qualified instructional staff.

Successful recruitment, selection and retention of highly qualified employees will continue as determined by the Human Resources office and the site administration.

The LCUSD Human Resources office will work with LACOE and CDE to correctly report course categories and certificated staff credentials.

All (100%) elementary teachers will continue to be EL authorized. No more than 4 LCHS teachers will fail to have EL authorization. No EL students shall be placed in these teachers' classes and alternative placement with an EL authorized teacher for the same course will be available.

Continue to competitively advance the LCTA, CSEA, and CMSA Salary Schedules over the life of this LCAP (2015-16, 2016-17, 2017-2018).

7) Collective Bargaining Agreements were reached with each association and salary schedules were improved for all associations. LCTA received a 4.25% increase for the 2015-16 fiscal year that will be permanently added to the existing salary schedule. This salary schedule will sunset on 6-30-15. A new restructured salary schedule for LCTA was agreed to that will begin on July 1, 2016 and raises our maximum teacher salary from \$90,720 to \$98,725 at 24 years of service. CSEA and CMSA received a 4.0% retroactive salary increase dated back to 7-1-15;

8) Percentage of students completing A-G requirements was maintained at 80%, plus or minus 2 points;*****

9) Percentage of students passing an advanced placement test with a score of 3 or higher was maintained at 88% plus or minus 5 points. This data will be available from The College Board in July.

10) District Accountability Plan Assessments and CAASPP data will be used to create Y2 and Y3 targets when data is released;

11) Certificated staff survey data on the following questions will be maintained plus or minus 2 points with targets set for Y2 and Y3 based on Y1 results:

I believe my students are getting a high-quality education at my site. (2014 = 92%, 2015 = 91%, 2016 = 94%)

I believe I am successfully dealing with students who are achieving below grade level. (2014 = 78%, 2015 = 76%, 2016 = 74%)

Colleagues at this school support each other's professional practice. (2014 = 77%, 2015 = 78%, 2016 = 85%)

Outcomes:

Students continued to benefit from the experience of learning from a highly qualified instructional staff. In terms of new hires there were 19 teachers, two counselors and three administrators hired for the '15-16 school year.

100% of teachers shall be appropriately credentialed for their assignment.

Continue the agreement for services with San Gabriel Valley BTSA Consortium to provide BTSA training for newly hired teachers who have not cleared their credential.

Monitor, post and fill any vacancies, and maintain Extra Duty Extra Pay teacher leader positions to provide teachers with colleague support in Peer Assistance and Review, Instructional Technology Coaches, and PLC Leaders. Track progress.

Percentage of pupils completing UC/CSU required courses will be maintained at 80.3 (plus or minus 2 points).

Percentage of pupils who have passed an advanced placement test with a score of 3 or higher will be maintained at 88 (plus or minus 3 points).

With its highly qualified staff, LCUSD will maintain current levels of AP course offerings.

Second year CAASPP student achievement scores will demonstrate 1-2% growth.

High school graduation rates shall not fall below 96%.

Successful recruitment, selection and retention of highly qualified employees continued as determined by the Human Resources office and the site administration. At this time it is expected that there will be three certificated teachers and one counselor hired for the '16-17 school year.

The LCUSD Human Resources office worked with LACOE and CDE to correctly report course categories and certificated staff credentials.

All (100%) elementary teachers continue to be EL authorized. No more than 2 LCUSD teacher failed to have EL authorization. No EL students were placed in these teachers' classes and an alternative placement with an EL authorized teacher for the same course was made available.

Continued to competitively advance the LCTA, CSEA, and CMSA Salary Schedules over the life of this LCAP (2015-16, 2016-17, 2017-2018). The new restructured salary schedule for LCTA now contains a maximum salary of \$98,725 to teachers in years 24 and above. We will continue to work on staying competitive with our comparable districts. LCTA also received a 4.25% retroactive pay increase (back to 7-1-15) to the 2015-16 salary schedule. The '15-16 salary schedule will sunset on 6-30-16 and the new restructured salary schedule takes effect on 7-1-16. Both CSEA and CMSA received a 4.0% retroactive salary increase dated back to 7-1-15. We will also continue to work on staying competitive with comparable district salaries for these association members.

100% of teachers are appropriately credentialed for their assignment.

The district continued the agreement for services (for one more year) with the San Gabriel Valley BTSA Consortium to provide BTSA training for our Year One and Year Two BTSA teachers. The '16-17 school year will be our last year with the consortium. Our Year Two teachers (who were Year One in '15-16) will be able to complete the program and clear their credential. All seven of our current Year Two BTSA teachers completed the program and have earned their clear credential.

The district monitored, posted and filled vacancies, and maintained Extra Duty Extra Pay teacher leader positions to

		<p>provide teachers with colleague support in Peer Assistance and Review, Instructional Technology Coaches, and PLC Leaders. We will continue to monitor and track the progress of these positions.</p> <p>Percentage of pupils completing UC/CSU required courses was not maintained at 80.3 (plus or minus 2 points) in 2015-16. 74% of graduating seniors met the UC requirements and 73% met the CSU requirements.</p> <p>Percentage of pupils who have passed an advanced placement test with a score of 3 or higher was maintained at 88 (plus or minus 3 points). The College Board is scheduled to release this data in July.</p> <p>With its highly qualified staff, LCUSD maintained current levels of AP course offerings.</p> <p>Second year CAASPP student achievement scores will be reported out when available.</p> <p>The high school graduation rate increased to 98.2%.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue membership of the SGV BTSA Consortium to provide an induction program to teachers with preliminary credentials	SGV BTSA Consortium Fee 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000 Stipends for BTSA Support Providers 1000-1999: Certificated Personnel Salaries Base \$25,000	Continued membership of the SGV BTSA Consortium to provide an induction program to teachers with preliminary credentials	SGV BTSA Consortium Fee 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000 Stipends for BTSA Support Providers 1000-1999: Certificated Personnel Salaries Base \$40,022
Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Negotiate on-schedule salary increases with LCTA to recruit and retain highly qualified certificated staff via a more competitive salary - given competing budgetary needs and interests (cost of a 1% on-schedule increase is included here as a reference)	On-going salary negotiations with LCTA to support recruitment and retention of highly qualified certificated staff 1000-1999: Certificated Personnel Salaries Base \$164,444	Negotiated on-schedule salary increases with LCTA to recruit and retain highly qualified certificated staff via a more competitive salary - given competing budgetary needs and interests (cost of a 1% on-schedule increase is included here as a reference)	On-going salary negotiations with LCTA to support recruitment and retention of highly qualified certificated staff 1000-1999: Certificated Personnel Salaries Base \$274,355
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>X All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
Negotiate on-schedule salary increases with CSEA to recruit and retain highly qualified classified staff via a more competitive salary - given competing budgetary needs and interests (the cost of a 1% on-schedule increase is included here as a reference)	On-going salary negotiations with CSEA to support recruitment and retention of highly qualified classified staff 2000-2999: Classified Personnel Salaries Base \$61,458	Negotiated on-schedule salary increases with CSEA to recruit and retain highly qualified classified staff via a more competitive salary - given competing budgetary needs and interests (the cost of a 1% on-schedule increase is included here as a reference)	On-going salary negotiations with CSEA to support recruitment and retention of highly qualified classified staff 2000-2999: Classified Personnel Salaries Base \$63,916
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>X All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	

Continue to implement Peer Assistance and Review (PAR) consulting teacher and joint panel positions to support certificated employees with best practices in instruction	Full implementation of Peer Assistance and Review Program 1000-1999: Certificated Personnel Salaries Base \$19,000	Continued to implement Peer Assistance and Review (PAR) consulting teacher and joint panel positions to support certificated employees with best practices in instruction (there were no employees in PAR this school year)	Full implementation of Peer Assistance and Review Program 1000-1999: Certificated Personnel Salaries Base \$15,000
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Implement Extra Duty Extra Pay positions for teachers who will serve as Instructional Technology Coaches who will serve as peer mentors in the areas of lesson design, instructional strategies, and professional development	Instructional Technology Coach Position stipends 1000-1999: Certificated Personnel Salaries Base \$19,000	Implemented Extra Duty Extra Pay positions for teachers who served as Instructional Technology Coaches who served as peer mentors in the areas of lesson design, instructional strategies, and professional development	Instructional Technology Coach Position stipends 1000-1999: Certificated Personnel Salaries Base \$15,390
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Continue to improve CMSA salaries via on-schedule increase(s) to ensure recruitment and retention of highly	On-going review and on-schedule increases to CMSA salary schedule (administrators) 1000-1999:	Continued to improve CMSA salaries via on-schedule increase(s) to ensure recruitment and retention of highly	On-going review and on-schedule increases to CMSA salary schedule (administrators) 1000-1999:

qualified administrators and confidential/supervisory personnel given competing budgetary needs and interests (cost of 1% salary increase listed as a reference)	Certificated Personnel Salaries Base \$17,000 On-going review and on-schedule increase(s) to CMSA salary schedule (classified) 2000-2999: Classified Personnel Salaries Base \$9,000	qualified administrators and confidential/supervisory personnel given competing budgetary needs and interests (cost of 1% salary increase listed as a reference)	Certificated Personnel Salaries Base 17,680 On-going review and on-schedule increase(s) to CMSA salary schedule (classified) 2000-2999: Classified Personnel Salaries Base \$9,360
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Annual review of all certificated employees' credentials	10% of salary of Executive Secretary Human Resources 2000-2999: Classified Personnel Salaries Base \$6,700	Completed an Annual review of all certificated employees' credentials	10% of salary of Executive Secretary Human Resources 2000-2999: Classified Personnel Salaries Base \$6,968
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Serves: ELL and Re-designated pupils. Enforce BP 4112.22 to actively ensure that all certificated staff are fully	.5% of salary of Executive Secretary of Human Resources 2000-2999: Classified Personnel Salaries Supplemental \$675	Serves: ELL and Re-designated pupils. Enforced BP 4112.22 to actively ensure that all certificated staff are fully authorized to teach students with	.5% of salary of Executive Secretary of Human Resources 2000-2999: Classified Personnel Salaries Supplemental \$702

authorized to teach students with Limited English Proficiency		Limited English Proficiency	
<div>Scope of Service</div> <div>LEA-Wide</div> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>LEA-Wide</div> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
<p>Serves: ELL and Re-designated pupils.</p> <p>Annually solicit and arrange for attendance at applicable ELD workshops and/or conferences or engage experts to provide training on how to improve instructional practices/services and implementation of the CCSS for EL students, low income and foster youth pupils.</p>	<p>ELD Professional Development Workshops and Trainings 0001-0999: Unrestricted: Locally Defined Supplemental \$15,000</p>	<p>Serves: ELL and Re-designated pupils.</p> <p>(Annually) Solicited and arranged for attendance at applicable ELD workshops and/or conferences and engaged experts to provide training on how to improve instructional practices/services and implementation of the CCSS for EL students, low income and foster youth pupils.</p>	<p>ELD Professional Development Workshops and Trainings 0001-0999: Unrestricted: Locally Defined Supplemental \$15,000</p>
<div>Scope of Service</div> <div>LEA-Wide</div> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>LEA-Wide</div> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
<p>Serves: ELL and Re-designated pupils.</p>	<p>.5% of salary of Executive Secretary of Human Resources 1000-1999: Certificated Personnel Salaries</p>	<p>Serves: ELL and Re-designated pupils.</p> <p>Monitored Board Policy 4112.22 over</p>	<p>.5% of salary of Executive Secretary of Human Resources 1000-1999: Certificated Personnel Salaries</p>

Monitor Board Policy 4112.22 over the course of LCAP Year 1, 2, and 3 to actively ensure that all certificated staff are fully authorized to teach students of limited English proficiency.	Supplemental \$1,000	the course of LCAP Year 1, 2, and 3 to actively ensure that all certificated staff are fully authorized to teach students of limited English proficiency.	Supplemental \$1,040
<div>Scope of Service</div> <div>LEA-Wide</div> <div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div>Scope of Service</div> <div>LEA-Wide</div> <div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div>Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
<p>Serves: Low Income, Foster Youth, ELL and Re-designated pupils.</p> <p>Maintain the 3.75 hr/day classified Kindergarten paraprofessionals in each K classroom at all three elementary school sites and expand the AM and PM Kindergarten program by 15 minutes each. This action will take place on a elementary school-wide basis and represents the most effective strategy for supporting unduplicated count students as they are disbursed throughout the District.</p>	<p>Maintain 10 - 3.75 hr/day classified paraprofessionals (7% unduplicated pupil proportionality) 2000-2999: Classified Personnel Salaries Supplemental \$8,400</p>	<p>Serves: Low Income, Foster Youth, ELL and Re-designated pupils.</p> <p>Maintained the 3.75 hr/day classified Kindergarten paraprofessionals in each K classroom at all three elementary school sites and expand the AM and PM Kindergarten program by 15 minutes each. This action took place on a elementary school-wide basis and represents the most effective strategy for supporting unduplicated count students as they are disbursed throughout the District.</p>	<p>Maintained 10 - 3.75 hr/day classified paraprofessionals (7% unduplicated pupil proportionality) 2000-2999: Classified Personnel Salaries Supplemental \$8,736</p>
<div>Scope of Service</div> <div>LEA-Wide</div> <div> <div>All</div> <div>OR:</div> <div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> </div> </div>		<div>Scope of Service</div> <div>LEA-Wide</div> <div> <div>All</div> <div>OR:</div> <div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> </div> </div>	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Create a comprehensive hiring, training, and evaluation/feedback plan for the certificated Substitute Teaching staff to ensure that the substitute pool reflects the highest possible professional standard.		Created a comprehensive hiring, training, and evaluation/feedback plan for the certificated Substitute Teaching staff to ensure that the substitute pool reflects the highest possible professional standard.	
		Designed a plan of action to ensure a strong substitute teacher pool 1000-1999: Certificated Personnel Salaries Base \$20,000	
		2000-2999: Classified Personnel Salaries Base \$15,000	
		Continued use of Substitute Teacher Management Program (AESOP) to coordinate the substitute teacher assignments 5000-5999: Services And Other Operating Expenditures Base \$80,000	
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The basic needs for all students will be provided for by employing highly qualified certificated staff		The basic needs for all students were provided for by employing highly qualified certificated staff	
		LCUSD Certificated staff salaries 1000-1999: Certificated Personnel Salaries Base \$16,800,000	
		LCUSD Certificated staff benefits 3000-3999: Employee Benefits Base \$2,400,000	
		LCUSD Certificated staff salaries 1000-1999: Certificated Personnel Salaries Base \$16,871,400	
		LCUSD Certificated staff benefits 3000-3999: Employee Benefits Base \$2,436,000	
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Human Resource staff has monitored compliance of BP 4112.22, with the expectation that all but one teacher will be in compliance with this policy by 6-30-16. The HR staff has also performed all other human resource functions, including the monitoring, posting and filling of positions, and the accurate reporting of course categories and ensuring credential compliance with LACOE, the CDE and CALPADS. The district had 13 teachers enrolled in the BTSA program, and there were six BTSA Support Providers working with these teachers. All seven year Two BTSA teachers have completed the program and have been recommended for their clear credential. We will continue to work with the San Gabriel BTSA Consortium for one more year ('16-17), so that our Year Two teachers will be able to complete the program. We have made the decision to not participate in the program after '16-17 due to the high cost of the program and the feedback we have received from our teachers and support providers. In terms of extra duty positions, all Extra Duty Extra Pay positions were funded and filled in '15-16. Negotiations with all bargaining associations were completed prior to the end of the school year and resulted in on-schedule pay increases for each association. In regard to teachers utilizing the time provided for collaboration with their peers, the PLC model has worked effectively as evidenced by the Panorama Ed survey data. The data shows that 85% of colleagues district-wide support each other's professional practices, which is in correlation with the expected outcomes from teachers being provided regular, consistent time to work together in their PLC's.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Ensure that the LCUSD staff receives professional development and support in order to implement Common Core State Standards; increase the rigor of lessons designed to align with CCSS; and revise current assessments to effectively measure student progress on the CCSS in the 2015-2016 school year and in Year 2 and Year 3 of the LCAP.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>3</u>
Goal Applies to:	Schools: La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12	
	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p>1) Teachers Development Group contract and calendar for professional development training of 100% of all math teachers K-12 and 100% science teachers 7-12;</p> <p>2) Utilize the 2 Common Core TOSAs to support implementation of CCSS in ELA and social science with the expectation that on the end of the year CCSS survey, 10% increase in the number of teachers' survey responses due to the support of TOSAs on their teaching practice (2015=32%)</p> <p>3) Instructional Technology Integrationists will be hired on or before 9/15/15 and paid on Extra Duty Extra Pay schedule; an item on the usefulness of this coaching position will be added to the CCSS survey with an expectation of a 20% baseline response in the number of teachers' responding favorably to the support of the Instructional Technology Integrationists on their teaching practice.</p> <p>4) All teachers (100%) will be provided the opportunity to design instructional materials outside of work hours with hourly compensation at the non-instructional rate with the expectation</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Metrics:</p> <p>1) Teachers Development Group provided professional development training to 100% of all math teachers K-12 and 100% science teachers 7-12;</p> <p>2) Utilized the 2 Common Core TOSAs to support implementation of CCSS in ELA and social science. 2016 survey revised and data reported by school site- LCHS 26% of respondents reported TOSA trainings as most useful to teaching practice; PCR 68% of respondents reported TOSA trainings as most useful to teaching practice; PCY data inconclusive due to lack of respondents; LCE 54% of respondents reported TOSA trainings as most useful to teaching practice;</p> <p>3) Instructional Technology Integrationists were hired on 10/20/2015 and paid on Extra Duty Extra Pay schedule;</p> <p>4) All teachers (100%) were provided with the opportunity to design instructional materials outside of work hours with hourly compensation at the non-instructional rate;</p> <p>5) Purchased CCSS aligned and SBE approved instructional</p>

that all newly designed materials will be closely aligned with Common Core State Standards and shared with the entire grade level or like course. This will allow teachers to provide more rigorous instruction to students;

5) Purchase of CCSS aligned and SBE approved instructional materials with the expectation that there will be a 20% increase in instructional materials available to teachers due to purchasing of CCSS aligned instructional materials; in year 2 and 3 of LCAP 100% of the teachers will use the newly adopted textbooks in the select content area;

6) Use revised District Assessment Accountability Plan and CAASPP results to establish baseline in Y1 and create Y2 and Y3 targets.

Outcomes:

Contract for continued professional development with TDG and schedule calendars of training dates. 100% of all math teachers TK-12 will be trained in TDG instructional strategies. Students will benefit from expanded and aligned CCSS instructional strategies.

100% of all 7-12 grade science teachers will continue training in TDG instructional strategies and will benefit from continued training in LCAP Year 2.

Maintain funding of 2 Common Core Instructional Support TOSAs specializing in ELA and Social Science (elementary and secondary). Menu of trainings, professional development modules, lesson design samples, calendars of peer teaching, etc. will be developed. Progress will be analyzed through surveys and evaluations.

Revise CCSS aligned pacing guides, common assessments, and analyze results of the common assessments to guide instruction. Use collaboration time for task completion and authorize hourly instructional pay for tasks completed outside work hours. Students will benefit from CCSS aligned pacing guides and assessments. Common CCSS aligned assessments will inform teachers' instruction.

Continue to review and evaluate textbooks for adoption in 2016-

materials for teachers and reviewed textbooks for adoption;

6) Used revised District Assessment Accountability Plan and CAASPP results to establish baseline in Y1 and create Y2 and Y3 targets.

Outcomes:

Contracted with TDG and provided training in instructional strategies to 100% of all math teachers TK-12. Students have benefited from these instructional strategies.

100% of all 7-12 grade science teachers received training in TDG instructional strategies and strengthened their teaching practice.

2 Common Core Instructional Technology TOSAs provided support to teachers at elementary and secondary levels. Menu of trainings, professional development modules, lesson design samples, calendars of peer teaching, etc. were developed and presented to the administration and used to evaluate their effectiveness.

Some teachers revised their CCSS aligned pacing guides, common assessments, and analyzed results of the common assessments to guide instruction. They used some of their collaboration time to complete this work and received hourly instructional pay for tasks completed outside work hours.

Continued to review and evaluate math textbooks for adoption in 2016-17. Asst. Superintendent of Curriculum and Instruction lead the textbook adoption process and made recommendations to the Governing Board. The textbook adoption was approved and will benefit students and teachers in the 16-17 school year.

Increased numbers of students meeting and exceeding standards on CAASPP by 5% over spring 2015 results. Scores

<p>17. Asst. Superintendent of Curriculum and Instruction will lead the textbook adoption process. Students will benefit from a new CCSS textbook adoption.</p> <p>Increase numbers of students meeting and exceeding standards on CAASPP by 5% over spring 2015 results.</p> <p>Issue LCUSD Annual CCSS Implementation Progress Survey. 100% of teachers will report implementing CCSS.</p> <p>The percentage of students passing a science or math AP test with a score of 3 or higher shall be above 85%.</p> <p>Student attendance rates shall be maintained at or above 96%.</p>	<p>will be shared when available in the fall.</p> <p>Issued LCUSD Annual CCSS Implementation Progress Survey. 100% of teachers who responded to the survey report implementing CCSS at various levels, broken down by school site. Teachers rated themselves on a score of 1-10, LCHS reported 63% at a 7 or higher, PCR reported 82% at a 7 or higher, LCE reported 90% at a 7 or higher, PCY reported 90% at 7 or higher.</p> <p>The percentage of students passing a science or math AP test with a score of 3. Scores will be shared when available in the summer.</p> <p>Student attendance rates maintained at or above 96%. 2015-16 = Ranges between 96.36% at LCHS and 97.34% at PCY.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide continued intensive professional development to all TK-12 certificated math teachers by contracting with Teachers Development Group to support CCSS instructional strategies	<p>Professional development in math to all TK-12 math teachers provided by TDG 5800: Professional/Consulting Services And Operating Expenditures Base \$150,000</p> <p>5% of Assistant Superintendent of Curriculum and Instruction salary 1000-1999: Certificated Personnel Salaries Base \$7,500</p>	Provided continued intensive professional development to all TK-12 certificated math teachers by contracting with Teachers Development Group to support CCSS instructional strategies	<p>Professional development in math to all TK-12 math teachers provided by TDG 5800: Professional/Consulting Services And Operating Expenditures Base \$126,438</p> <p>5% of Assistant Superintendent of Curriculum and Instruction salary 1000-1999: Certificated Personnel Salaries Base \$7,250</p>
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	

<p>Provide continued intensive professional development training on Next Generation Science Standards to all science teachers in grades 7-12 by Teachers Development Group. Develop a long-term professional development plan for introducing the NGSS to the certificated instructional staff K-6.</p>	<p>TDG professional development on science instructional strategies 2014-15 for science teachers 7-12 5800: Professional/Consulting Services And Operating Expenditures Other \$25,000</p> <p>5% of Assistant Superintendent of Curriculum and Instruction salary 1000-1999: Certificated Personnel Salaries Base \$7,500</p>	<p>Provided continued intensive professional development training on Next Generation Science Standards to all science teachers in grades 7-12 by Teachers Development Group. Developed a 5 year NGSS implementation plan and formed a NGSS Steering Committee to monitor this work and measure progress.</p>	<p>TDG professional development on science instructional strategies 2015-16 for science teachers 7-12 5800: Professional/Consulting Services And Operating Expenditures Other \$12,750</p> <p>5% of Assistant Superintendent of Curriculum and Instruction salary 1000-1999: Certificated Personnel Salaries Base \$7,250</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Utilize two (2) Teachers on Special Assignment (TOSAs) who demonstrate specialized skills in CCSS instructional strategies in ELA and Social Science to provide instructional support to TK-6 and 7-12 ELA and Social Science teachers</p>	<p>One CCSS TOSA K-6 1000-1999: Certificated Personnel Salaries Base \$94,000</p> <p>One CCSS TOSA 7-12 1000-1999: Certificated Personnel Salaries Base \$122,000</p>	<p>Utilized two (2) Teachers on Special Assignment (TOSAs) who demonstrate specialized skills in CCSS instructional strategies in ELA and Social Science to provide instructional support to TK-6 and 7-12 ELA and Social Science teachers</p>	<p>One CCSS TOSA K-6 1000-1999: Certificated Personnel Salaries Base \$80,697</p> <p>One CCSS TOSA 7-12 1000-1999: Certificated Personnel Salaries Base \$98,072</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

Provide embedded collaboration time as well as additional hourly compensation for teachers to design CCSS pacing guides, lessons, and common formative and summative assessments	<p>Hourly compensation for the development of CCSS Pacing Guides, lessons, common formative and summative assessments 1000-1999: Certificated Personnel Salaries Other \$30,000</p> <p>Hourly compensation for the development of new math courses (LC Math 2 and LC Math 2 Advanced) at the high school 1000-1999: Certificated Personnel Salaries Other \$15,000</p> <p>Consultant fees for the review and approval of new math courses at the high school 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000</p>	Provided embedded collaboration time as well as additional hourly compensation for teachers to design CCSS pacing guides, lessons, and common formative and summative assessments	<p>Hourly compensation for the development of CCSS Pacing Guides, lessons, common formative and summative assessments 1000-1999: Certificated Personnel Salaries Other \$13,071</p> <p>Hourly compensation for the development of new math courses (LC Math 1 and LC Math 1 Advanced) at the high school 1000-1999: Certificated Personnel Salaries Other \$3,571.35</p> <p>Consultant fees for the review and approval of new math courses at the high school 5800: Professional/Consulting Services And Operating Expenditures Base \$10,750</p>
<div>Scope of Service</div> <div>LEA-wide</div> <div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div>Scope of Service</div> <div>LEA-Wide</div> <div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
Purchase strategic CCSS aligned instructional materials in 2015-16 as needed and adopt a CCSS designed State Board approved math textbook series in 2016-17	<p>Instructional materials 4000-4999: Books And Supplies Base \$150,000</p> <p>Adopt CCSS aligned State Board approved math textbook series 4000-4999: Books And Supplies Base \$250,000</p>	Purchased CCSS aligned instructional materials in 2015-16 as needed and will adopt a CCSS designed State Board approved math textbooks series in 2016-17	<p>Instructional materials 4000-4999: Books And Supplies Base \$14,714</p> <p>Will adopt CCSS aligned State Board approved math textbook series in 2016-17 4000-4999: Books And Supplies Base \$250,812</p>
<div>Scope of Service</div> <div>LEA-Wide</div> <div><input checked="" type="checkbox"/> All</div> <div>OR:</div>		<div>Scope of Service</div> <div>LEA-Wide</div> <div><input checked="" type="checkbox"/> All</div> <div>OR:</div>	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Ensure through classroom walkthroughs by administrators and evaluation feedback that LCUSD classroom teachers implement effective CCSS aligned lessons and strategies	Administrator classroom walk-throughs, follow-up, conferences, support and evaluations 1000-1999: Certificated Personnel Salaries Base \$40,000	Administrators have conducted classroom walkthroughs and provided evaluation feedback to ensure that LCUSD classroom teachers implement effective CCSS aligned lessons and strategies	Administrator classroom walk-throughs, follow-up, conferences, support and evaluations 1000-1999: Certificated Personnel Salaries Base \$36,570
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Evaluate and purchase new CCSS aligned software, consumables, and other instructional materials to augment all student programs, including the ELD program TK - 12	Purchase of CCSS aligned software, consumables, and instructional materials to support ELD program TK-12 (\$5,000 per site) 4000-4999: Books And Supplies Supplemental \$25,000	Evaluated and purchased new CCSS aligned software, consumables, and other instructional materials to augment all student programs, including the ELD program TK - 12	Purchase of CCSS aligned software, consumables, and other instructional materials to augment all student programs, including the ELD program TK - 12 4000-4999: Books And Supplies Supplemental \$2,232.20
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Evaluate and purchase new CCSS aligned software, consumables, and other instructional materials to support the learning of all students. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District	Purchase of CCSS aligned software, consumables, and instructional materials to support intervention programs at each site (\$3,000 per site) 4000-4999: Books And Supplies Supplemental \$15,000	Purchased CCSS aligned software, consumables, and other instructional materials to support the learning of all students.	Purchase of CCSS aligned software, consumables, and instructional materials to support intervention programs at each site (\$3,000 per site) 4000-4999: Books And Supplies Supplemental \$2,232.20
<div>Scope of Service</div> <div>LEA-wide</div> <div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div>Scope of Service</div> <div>LEA-Wide</div> <div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
Provide on-going professional development to Special Education and EL teachers to ensure they receive training on developing instructional strategies that ensure EL students access the CCSS	<p>Targeted professional development on CCSS for Special Education and EL instructors to support these learners' access to the CCSS 5800: Professional/Consulting Services And Operating Expenditures Other \$5,000</p> <p>Targeted professional development on CCSS for Special Education and EL instructors to support these learners' access to the CCSS 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>	Provided on-going professional development to Special Education and EL teachers to ensure they receive training on developing instructional strategies that ensure EL students access the CCSS	<p>Targeted professional development on CCSS for Special Education and EL instructors to support these learners' access to the CCSS 5800: Professional/Consulting Services And Operating Expenditures Other \$5,000</p> <p>Targeted professional development on CCSS for Special Education and EL instructors to support these learners' access to the CCSS 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>
<div>Scope of Service</div> <div>LEA-wide</div> <div> <div>All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils </div> </div>		<div>Scope of Service</div> <div>LEA-Wide</div> <div> <div>All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils </div> </div>	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement Extra Duty Extra Pay positions for teachers who will serve on the District Assessment Team, addressing districtwide assessment needs and best practices in assessment and accountability	Stipend for District Assessment Team members 1000-1999: Certificated Personnel Salaries Base \$25,000 Duplication of common assessments to be used by elementary school teachers 5000-5999: Services And Other Operating Expenditures Base \$10,000	Utilized Team Leaders and PLC Leaders to serve on the District Assessment Team, addressing districtwide assessment needs and best practices in assessment and accountability	Stipend for Team Leaders and PLC Leaders 1000-1999: Certificated Personnel Salaries Base \$25,000 Duplication of common assessments to be used by elementary school teachers 5000-5999: Services And Other Operating Expenditures Base \$6,658.62
Scope of Service LEA-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Ensure through classroom walkthroughs by administrators and evaluation feedback that LCUSD classroom teachers implement effective CCSS aligned lessons and strategies to provide English language learners access to CCSS while supporting second language acquisition	Administrator classroom walk-throughs, follow-up, conferences, support and evaluations 1000-1999: Certificated Personnel Salaries Supplemental \$2,800	Ensured through classroom walkthroughs by administrators and evaluation feedback that LCUSD classroom teachers implement effective CCSS aligned lessons and strategies to provide English language learners access to CCSS while supporting second language acquisition	Administrator classroom walk-throughs, follow-up, conferences, support and evaluations 1000-1999: Certificated Personnel Salaries Supplemental \$36,570
Scope of Service LEA-wide <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		Scope of Service LEA-Wide <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Staffing will be evaluated in terms of TOSA assignments and duties according to new LCAP goals. The site instructional technology coaches' duties will also be revised. As ELD materials have been purchased, no new materials will be purchased. The math adoption was recently board approved and funding has been allocated for the purchase of new textbooks. The separation of instruction and technology goals will be revised and now combined into one instructional goal. Instructional goals were revised according to LCAP committee recommendations based upon public LCAP survey results. A greater emphasis will be placed on the NGSS implementation plan along with a review and pilot of ELA instructional materials during the 2016-17 school year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	LCUSD's overarching goal is for technology to fade into a utility as convenient and reliable as electricity. All staff and students should have access to practical as well as innovative choices for teaching and learning. All LCUSD technology initiatives now center on curriculum and instructional support, with corresponding updated, upgraded and increased computer devices, information systems and network hardware, and the requisite management of each.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify <u>4</u>	
Goal Applies to:	Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8 and 9/12		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metrics: 1) The 2014 – 2017 LCUSD Technology Plan with 90 - 100% of all goals/benchmarks in the Plan met by 2017 of the LCAP with specific targets including: Over each of the next three years, replace 35% of workstations and add laptop carts at each site; update inventory of hardware, assess wireless network and plan upgrades; conduct an annual review of benchmarks outlined in technology plan to measure success of benchmark completion; 2) 2015-2016 LCUSD Adopted Budget; 3) Retain 3 Technology Integrationist TOSAs and a Student Technology Specialist with a metric identified on the end of the year survey which will show maintenance of 75% of teachers using instruction daily to twice a week; students using technology to complete assignments will increase from 41% to 50% usage twice a week or more; and 4th-6th grade student surveys report on the question: "My teacher uses technology to keep us interested, organized, and learning in new ways," with favorable responses exceeding the current standard by 10% (2014 = 44%, 2015=48%) 4) Establish Professional Development Calendar and engage staff in a survey as a metric demonstrating a 20% increase in basic proficiency levels in technology usage and knowledge; a second survey for office and support staff will be created		Actual Annual Measurable Outcomes:	Metrics: 1) Met the 2014 – 2017 LCUSD Technology Plan with progress towards 90 - 100% of all goals/benchmarks in the Plan met by 2017 of the LCAP with specific targets including: an additional 35% of teacher workstations were replaced; performed an updated inventory of hardware, assessed wireless network and implemented a 10% upgrade; conducted an annual review of benchmarks outlined in technology plan to measure success of benchmark completion and determined the next course of action is to pursue the Future Ready Schools framework; 2) The 2015-2016 LCUSD Adopted Budget supports the instructional technology and infrastructure goals of providing a increasing personalized learning experience for students; 3) Retained 3 Technology Integrationist TOSAs and a Student Technology Specialist with a metric identified on the end of the year survey which showed maintenance of 75% of teachers using instruction daily to twice a week; 2016 survey data now broken down by site: LCHS respondents reported teacher delivery of instruction with technology daily at 39% and twice per week at 27%; student use of technology to support classroom learning at 21% daily, 30% twice per week; students using technology to complete homework 18% daily, 30% twice per week;

reflecting strengths and needs with at least 55% of staff identifying themselves at basic to intermediate proficiency levels with technology usage;

6) LCUSD Annual Parent, Student, Staff Surveys;

7) Maintain programs of study that align with state board-approved career technical educational standards and frameworks;

8) Maintain LCHS High School Graduation Rates;

9) Maintain student Attendance rates.

Outcomes:

All students will have access to standards-aligned instructional materials, including technology;

With the advancement of technology at LCHS 9-12, all students shall have access to Career Technical Educational standards and frameworks approved by the State Board of Education through a wide range of course offerings. LCHS will maintain or improve its current level of CTE courses (13 courses; 17 sections);

LCUSD's technology infrastructure will be stable and seamless so that instructional time is not interrupted by device or systems failures when teachers integrate technology into their lessons, enhancing the learning environment for students;

Maintain 3 Technology Instructional Integrationist TOSAs (one elementary, one 7/8, and one 9-12). Document a menu of trainings, professional development modules, lesson design samples, calendars of peer teaching, etc., in order to evaluate and track the TOSAs' effectiveness. TOSA effectiveness will translate into teacher support for the implementation of CCSS and technology and result in better instruction for students;

The on-going maintenance of a Professional Development Center at the District Office will support classroom instruction and promote student achievement and engagement;

The established baseline levels of satisfaction with technology infrastructure reliability, professional development support, and student access via staff, student and parent surveys will

PCR respondents reported teacher delivery of instruction with technology daily at 74% and twice per week at 10%; student use of technology to support classroom learning at 41% daily, 24% twice per week; students using technology to complete homework 14% daily, 24% twice per week.

PCY respondents reported teacher delivery of instruction with technology daily at 67% and twice per week at 8%; student use of technology to support classroom learning at 19% daily, 33% twice per week; students using technology to complete homework 8% daily, 25% twice per week.

LCE respondents reported teacher delivery of instruction with technology daily at 56% and twice per week at 25%; student use of technology to support classroom learning at 14% daily, 39% twice per week; students using technology to complete homework 0% daily, 14% twice per week, once per week 18%.

4th-6th grade student surveys report on the question: "My teacher uses technology to keep us interested, organized, and learning in new ways," with favorable responses exceeding the current standard by 10% did not occur, but instead maintained the same level. (2014 = 44%, 2015=48%, 2016= 48%); by site, PCR=51% (up from 36% in 2015) PCY=43% (down from 46% in 2015) LCE=51% (down from 59% in 2015);

9th-12th grade students were surveyed on this question for the first time and established a baseline response of 64%;

7th-8th grade students were surveyed on this question for the first time and established a baseline response of 63%;

A Professional Development plan was established focusing on units of study. Staff engaged in a survey and demonstrated a increase in teachers reporting as having intermediate to advanced proficiency levels in technology usage and knowledge. LCHS reported at 70% intermediate and 26% advanced, PCR reported at 62% intermediate and 38% advanced; LCE reported at 69% intermediate and 31% advanced, and PCY reported at 78% intermediate and 19% advanced. Last year as the survey was not split by school site, the overall breakdown was 73% intermediate and 23% advanced. Office and support staff

experience a minimum of 2 % growth in targeted areas;

Chronic absenteeism rates will be monitored and addressed to support student engagement.

reported in the survey reporting a 10% growth in the question "Professional development opportunities are available to me." (2015=48%, 2016=58%)

High school graduation rates shall be maintained or increased; (2013-14 = 97.6%) (2014-15 = 98.6%) (2015-16 = TBD)

Student Attendance rates were maintained 2015-16 = Ranges between 96.36% at LCHS and 97.34% at PCY

Outcomes:

All students had access to standards-aligned instructional materials, including technology;

All students had access to Career Technical Educational standards and frameworks approved by the State Board of Education through a wide range of course offerings. LCHS dropped two courses, but expanded total sections of CTE courses (11 courses; 22 sections);

LCUSD's technology infrastructure was upgraded with new redundant firewalls in preparation for bandwidth expansion;

3 Technology Instructional Integrationist TOSAs (one elementary, one 7/8, and one 9-12) were maintained to support instructional goals.

A menu of trainings, professional development modules, lesson design samples, was recorded in order to evaluate and track the TOSAs' effectiveness. TOSA effectiveness translated into teacher support for the implementation of CCSS and technology and resulted in better instruction for students;

The on-going maintenance of a Professional Development Center at the District Office supported classroom instruction and promoted student achievement and engagement;

The established baseline levels of satisfaction with technology infrastructure reliability, professional development support, and student access via staff and student surveys experienced a 2% growth.

Chronic absenteeism rates will be monitored and addressed to

			support student engagement. *****
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain three (3) Technology Integrationist TOSAs who specialize in supporting and providing professional development to teachers related to integrating technology into their lesson design and instructional strategies to support the implementation of the CCSS	Technology Integrationist TOSA to Support Teachers K-6 1000-1999: Certificated Personnel Salaries Base \$80,000	Maintained three (3) Technology Integrationist TOSAs who specialize in supporting and providing professional development to teachers related to integrating technology into their lesson design and instructional strategies to support the implementation of the CCSS	Technology Integrationist TOSA to Support Teachers K-6 1000-1999: Certificated Personnel Salaries Base \$80,698
	Technology Integrationst TOSA to Support Teachers 7-8 (.4 FTE) 1000-1999: Certificated Personnel Salaries Other \$23,000		Technology Integrationst TOSA to Support Teachers K-6 1000-1999: Certificated Personnel Salaries Other \$58,867
	Technology Integrationst TOSA to Support Teachers 7-8 1000-1999: Certificated Personnel Salaries Base \$61,500		Technology Integrationist TOSA to Support Teachers 7-12 1000-1999: Certificated Personnel Salaries Base \$80,698
	Technology Integrationist TOSA to Support Teachers 9-12 1000-1999: Certificated Personnel Salaries Base \$81,822		
Scope of Service LEA-Wide		Scope of Service LEA-Wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Update LCUSD's technology infrastructure, stabilizing both the wireless system and the hard-wired labs/classrooms to ensure compliance with SBAC/CAASPP infrastructure standards	Update LCUSD's technology infrastructure to support implementation of CCSS and SBAC/CAASPP Testing 6000-6999: Capital Outlay Base \$150,000	Updated LCUSD's technology infrastructure, stabilizing both the wireless system and the hard-wired labs/classrooms to ensure compliance with SBAC/CAASPP infrastructure standards	Update LCUSD's technology infrastructure to support implementation of CCSS and SBAC/CAASPP Testing (Firewall 6000-6999: Capital Outlay Other \$75,872.54 Wired and wireless infrastructure

			upgrades for 35 classrooms 6000-6999: Capital Outlay Other \$167,744
<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div>		<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
Increase bandwidth as required at all LCUSD Schools and District Office for the continued growth in CCSS and CAASPP needs.	Increase LCUSD's bandwidth 5900: Communications Base \$50,000	Maintained bandwidth as required at all LCUSD Schools and District Office for the continued growth in CCSS and CAASPP needs. Additional funds needed to support new firewall and security subscriptions to access increased bandwidth.	Maintained LCUSD's bandwidth 5900: Communications Base \$32,037
<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div>		<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
Update, replace, and add devices and equipment at all school sites to ensure compliance and readiness for CAASPP Testing	Update, replace, and add devices and equipment at all school sites to ensure compliance for CAASPP/SBAC Testing 4000-4999: Books And Supplies Base \$200,000	Updated, repaired, and add devices and equipment at all school sites to ensure compliance and readiness for CAASPP Testing. Also dedicated staff member to maintain devices to ensure testing readiness.	<div>Updated, repaired, and add devices and equipment at all school sites to ensure compliance and readiness for CAASPP Testing (Chromebooks and carts) 4000-4999: Books And Supplies Base \$110,936.68</div> <div>20% of classified staff member 2000-2999: Classified Personnel Salaries</div>

			Base \$11,904
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div>	
Monitor benchmarks in the LCUSD Technology Plan to continue to qualify for E-Rate and to outline LCUSD's progressive steps for technology integration, professional development, and 1:1 student computing in targeted grades by 2016-2017	LCUSD Technology Plan updates and revisions - Director of Technology 5% of salary 1000-1999: Certificated Personnel Salaries Base \$5,000	Monitored benchmarks in the LCUSD Technology Plan to continue to qualify for E-Rate and to outline LCUSD's progressive steps for technology integration, professional development, and 1:1 student computing in targeted grades by 2016-2017	LCUSD Technology Plan updates and revisions - Director of Technology 5% of salary 1000-1999: Certificated Personnel Salaries Base \$5,824.00
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div>	
Establish a professional development calendar for all sites, emphasizes technology learning and professional development for all staff	Establish a professional development calendar for all sites, emphasizes technology learning and professional development for all staff 6000-6999: Capital Outlay Base \$10,000	Professional development goals were established and the teachers on special assignment delivered the lessons	Continuous planning sessions to establish goals and lessons - Director of Technology 5% of salary 6000-6999: Capital Outlay Base \$5,824.00
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain a Student Technology Specialist within the Technology Department who coordinates with the Educational Services Department on student use of technology, focusing on all students, but particularly Special Education students, EL students and GATE students	Fund Student Technology Specialist for general education population (.8 FTE) 2000-2999: Classified Personnel Salaries Base \$48,000 Fund Student Technology Specialist for special populations (.2 FTE) 2000-2999: Classified Personnel Salaries Supplemental \$12,000	Maintained a Student Technology Specialist within the Technology Department who coordinates with the Educational Services Department on student use of technology, focusing on all students, but particularly Special Education students, EL students and GATE students. Due to the volume of need, a teacher on special assignment assisted with the delivery of technical support to the special populations	Funded Student Technology Specialist for general education population (.8 FTE) 2000-2999: Classified Personnel Salaries Base \$55,708 Fund Teacher on Special Assignment to assist in technology support for special populations (.2 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$13,927
Scope of Service LEA-Wide/Targeted <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-Wide/Targeted <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Technology devices will be purchased for students with special needs on a school-wide and district-wide basis per their IEPs.	iPads with keyboards for Special Needs students 4000-4999: Books And Supplies Base \$5,600	Technology devices purchased for students with special needs on a school-wide and district-wide basis per their IEPs.	iPads with keyboards for Special Needs students 4000-4999: Books And Supplies Base \$1,792
Scope of Service LEA-Wide <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		Scope of Service LEA-Wide <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		_ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify)	
LCUSD will provide District iPads to each EL student in levels 1-3 in grades 1-6 for his/her personal use and individualized differentiated instruction. These iPads will be loaded with select ELD software and apps identified by the Technology TOSAs and ELD teachers	iPads with keyboards for each EL student in levels 1-3 in grades 1-6 (maintenance of program) 0001-0999: Unrestricted: Locally Defined Base \$10,000	LCUSD provided District iPads to each EL student in levels 1-3 in grades 1-6 for his/her personal use and individualized differentiated instruction. These iPads were loaded with select ELD software and apps identified by the Technology TOSAs and ELD teachers	iPads with keyboards for each EL student in levels 1-3 in grades 1-6 (maintenance of program) 0001-0999: Unrestricted: Locally Defined Base \$4,707
Scope of Service LEA-Wide <hr/> _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide <hr/> _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide web-based computer software (IXL, Accelerated Reader) to all students to differentiate and individualize instruction. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District	Purchase/renewal of on-line differentiated learning subscriptions (\$12,000 per site, 5 sites) 4000-4999: Books And Supplies Other \$60,000	Our PTAs funded IXL and AR. The District provided web-based computer software and monitoring software (Hapara, Typing Club, Time 4 Kids, and NewsELA) to students to differentiate, individualize instruction, supplement curricular materials.	Purchase/renewal of on-line subscriptions of Typing Club, Time 4 Kids, NewsELA, Typing Club, and Hapara) 5000-5999: Services And Other Operating Expenditures Other \$22,823.20
Scope of Service LEA-Wide <hr/> X All OR: _ Low Income pupils _ English Learners		Scope of Service LEA-Wide <hr/> _ All OR: _ Low Income pupils _ English Learners	

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Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Identify, serve and monitor the progress of students enrolled in LCUSD schools who do not have full fluency in English, providing them with the strongest educational program possible to develop proficiency in English and to meet and/or exceed grade level standards in all curricular areas.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>5</u>
Goal Applies to:	Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12	
	Applicable Pupil Subgroups:	English Language Learners, Reclassified English Language Proficient Students, TK - 12	
Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p>Teacher EL Authorizations - All teachers will be in training or hold the proper authorizations to teach ELs Y1 - 98% authorized or showing progress Y2 - 100% authorized or showing progress Y3 - 100% authorized (per Board Policy)</p> <p>EL Student Placement - All EL students will be placed in EL authorized teachers' classes Y1 - 98% Y2 and Y3 - 100%</p> <p>Reclassification Rate - Reclassification rates will exceed the state averages by at least 5% Differences 2013-2014 = +13.1% 2014-2015 = +6.2% 2015-2016 = +5% (over State average) 2016-2017 = +5% (over State average)</p>		<p>Actual Annual Measurable Outcomes:</p> <p>Metrics 2015-2016</p> <p>Teacher Authorizations All teachers will be in training or hold the proper authorizations to teach ELs Y1 - 98% authorized or showing progress Met. This school year, 98.5% of teachers are authorized to instruct English learners. There are three teachers out of 198 who do not yet have the authorization. Two of them are currently in training.</p> <p>EL Student Placement All EL students will be placed in EL authorized teachers' classes Y1 - 98% Met. This school year there are three ELs placed in PE with two of the non-authorized teachers. The percentage of ELs placed correctly is 98.84%.</p> <p>Reclassification Rate (data one year in arrears) Reclassification rates will exceed the state averages by at least 5% Met. LCUSD students achieved a 18.2% reclassification rate, exceeding the state rate of 11% by 6.2%.</p>

2017-2018 = +5% (over State average)

AMAO 1 -

Exceed by 20% or more the increasing federal target of ELs making annual progress (data one year in arrears)

Year	Federal Target	CELDT Takers	LCUSD
Difference			
2013-2014	59%	154	85.1%
+26.1%			
2014-2015	60.5%	134	84.8%
+24.3%			
2015-2016	62%		
2016-2017	TBD (minimum 20% greater than Federal target)		
2017-2018	TBD (minimum 20% greater than Federal target)		

AMAO 2

Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT (data one year in arrears)

Less than 5 years

Year	Federal Targets	Number in Cohort	LCUSD
Difference			
2013-2014	22.8%	172	60.5%
+37.7%			
2014-2015	24.2	195	55.4%
+31.2			
2015-2016	25.5		
2016-2017	TBD		

Y1, Y2, Y2 - 20% or more higher than the federal target

AMAO 2

Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT (data is one year in arrears)

More than 5 years

Year	Federal Targets	Number in Cohort	LCUSD
Difference			
2013-2014	49.0%	24	79.2%
+30.2			
2014-2015	50.9%	20	75%
+24.1			
2015-2016	52.8%		

AMAO 1 (data one year in arrears)

Exceed by 20% or more the increasing federal target of ELs making annual progress

Met. There were 134 CELDT takers and 84.8% made annual progress. The federal target was 60.5%. LCUSD exceeded the federal target by 24.3%.

AMAO 2 - Less than 5 Years (data one year in arrears)

Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT

Met. There were 195 students in this cohort and LCUSD achieved 55.4%. The federal target was exceeded by 31.2%.

AMAO 2 - More than 5 Years (data one year in arrears)

Exceed by 20% or more the increasing federal target of ELs attaining English proficiency on the CELDT

Met. There were 20 students in the cohort and 75% of them attained English proficiency as defined by the state. The federal target was 50.9% LCUSD outperformed the state average by 24.1%

AMAO 3 (data one year in arrears)

Meet AYP requirements for EL student group at LEA

Met. LCUSD had a participation rate of 98% exceeding the 95% federal target.

ELAC/DELAC Participation

Increase parent participation by 1-5% of the EL population each year

Met. There are 259 ELs identified in LCUSD this school year. Many parent meetings were offered and 123 parents attended, which is 47.5% of the EL population representing a growth of 13.5% since last year.

ELD Progress Reports Quarterly Monitoring

Of the ELs enrolled since first quarter scoring less than 19, at least 75% of students (including RFEPs) will increase two levels or more in all domains by the end of the school year as evaluated by their English teacher.

Met. The overall district rate on this metric is 75%.

iPad Parent Survey

The success of the elementary iPad Program for home use will

2016-2017 TBD
Y1, Y2, Y3 - 20% or more higher than federal target

AMAO 3
Meet AYP requirements for EL student group at LEA
Participation Rate 95%+ in ELA and math

ELAC/DELAC Participation Rate
Increase parent participation by 1-5% of the EL population each year
2014-2015 231 ELs and 82 parents = 35.5% participation
2015-2016 259 ELs and 123 parents = 47.5% participation
Y1 48.5%+
Y2 49.5%+
Y3 50.5%+

ELD Progress Reports Quarterly Monitoring
Of the ELs enrolled since first quarter scoring less than 19, at least 75% of students (including RFEPs) will increase two levels or more in all domains by the end of the school year as evaluated by their English teacher.
2014-2015 = 78%
2015-2016 = 75%
Y1, Y2 and Y3 maintain at least 75%

IPad Parent Survey
The success of the elementary iPad Program for home use will be monitored through a parent survey with a target of maintaining satisfaction goals of at least 80%.

Question:	Useful?	Enjoyable?	Recommend for Next Year?
2014-2015	87%	89%	84%
2015-2016	87.5%	100%	87.5%

Y1, Y2 and Y3 maintain at least 80%

Outcomes:

Provide additional targeted instruction and support for ELs across the district.

Strengthen the instructional delivery model in the English Language Development (ELD) program for English Language Learners in grades K-6.

be monitored through a parent survey with a target of maintaining satisfaction goals of at least 80%.
Met. Between 87.5% and 100% of parents were satisfied with the ELD iPad program this year.

Outcomes:

The success on the ELD metrics demonstrates that ELs received strong targeted instruction and support across the district.

The elementary ELD teachers worked with general ed teachers this year to strengthen the instructional delivery model in the English Language Development (ELD) program for English Language Learners in grades K-6. Students were provided with better differentiated instruction in their self-contained classroom and by the supplementary ELD teachers.

The addition of the ELD teachers at the elementary level has increased the profile of the few ELs in our district and their specific language needs. The K-6 classroom have taken on greater responsibility for delivering ELD instructional services, and the .6 FTE certificated teacher in ELD at each elementary site have been available to support and provide even further guided instruction.

The ELD paraprofessionals at 3.75 FTE, one per each of the four schools, provided group and individual support for ELs under the supervision of the general ed and ELD teachers training and guidance.

Collaboration time was scheduled for elementary ELD teachers to evaluate curriculum, share instructional practices, monitor student achievement, confer with general ed teachers and work on program enhancements to ensure parity of program delivery between the sites.

At LCHS, the augmented .4 FTE to focus on English learners allowed students to have greater access to strong core curriculum by being clustered in social science and general ed English classes.

Continue K-6 classroom taking primary responsibility for delivering ELD instructional services, however, supplement their work by a .6 FTE certificated teacher in ELD at each elementary site.

Maintain/fund EL paraprofessional support at 3.75 FTE, one per each of the four schools, and provide them with professional development to better assist ELs.

Provide collaboration time for elementary ELD teachers to evaluate curriculum, share instructional practices, monitor student achievement, confer with general ed teachers and work on program enhancements to ensure parity of program delivery between the sites.

At LCHS, continue to provide strong core curriculum and access to academic content by clustering students and assigning up to .4 FTE to focus on English learners.

Continue to offer EL Student Teacher Enrichment Program (STEP) for grades 7/8 and 9-12 at LCHS on Wednesdays and Thursdays to augment the core curriculum and increase reclassification rates.

Continue elementary ELs' (levels 1-3) access to technology to promote English acquisition beyond the classroom in grades 1-6 by providing them with a personal iPad and educational software for school and home use. Low level kinder students may also have them with parent approval. Success will be measured by a parent survey at 80% satisfaction or higher.

Identify and purchase supplementary materials aligned to the the CCSS for implementation at all sites. Provide the ELD classrooms with several iPads and Chromebooks for consistent instructional delivery.

Ensure the proper credential authorizations for teachers serving English learners at 98% or higher.

Annually assess EL student progress as required by the state and federal government and maintain at least 75% of students increasing two levels or more by the end of the school year through the ELD Progress Report Quarterly Monitoring System. Outperform the state averages on AMAO 1, 2 and 3.

Students received targeted ELD instruction focused on oral production and vocabulary development in the EL Student Teacher Enrichment Program (STEP) for grades 7/8 and 9-12 at LCHS on Wednesdays and Thursdays.

Low level ELs in grades 1-6 had access to technology to promote English acquisition beyond the classroom through a personal iPad with educational software for school and home use. Parents continued to be satisfied and report that 100% of their EL children with iPads enjoyed them. The surveys also provided good suggestions to enhance the iPad program next year. Some low level kinder students' parents also requested them.

Software, consumables, readers and other supplementary materials were Identified and purchased for implementation at all sites. The ELD classrooms also received several iPads and Chromebooks for consistent daily instructional delivery.

The last two teachers needing the authorization to teach ELs began their training this school year. When they have completed the course by summer 2016, the district will be 100% compliant in this goal.

ELs were annually assessed as required by the state and federal government. Ongoing monitoring also took place through the ELD Progress Reports. The goal of maintaining at least 75% of students increasing two performance levels or more by the end of the school year was met districtwide. LCHS achieved 83% while the elementary sites all performed under the 75% goal at 71% for PCY, 72% for PCR and 74% for LCE. Greater attention will be given to this metric next school year in informing the teachers of the importance of the ELD Progress Report scores and addressing students individually in their areas of need: listening, speaking, reading and/or writing. LCUSD also outperformed the state averages on AMAO 1, 2 and 3.

Due to the changes in both state and ELD testing content and platforms, it was decided to postpone the update the ELD Master Plan with stakeholder input until the 2016-2017 school year.

Planned Actions/Services	Actual Actions/Services
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		Budgeted Expenditures		Estimated Actual Annual Expenditures
All classroom teachers will implement effective SDAIE strategies as a regular component of their CCSS instructional delivery and CCSS lesson design with the District providing professional development to support improved instructional practices for EL students		Provide as needed professional development in CCSS instructional delivery to teachers instructing EL students 5800: Professional/Consulting Services And Operating Expenditures Other \$10,200	Last school year, the district spent considerable resources and ELD teachers attended many significant professional workshops. This year, much of the professional learning that took place was the teacher of teachers model (ELD teachers training general ed teachers) done in-house. The new high school ELD teacher also attended sessions offered by our county office of education.	Provided professional development on instructional delivery to teachers instructing EL students 5800: Professional/Consulting Services And Operating Expenditures Title III \$714
Scope of Service	Targeted		Scope of Service	Targeted TK-12
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCUSD will provide targeted ELD instruction in grades TK-6 by supplementing the instruction of the general education classroom by maintaining a .6 FTE certificated teacher specialist at each elementary site. Collaboration time will be provided to the ELD teacher specialists to share best instructional practices, monitor EL student progress, develop recommendations for program improvements and confer		Provide a .6 FTE certificated teacher specialist in ELD at LCE 1000-1999: Certificated Personnel Salaries Supplemental \$48,960 Provide a .6 FTE certificated teacher specialist in ELD at PCR 1000-1999: Certificated Personnel Salaries Supplemental \$48,960 Provide a .6 FTE certificated teacher specialist in ELD at PCY 1000-1999: Certificated Personnel Salaries	LCUSD provided targeted ELD instruction in grades TK-6 by supplementing the instruction of the general education classroom by maintaining a .6 FTE certificated teacher specialist at each elementary site. Collaboration time provided the ELD teacher specialists the structure to share best instructional practices, monitor EL student progress, develop recommendations for program improvements and confer with the	Provided a .6 FTE certificated teacher specialist in ELD at LCE 1000-1999: Certificated Personnel Salaries Supplemental \$51,119 Provided a .6 FTE certificated teacher specialist in ELD at PCR 1000-1999: Certificated Personnel Salaries Supplemental \$57,882 Provided a .6 FTE certificated teacher specialist in ELD at PCY 1000-1999: Certificated Personnel Salaries

with the general education teachers		Supplemental \$48,960	general education teachers		Supplemental \$43,283
Scope of Service	Targeted Grades TK-6		Scope of Service	Targeted K-6	
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
LCUSD will continue to provide District iPads to each EL student in levels 1-3 in grades 1-6 for his/her personal use at home and at school. The iPads will include approved educational software by Technology TOSAs and ELD teachers. Kinder ELs, levels 1-3, may have them with parent approval		Fund student iPads with appropriate software and apps for all EL students in levels 1-3 4000-4999: Books And Supplies Supplemental \$15,000 Review iPad software for implementation 1000-1999: Certificated Personnel Salaries Supplemental \$1,000 Create curriculum for iPad use by grade level 1000-1999: Certificated Personnel Salaries Supplemental \$2,000	LCUSD provided District iPads to each EL student in levels 1-3 in grades 1-6 for his/her personal use at home and at school. The iPads will include approved educational software by Technology TOSAs and ELD teachers. Some low ELD kinder students also requested them.		Purchased software subscriptions for the iPads 4000-4999: Books And Supplies Supplemental \$4,707
Scope of Service	Targeted Grades K-6		Scope of Service	Targeted K-6	
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
LCUSD will maintain/fund ELD paraprofessional support at 3.75 hrs/day, one per each of the four		Fund 4 paraprofessionals at 3.75 hr/day to provide targeted 2000-2999: Classified Personnel Salaries	The ELD paraprofessional support at 3.75 hrs/day, one per each of the four campuses, provided valuable group		3 paraprofessionals at 3.75 hr/day provided targeted assistance to ELs at elementary sites 2000-2999:

campuses and will provide them with professional development to strengthen their work with students	Other \$76,500	and individual support for ELs at the directions of the ELD or general ed teachers.	Classified Personnel Salaries Supplemental \$77,156 1 paraprofessional at 3.75 hr/day to provided targeted assistance to ELs at LCHS 2000-2999: Classified Personnel Salaries Title III \$19,939
<div>Scope of Service</div> <div>Targeted</div> <hr/> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>Targeted TK-12</div> <hr/> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
LCUSD will continue to fund at LCHS a portion of a .2 FTE ELA and .2 FTE social science teacher to support EL students; improve the clustering of EL students in these courses to maximize targeted instruction	Fund .1 FTE ELA ELD targeted instructor at LCHS 1000-1999: Certificated Personnel Salaries Other \$8,670 Fund .1 FTE social science ELD targeted instructor at LCHS 1000-1999: Certificated Personnel Salaries Other \$8,670	LCUSD funded at LCHS a .2 FTE ELA and .2 FTE social science teacher to support EL students to cluster EL students in these courses to maximize targeted instruction and supplemental resources.	Funded .2 FTE for ELA to support ELs clustered in mainstream classes to maximize targeted instruction. Some students enrolled in two English classes. 1000-1999: Certificated Personnel Salaries Supplemental \$17,344 Funded .2 FTE for social science to support ELs clustered into identified classes to maximize targeted instruction 1000-1999: Certificated Personnel Salaries Supplemental \$19,004
<div>Scope of Service</div> <div>Targeted LCHS 9-12</div> <hr/> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient </div>		<div>Scope of Service</div> <div>Targeted LCHS 9-12</div> <hr/> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient </div>	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
LCUSD will continue to provide EL Student Teacher Enrichment (STEP) offerings at LCHS (grades 7/8 and 9-12) for 30 minutes on Wednesdays and Thursdays	Provide a 30 minute STEP enrichment course for EL students at LCHS on Wednesdays and Thursdays 1000-1999: Certificated Personnel Salaries Other \$4,080	LCUSD continued to provide EL Student Teacher Enrichment (STEP) offerings at LCHS (grades 7/8 and 9-12) for 30 minutes on Wednesdays and Thursdays	Provided specialized STEP/Homeroom class twice a week for grades 7/9 and 9-12 focused on supplemental English acquisition. 1000-1999: Certificated Personnel Salaries Supplemental \$5,455
<div>Scope of Service</div> <div>Targeted LCHS 7-12</div> <div> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>Targeted LCHS 7-12</div> <div> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div>	
LCUSD will continue to annually test EL students to measure progress as required by CDE; review performance annually to assess improvement; distribute testing results to site administration, counselors and teachers for class placement and targeted instruction	Annually test EL students to measure progress 5000-5999: Services And Other Operating Expenditures Other \$5,100	LCUSD annually tests EL students to measure progress as required by CDE. The scores are reviewed and the weakest domains are targeted. for each student. Test results are distributed to teachers and parents. Analysis of the results took place for consideration for reclassification.	Conducted all initial and annual testing for potential ELs and current ELs. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,152
<div>Scope of Service</div> <div>Targeted</div> <div> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>Targeted TK-12</div> <div> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div>	
LCUSD will identify and purchase ELD core or supplementary materials	Purchase ELD core and	ELD evaluated students' needs and identified appropriate supplementary	The need for supplemental materials

aligned to CCSS for implementation at each elementary site; materials may include technology hardware or software, consumables or other print materials to ensure parity of program delivery	supplemental materials aligned to CCSS for implementation at all sites 4000-4999: Books And Supplies Base \$2,000 Purchase ELD core and supplemental materials aligned to CCSS for implementation at all sites 4000-4999: Books And Supplies Supplemental \$3,000	materials aligned to the standards for implementation at each elementary site.	of various kinds were identified and purchased. 4000-4999: Books And Supplies Supplemental \$8,000
<div> <div>Scope of Service</div> <div>Targeted</div> </div> <div> <div>All</div> <div>OR:</div> <div>Low Income pupils</div> <div>X English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		<div> <div>Scope of Service</div> <div>Targeted TK-6</div> </div> <div> <div>All</div> <div>OR:</div> <div>Low Income pupils</div> <div>X English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>	
Finish the revisions of ELD Master Plan with ELD Department and solicit input from the English Language Advisory Council	Revise ELD Master Plan (5% of Chief Director's annual salary) 1000-1999: Certificated Personnel Salaries Supplemental \$11,220	Due to the changes in state testing and the upcoming ELPAC, the revisions of ELD Master Plan were postponed until the 2016-17 school year when more information will be available.	This action and service was postponed until the 2016-17 school year. 0
<div> <div>Scope of Service</div> <div>Targeted</div> </div> <div> <div>All</div> <div>OR:</div> <div>Low Income pupils</div> <div>X English Learners</div> <div>Foster Youth</div> <div>X Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		<div> <div>Scope of Service</div> <div>Targeted TK-12</div> </div> <div> <div>All</div> <div>OR:</div> <div>Low Income pupils</div> <div>X English Learners</div> <div>Foster Youth</div> <div>X Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>	
District Office Chief Director to administrate ELD program and part-time support staff to welcome newcomers, maintain elementary ELD	25% certificated salary of Chief Director of Assessments, Research and Consolidated Programs 1000-	The ELD Program is successful in part due to the thorough supplementary analyses done by the Chief Director to identify these students unique needs	Provided leadership, coordination, direction, student assessment, reclassification and parent information

files, organize CELDT assessment, monitor annual student progress for reclassification		1999: Certificated Personnel Salaries Supplemental \$23,460 5 hours per week classified staff 2000-2999: Classified Personnel Salaries Supplemental \$3,060	and enhance the program delivery.	sessions for all EL students, parents and the overall ELD Program. 1000-1999: Certificated Personnel Salaries Supplemental \$38,927
Scope of Service	Targeted		Scope of Service	Targeted Grades TK-12
<div><div>All</div><div>OR:<div>Low Income pupils</div><div>X English Learners</div><div>Foster Youth</div><div>X Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div>			<div><div>All</div><div>OR:<div>Low Income pupils</div><div>X English Learners</div><div>Foster Youth</div><div>X Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The ELD Program is very successful at LCUSD. The addition of the .6 ELD teachers at the elementary sites has improved communication and student performance. Early in the year, we postponed the revisions to the ELD Master Plan in part due to the new SBAC scores that need to be considered and/or added to our reclassification guidelines and also because of the upcoming changes to the ELD assessments--from CELDT to ELPAC. Greater attention will be paid to the iPad Program next year in training parents and monitoring its use.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Improve Basic Services to students by ensuring that all facilities throughout the district are safe, clean, well-maintained, and in good repair – allowing students to thrive in their school environments. Begin to encumber funds to address significant capital improvement projects in the absence of bond dollars.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>6</u>	
Goal Applies to:	Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metrics: 1) Report of findings by LCUSD Advisory Committee on Safety and Security; prioritize and initiate action plan to address findings per Governing Board direction; 2) Create annual Summer Capital Improvement Projects (CIP) and complete annually; 3) Completion of LCHS painting project in summer 2015; 4) LCUSD Annual Adopted Budget to track Fund 40 (targeted for significant capital projects) towards the 2016-17 replacement of LCHS Football Field/Track; 5) Initiate an evaluation mechanism to inspect cleanliness and maintenance of all school sites and district offices; routinize facility inspections by Chief Business and Operations Officer, Director of Facilities, and site administration; 6) Maintain 4.0 FTE custodial staff added in 2014-15; 7) School Safety Plans; 8) LCUSD Annual Parent and Student Surveys - Maintain or improve the percentage favorable responses to all of the following questions: I feel safe when I am at school. (Students grades 4-6 2014=85%, 2015 = 90%) My school is clean and well-maintained. (Students grades 4-6 2014=72%, 2015 = 71%) My school is clean and well-maintained.		Actual Annual Measurable Outcomes:	Metrics: 1) Updated findings by LCUSD Advisory Committee on Safety and Security and took actions to repair unsafe areas and improve security. 2) Annual Summer Capital Improvement Projects (CIP) completed - primarily the LCHS Painting Project 3) Completed LCHS painting project over summer of 2015. 4) LCUSD used one-time dollars to allow for the 2016-17 replacement of LCHS Football Field/Track. Project will begin in June 2016 and complete over the summer. 5) Routine inspections for cleanliness and maintenance of all school sites were done by Chief Business and Operations Officer, Manager of Maintenance and Operations, Supervisor of Operations, and site administration; 6) Maintained 4.0 FTE custodial staff added in 2014-15; 7) School Safety Plans were updated and submitted to the Board in February of 2016. 8) LCUSD Annual Parent and Student Surveys - Maintained or improved the percentage favorable responses to all of the following questions: I feel safe when I am at school. (Students grades 4-6 2014=85%, 2015 = 90%, 2016=91%) My school is clean and well-maintained. (Students grades 4-6 2014=72%, 2015 = 71%, 2016 = 68%) -

(Students grades 7-12 2014=57%, 2015 = 55%)
 The school facilities are clean and well-maintained.
 (Parents TK-6 2014=86%, 2015 = 84%)
 The school is a safe place for my child.
 (Parents TK-6 2014=90%, 2015 = 92%)
 The school is a safe place for my child.
 (Parents 7-12 2014=87%, 2015 = 88%)
 The school facilities are clean and well-maintained.
 (Parents 7-12 2014=57%, 2015 = 60%)

9) Maintain current LCUSD Suspension and Expulsion rates.
 10.)Maintain or reduce costs for waste and utilities through efficient use of resources.

In 2013-14, LCUSD had a suspension rate of 1%; no expulsions were reported in 2012-13. In the District's Annual survey, parents of elementary school students ranked their school a 4.5 out of 5 for "The school is a safe place for my child." LCHS parents ranked their students' school a 4.2 out of 5 for safety. The scores for "The school facilities are clean and well-maintained," were 4.0 (elementary) and 4.3 (high school).

Outcomes

Students will continue to experience school sites that are safe, clean, well-maintained, and in good repair. Additional steps will be taken at each school site to improve upon current standards. These improved services will help support student achievement.

A prioritized action plan of steps will be taken to improve the safety and security of each school site. This plan will be updated based upon the findings and input from stakeholders then assessed by the Chief Business and Operations Officer. The prioritized elements of the action plan will be reviewed by the Board and will be implemented by the Chief Business and Operations Officer and the Manager of Operations and Facilities.

LCCHS students will experience an improved aesthetic at their school after the high school is painted in summer 2015.

**We will need to investigate why the elementary sites felt the campuses were not as clean.

My school is clean and well-maintained.
 (Students grades 7-12 2014=57%, 2015 = 55%, 2016 = 64%)
 The school facilities are clean and well-maintained.
 (Parents TK-6 2014=86%, 2015 = 84%, 2016 = 86%)
 The school is a safe place for my child.
 (Parents TK-6 2014=90%, 2015 = 92%, 2016=91%) - ** A slight decrease in this score will require a some attention as to why the perception may have declined.

The school is a safe place for my child.
 (Parents 7-12 2014=87%, 2015 = 88%, 2016=90%)
 The school facilities are clean and well-maintained.
 (Parents 7-12 2014=57%, 2015 = 60%, 2016=76%)

9) Maintained current LCUSD Suspension and Expulsion rates.
 10.)Began working with waste companies, student groups and vendors to find ways to reduce waste, improve efficiency and save money. No measurable savings yet.

In 2015-16, LCUSD had a suspension rate of 1%; no expulsions were reported in 2015-16. In the District's Annual survey, parents of elementary school students ranked their school a 4.5 out of 5 for "The school is a safe place for my child." LCHS parents ranked their students' school a 4.2 out of 5 for safety. The scores for "The school facilities are clean and well-maintained," were 4.0 (elementary) and 4.3 (high school).
 ?????

Outcomes

Students continued to experience school sites that are safe, clean, well-maintained, and in good repair. Additional steps were taken at each school site to improve upon current standards. These improved services helped support student achievement.

A prioritized action plan of steps was taken to improve the safety and security of each school site. The plan was updated based upon the findings and input from stakeholders then assessed by the Chief Business and Operations Officer. The prioritized

	<p>LCUSD students will benefit from the Summer 2015 Capital Improvement Projects.</p> <p>An additional one-third of the requisite dollars to replace the LCHS Football Field/Track will be encumbered in 2015-16.</p> <p>Students at all sites will benefit from cleaner classrooms and grounds given the maintenance of a 1.0 FTE classified custodian at each school.</p> <p>Improved efficiency and sustainability will reduce waste, energy consumption, and expenses.</p> <p>Due to an improvement in Basic Services, student engagement will increase. Student attendance rates will be maintained at or above 95%.</p> <p>Middle school drop out rates shall not exceed 1%; high school drop out rates shall not exceed 2%.</p>		<p>elements of the action plan were reviewed by the Chief Business and Operations Officer and the Manager of Operations and Facilities.</p> <p>LCHS students and families experienced an improved aesthetic at their school after the high school was painted in summer 2015 as evidenced by the improved survey data.</p> <p>LCUSD students, staff, and families benefited from the Summer 2015 Capital Improvement Projects such as upgraded network, carpeting, and routine care and upkeep of facilities.</p> <p>Additional required dollars were set aside using one time money from the state. This allowed for the planning and initiation of the field ad track replacement.</p> <p>Students, staff, and community benefited from cleaner classrooms and grounds given the maintenance of a 1.0 FTE classified custodian at each school.</p> <p>The district is still working to implement systems that have measurable improvements to efficiency and sustainability.</p> <p>Due to an improvement in Basic Services, student engagement was sustained. Student attendance rates were maintained at or above 95%. Attendance rates remained high in 2015-16, but they did slip from the previous year. The ADA was well above the threshold of 95%, but increased absences resulted in reduced rates.</p> <p>Middle school drop out rates did not exceed 1%; high school drop out rates did not exceed 2%.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Prioritize the findings of the LCUSD Advisory Committee on School Safety and Security, implementing recommendations per direction of the Governing Board	Implement on-going priorities as identified by LCUSD Advisory Committee on School Safety and Security for 2015-16 as directed by the Governing Board 5000-5999: Services And Other Operating Expenditures Base \$50,000	Prioritize the findings of the LCUSD Advisory Committee on School Safety and Security, implementing recommendations per direction of the Governing Board	Implement on-going priorities as identified by LCUSD Advisory Committee on School Safety and Security for 2015-16 as directed by the Governing Board 5000-5999: Services And Other Operating Expenditures Base

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
Maintain 4.0 classified FTE custodial staff, one per site		Maintain 4.0 classified FTE custodial staff, one per site 2000-2999: Classified Personnel Salaries Other \$227,500	Maintain 4.0 classified FTE custodial staff, one per site. The \$227,500 was inclusive of salary and benefits. The expenditures are broken down into the two categories.		Maintain 4.0 classified FTE custodial staff, one per site 2000-2999: Classified Personnel Salaries Other \$168,830
					Maintain 4.0 classified FTE custodial staff, one per site 3000-3999: Employee Benefits Other \$78,276
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
Complete the identified "Summer 2015 Capital Improvement Projects (CIP)"		CIP Project List as identified 6000-6999: Capital Outlay Base \$50,000	Complete the identified "Summer 2015 Capital Improvement Projects (CIP)" Projects included work on the wireless network in preparation for our 1:1 technology program. Investments were also made to upgrade equipment in the cafeteria. Funds largely came from Fund 25.0, 01.0 and 13.0.		CIP Project List as identified 6000-6999: Capital Outlay Base \$93,000
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Paint the exterior of LCHS in Summer 2015	Finish painting LCHS in summer 2015 (excess costs from Year I) 6000-6999: Capital Outlay Other \$650,000	Paint the exterior of LCHS in Summer 2015. This was completed during the summer of 2015. Some of the expenditures were booked in the months of June, so the costs were in the previous budget year. Costs for simply the painting company came in about \$430,000. Additional fees for design, project management, and other costs added about \$100,000 for a complete cost of roughly \$530,000.	Finish painting LCHS in summer 2015 (excess costs from Year I) 6000-6999: Capital Outlay Other \$530,000
Scope of Service LCHS <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LCHS <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Transfer to Fund 40 (planned capital projects) the dollars required to replace the LCHS Football Field/Track by 2016-17 and set aside for future capital improvements	Encumber additional 33% of the funds required to replace the LCHS Football Field/Track in 2016-17 6000-6999: Capital Outlay Base \$830,000	Transfer to Fund 40 (planned capital projects) the dollars required to replace the LCHS Football Field/Track by 2016-17 and set aside for future capital improvements	Encumber additional 33% of the funds required to replace the LCHS Football Field/Track in 2016-17 6000-6999: Capital Outlay Base \$830,000
Scope of Service LCHS <input checked="" type="checkbox"/> All		Scope of Service LCHS <input checked="" type="checkbox"/> All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
LCUSD will improve Basic Services to students by ensuring that all facilities throughout the District are safe, clean, well-maintained, and in good repair. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	Increase custodial staff by 4.0 FTE (district-wide unduplicated count is .067 of total enrollment, total cost for increase of custodial services is \$227,500) 2000-2999: Classified Personnel Salaries Supplemental \$15,500	LCUSD will improve Basic Services to students by ensuring that all facilities throughout the District are safe, clean, well-maintained, and in good repair. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	Increase custodial staff by 4.0 FTE (district-wide unduplicated count is .067 of total enrollment, total cost for increase of custodial services is \$227,500) 2000-2999: Classified Personnel Salaries Supplemental \$17,297				
<table><tr><td>Scope of Service</td><td>LEA-Wide</td></tr></table> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA-Wide		<table><tr><td>Scope of Service</td><td>LEA-Wide</td></tr></table> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						
LCUSD will annually encumber funds to address significant capital improvement projects (painting LCHS, replacement of LCHS track/field, replacement of LCHS swimming pool, etc.). This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	Annual encumbrance for planned capital projects is \$830,000 (district-wide unduplicated count pupils are .067 of total enrollment) 6000-6999: Capital Outlay Base \$55,610	LCUSD will annually encumber funds to address significant capital improvement projects (painting LCHS, replacement of LCHS track/field, replacement of LCHS swimming pool, etc.). This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	Annual encumbrance for planned capital projects is \$830,000 (district-wide unduplicated count pupils are .067 of total enrollment) 6000-6999: Capital Outlay Base \$55,610				
<table><tr><td>Scope of Service</td><td>LEA-Wide</td></tr></table>	Scope of Service	LEA-Wide		<table><tr><td>Scope of Service</td><td>LEA-Wide</td></tr></table>	Scope of Service	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						

<p> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>		<p> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	
Paint the exterior of LCHS in Summer 2015 (proportional share of unduplicated count pupils)	Finish painting LCHS in summer 2015 (excess costs from Year I) 6000-6999: Capital Outlay Other \$43,550	Paint the exterior of LCHS in Summer 2015 (proportional share of unduplicated count pupils)	Finish painting LCHS in summer 2015 (excess costs from Year I) 6000-6999: Capital Outlay Other \$37,100
<p> Scope of Service LCHS </p> <p> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>		<p> Scope of Service LCHS </p> <p> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	
Research and implement energy savings methods to reduce waste, increase efficiency and reduce expenditures.	<p>Establish waste reduction programs and install energy efficiency devices to reduce waste and generate savings. 3% of salaries for Manager of Operations and district electrician. 2000-2999: Classified Personnel Salaries Base \$4,500</p> <p>Establish waste reduction programs and install energy efficiency devices to reduce waste and generate savings. 3% of salaries for CBOO 1000-1999: Certificated Personnel Salaries Base \$4,200</p> <p>Purchase energy efficient devices 4000-4999: Books And Supplies Other \$50,000</p>	Research and implement energy savings methods to reduce waste, increase efficiency and reduce expenditures. During the past fiscal year time was invested to determine existing needs, and initial steps to address them in the years ahead. Many of these goals will be addressed with systems changes to help increase recycling. Others will come from laying out energy savings in our facilities master plan. Lastly, we will continue to use Prop 39 dollars to reduce our energy consumption.	<p>Establish waste reduction programs and install energy efficiency devices to reduce waste and generate savings. 3% of salaries for Manager of Operations and district electrician. 2000-2999: Classified Personnel Salaries Base \$4,500</p> <p>Establish waste reduction programs and install energy efficiency devices to reduce waste and generate savings. 3% of salaries for CBOO 0001-0999: Unrestricted: Locally Defined Base \$4,200</p> <p>Purchase energy efficient devices 4000-4999: Books And Supplies Other \$7,400</p>

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The goal for safe, clean, well maintained facilities will continue into the years ahead. The goals of routine upkeep will be ongoing. Continued monitoring and modification of custodial needs as well as assessing efficiencies within our maintenance department will refine our ability to provide services promptly. Working with vendors and staff, systems will be implemented to address the district goal of reducing the carbon footprint. This will be done through reduced consumption of energy as well as recycling and reuse of materials. Additionally, energies and resources will be invested to create a new Facilities Master Plan. This will guide capital projects needed to sustain the District's ability to stay current in educational technology, provide facilities to enhance student engagement, and attract and retain faculty and families.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Based upon the findings of the 2015 LCAP Survey, targeted program offerings to students K-12 will be developed or enhanced to increase student engagement, achievement and school connectedness.		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>7</u>	
Goal Applies to:	Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12		
	Applicable Pupil Subgroups:	All; ELL Students; Free and Reduced Price Meal Students; Special Education Students; LCUSD currently has 4 Foster Youth enrolled and 0 homeless students		
Expected Annual Measurable Outcomes:	Metrics: 1) LCUSD 2014 LCAP Survey - Stakeholders reporting on district progress related to maintaining or expanding student program offerings to promote student engagement will be at a proficient (4) or advanced (5) rating; 2) LCUSD Annual Parent, Student, and Staff Surveys - Maintain or improve upon the favorable response rates for all of the questions below: (Student 4-6) Rules are consistently applied at my school. (2014 = 77%) (2015=74%) (Student 4-6) Bullying is discouraged, discussed and dealt with at my school. (2014 = 80%) (2015=80%) (Student 4-6) There is an adult at school I can go to who will listen if I have a problem or concern. (2014 = 69%) (2015=74%) (Students 4-6) Students at my school treat each other with respect. (2014 = 60%) (2015=60%) (Student 7-12) Students are treated fairly regardless of race, religion, sexual orientation, gender, or disability. (2014 = 76%) (2015=74%)		Actual Annual Measurable Outcomes:	Metrics: 1) LCUSD 2015-16 LCAP Survey - Stakeholders reported on district progress related to maintaining or expanding student program offerings to promote student engagement met the targets. 38.8% reported progress at a proficient (4) level and 26.6% reported progress at an advanced (5) rating level - with a 65.4% combined total reporting progress at the 4 or 5 level, i.e. proficient or advanced; 2) LCUSD Annual Parent, Student, and Staff Surveys - Maintain or improve upon the favorable response rates for all of the questions below: (Student 4-6) Rules are consistently applied at my school. (2014 = 77%) (2015=74%) (2016=78%) (Student 4-6) Bullying is discouraged, discussed and dealt with at my school. (2014 = 80%) (2015=80%) (2016=83%) (Student 4-6) There is an adult at school I can go to who will listen if I have a problem or concern. (2014 = 69%) (2015=74%) (2015=74%) (Students 4-6) Students at my school treat each other with respect. (2014 = 60%) (2015=60%) (2016=64%)

(Student 7-12) I am kept well-informed about activities, events, and opportunities at school.
(2014 = 72%) (2015=69%)
(Students 7-12) School admin is visible and supportive.
(2014 = 73%) (2015=69%)
(Students 7-12) Discipline is handled fairly and applied equally.
(2014 = 66%) (2015=63%)
(Students 7-12) At my school, bullying is not acceptable.
(2014 = 80%) (2015=83%)
(Students 7-12) Adults respond to bullying situations when brought to their attention.
(2014 = 72%) (2015=72%)
(Parents 4-6) Students treat one another with respect. (2014 = 84%) (2015=84%)
(Parents 4-6) The school is caring and supportive. (2014 = 89%) (2015=88%)
(Parents 4-6) Exposure to fine arts has been enriching for my child. (2014 = 89%) (2015=86%)
(Parents 7-12) My student has a close relationship with at least one adult in the school
(2014 = 65%) (2015=60%)

3) Improve LCHS WASC Action Plan Progress Survey responses;

4) Meet with 90-100% accuracy all goals/ benchmarks in LCUSD Annual Technology Survey;

5) Student achievement and engagement metrics:

a) Percentage of students completing UC/CSU required courses will be maintained at 80% (plus or minus 3); (2013-2014= 80.3%) (2014-15 = 84% self reported)

b) Percentage of pupils who pass an Advanced Placement test with a score of 3 or higher will be maintained between 83 and 93%; (2013-2014=91%)

c) Student attendance rates will range between 96 and 98%; (2014-15 reported at 97.02%)

d) Chronic absenteeism will not exceed 4% district-wide (2014-15 = 3.61%);

e) Middle school dropout rates shall not exceed 1%; (2013-14 = 0.0%)

f) High school dropout rates shall not exceed 2%; (2013-14 Annual Adjusted 9-12 Dropout Rate = 0.3%)

g) High school graduation rates shall be maintained or increased;

(Student 7-12) Students are treated fairly regardless of race, religion, sexual orientation, gender, or disability.
(2014 = 76%) (2015=74%) (2016=79%)
(Student 7-12) I am kept well-informed about activities, events, and opportunities at school.
(2014 = 72%) (2015=69%) (2016=70%)
(Students 7-12) School admin is visible and supportive.
(2014 = 73%) (2015=69%) (2016=74%)
(Students 7-12) Discipline is handled fairly and applied equally.
(2014 = 66%) (2015=63%) (2016=64%)
(Students 7-12) At my school, bullying is not acceptable.
(2014 = 80%) (2015=83%) (2016=85%)
(Students 7-12) Adults respond to bullying situations when brought to their attention.
(2014 = 72%) (2015=72%) (2016=75%)
(Parents 4-6) Students treat one another with respect. (2014 = 84%) (2015=84%) (2016=84%)
(Parents 4-6) The school is caring and supportive. (2014 = 89%) (2015=88%) (2016=90%)
(Parents 4-6) Exposure to fine arts has been enriching for my child. (2014 = 89%) (2015=86%) (2016=86%)
(Parents 7-12) My student has a close relationship with at least one adult in the school
(2014 = 65%) (2015=60%) (2016=60%)

3) LCHS improved its WASC Action Plan Progress Survey responses, receiving accreditation status through June 2019 based upon the finding of its 3-year interim visit;

4) LCUSD met with 90-100% accuracy all goals/ benchmarks in LCUSD Annual Technology Survey;

5) Student achievement and engagement metrics:

a) Percentage of students completing UC/CSU required courses will be maintained at 80% (plus or minus 3); (2013-2014= 80.3%) (2014-15 = 84% self reported) (2015-16 = **)

b) Percentage of pupils who pass an Advanced Placement test with a score of 3 or higher will be maintained between 83 and 93%; (2013-2014=91%) (2014 - 2015 = 88%)

c) Student attendance rates will range between 96 and 98%; (2014-15 reported at 97.02%)
(2015-16 = Ranges between 96.36% at LCHS and 97.34% at PCY)

(2013-14 = 97.6%)

h) All Williams Act criteria shall be met. (All Williams Act Criteria Met 2014-15)

Outcomes:

Students at LCHS will experience increased services from the restructuring of the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors with counselor to student ratios at approximately 200:1. The restructuring will provide for specialized services at each grade level with targeted duties to support unduplicated pupils, special needs subgroups, and at-risk students.

TK/K students will experience more adult supervision and instructional support with the maintenance of TK and K classroom aides. Each class will receive a 3.75 hr. aide.

The Superintendent and administration will review the LCHS 7/8 and 9-12 Electives, improving offerings as permitted by the master schedule and staffing considerations.

Students in grades 4-8 will continue to experience a renovated GATE program that is more responsive to their interests in Science, Technology, Engineering and Math.

Students at LCHS will continue to experience a wide range of AP course offerings. AP courses will be maintained at or increased from the current levels, namely 16 course offerings with a total of 45 sections.

Students TK - 8 will received improved and targeted interventions and supports with the on-going development of each school site's Every Student Succeeds (ESS) plan.

LCHS 9-12 students will continue to see improvements in the range of student services as the site monitors and implements its WASC Action plan.

LCHS students will continue to be engaged in extra-curricular activities and CIF sports as 65 active student initiated clubs and 55 active competitive sports teams are offered.

The maintenance of a .70 FTE school psychologist at LCHS will

d) Chronic absenteeism will not exceed 4% district-wide (2014-15 = 3.61%);(2015-16 does not exceed 4% districtwide)

e) Middle school dropout rates shall not exceed 1%; (2013-14 = 0.0%) (2015-16 = 0.0%)

f) High school dropout rates shall not exceed 2%; (2013-14 Annual Adjusted 9-12 Dropout Rate = 0.3%) (2014-15 Dropout rate = 1.1%)

g) High school graduation rates shall be maintained or increased; (2013-14 = 97.6%) (2014-15 = 98.6%) (2015-16 = TBD)

h) All Williams Act criteria shall be met. (All Williams Act Criteria Met 2014-15 and 2015-16)

Outcomes:

Students at LCHS experienced increased services from the restructuring of the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department consisted of 7 counselors with counselor to student ratios at approximately 200:1. The restructuring provided for specialized services at each grade level with targeted duties supporting unduplicated pupils, special needs subgroups, and at-risk students.

TK/K students experienced more adult supervision and instructional support with the maintenance of TK and K classroom aides. Each class received a 3.75 hr. aide.

The Superintendent and administration reviewed the LCHS 7/8 and 9-12 Electives, improving offerings as permitted by the master schedule and staffing considerations.

Students in grades 4-8 continued to experience a renovated GATE program that was more responsive to their interests in Science, Technology, Engineering and Math.

Students at LCHS continued to experience a wide range of AP course offerings. AP courses were maintained at the current levels, namely 16 course offerings with a total of 45 sections.

Students TK - 8 received improved and targeted interventions and supports with the on-going development of each school site's Every Student Succeeds (ESS) plan.

provide caseload support at LCHS and specialized services to at the elementary schools and, in addition, providing requisite District services to preschool age students, private school students, special populations as well as additional resources for the on-going development of crisis assessment and response policies and procedures.

Maintain Professional Learning Community (PLC) Leads at LCHS 7/8 and 9-12 who further the development of the professional learning community cohorts at LCHS as well as the efficacy of the weekly collaboration meetings. Post and fill PLC Lead extra duty extra pay positions.

Create a Superintendent's Task Force to Review the current TK/Kindergarten programs, determining specifically if the program offerings and schedules are reflective of instructional best practices and community interests. Additionally, assess the District's capacity to respond to Task Force determinations and findings and report out to the community.

Create a Superintendent's Task Force to review the declining student participation numbers in the LCHS 7-12 Band Program identifying a short- and long-term action plan to stabilize and grow student participation numbers to ensure the program's quality and viability.

Ensure pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.

LCHS 9-12 students continued to see improvements in the range of student services as the site monitored and implemented its WASC Action plan, receiving accreditation status through June 2019.

LCHS students continued to be engaged in extra-curricular activities and CIF sports as 65 active student initiated clubs and 55 active competitive sports teams were offered.

An additional .70 FTE school psychologist at LCHS was maintained and provided caseload support at LCHS and specialized services to at the elementary schools and, in addition, providing requisite District services to preschool age students, private school students, special populations as well as additional resources for the on-going development of crisis assessment and response policies and procedures.

LCHS maintained Professional Learning Community (PLC) Leads at LCHS 7/8 and 9-12 who furthered the development of the professional learning community cohorts at LCHS as well as the efficacy of the weekly collaboration meetings. PLC Lead extra duty extra pay positions were posted and filled.

A Superintendent's Task Force to review the current TK/Kindergarten programs was created. The Task Force determined the program offerings and schedules were reflective of instructional best practices and community interests given budgetary and facilities constraints.

A Superintendent's Task Force reviewed the declining student participation numbers in the LCHS 7-12 Band Program and identified both a short- and long-term action plan to stabilize and grow student participation numbers to ensure the program's quality and viability.

LCUSD ensured pupil enrollment in a broad course of study that included all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Restructure the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department will consist of 7 counselors (2 additional from the 2014-15 school year) with counselor to student ratios at approximately 200:1.	Maintain an additional 1.8 FTE certificated counselor at LCHS 9-12 1000-1999: Certificated Personnel Salaries Other \$150,000	Restructured the LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured Counseling Department consisted of 7 counselors (2 additional from the 2014-15 school year) with counselor to student ratios at approximately 200:1.	Maintained an additional 2.0 FTE certificated counselor at LCHS 9-12 1000-1999: Certificated Personnel Salaries Other \$156,000
<div>Scope of Service</div> <div>School-Wide</div> <div> <input checked="" type="checkbox"/> All ----- OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>School-Wide</div> <div> <input checked="" type="checkbox"/> All ----- OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Maintain on-going Professional Learning Community (PLC) Leads at LCHS 7/8 and 9-12 who will further the development of the PLC cohorts at LCHS as well as the efficacy of the weekly collaboration meetings.	Maintain on-going PLC Lead extra duty extra pay positions at LCHS. 1000-1999: Certificated Personnel Salaries Base \$34,000	Maintained on-going Professional Learning Community (PLC) Leads at LCHS 7/8 and 9-12 who furthered the development of the PLC cohorts at LCHS as well as the efficacy of the weekly collaboration meetings.	Maintained on-going PLC Lead extra duty extra pay positions at LCHS. 1000-1999: Certificated Personnel Salaries Base \$49,251
<div>Scope of Service</div> <div>School-Wide</div> <div> <input checked="" type="checkbox"/> All ----- OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>School-Wide</div> <div> <input checked="" type="checkbox"/> All ----- OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	

Maintain the 3.75 hr/day classified Kindergarten paraprofessionals in each TK/K classroom at all three elementary school sites and expand the AM and PM TK/K programs by 15 minutes each.	Restore 10 classified TK/K paraprofessional 3.75 hr/day positions 2000-2999: Classified Personnel Salaries Other \$121,000	Maintained the 3.75 hr/day classified Kindergarten paraprofessionals in each TK/K classroom at all three elementary school sites and expanded the AM and PM TK/K programs by 15 minutes each.	Maintained 10 classified TK/K paraprofessional 3.75 hr/day positions 2000-2999: Classified Personnel Salaries Other \$125,840
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
The Superintendent and administration will review the LCHS 7/8 and 9-12 Electives, improving offerings as permitted by the master schedule and staffing considerations.	<div>Schedule a LCHS 7/8 coding class 1000-1999: Certificated Personnel Salaries Other \$17,000</div> <div>Administrative analysis of master schedule offerings 1000-1999: Certificated Personnel Salaries Base \$5,000</div>	The Superintendent and administration reviewed the LCHS 7/8 and 9-12 Electives, improving offerings as permitted by the master schedule and staffing considerations.	<div>Scheduled a LCHS 7/8 coding class 1000-1999: Certificated Personnel Salaries Other \$17,680</div> <div>Administrative analysis of master schedule offerings 1000-1999: Certificated Personnel Salaries Base \$5,200</div>
<div>Scope of Service</div> <div>School-Wide</div>		<div>Scope of Service</div> <div>School-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Improve LCUSD's GATE program by implementing the following activities and services: administer GATE survey annually to get feedback from students, strengthen the differentiation	<div>Implement 2015-2016 GATE Action Plan 1000-1999: Certificated Personnel Salaries Base \$6,500</div> <div>Stipends for Gate teachers at 7/8</div>	Improved LCUSD's GATE program by having implemented the following activities and services: administered GATE survey annually to get feedback from students, strengthened the	<div>Implemented 2015-2016 GATE Action Plan 1000-1999: Certificated Personnel Salaries Base \$6,500</div> <div>Stipends for Gate teachers at 7/8</div>

<p>of math instruction for 4-6 grade GATE students through Redbird Advanced Learning, continue providing 7th and 8th grade GATE homerooms, GATE gatherings after school for grades 4-8, and Math Olympiad at all 3 elementary schools.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$7,000</p> <p>Salary for GATE teacher at Elementary schools 1000-1999: Certificated Personnel Salaries Base \$21,000</p> <p>Math Olympiad expenses including teacher stipends 1000-1999: Certificated Personnel Salaries Base \$10,000</p> <p>Redbird Program for differentiation in math 5000-5999: Services And Other Operating Expenditures Base \$11,985</p> <p>OLSAT online testing 5000-5999: Services And Other Operating Expenditures Base \$3,200</p>	<p>differentiation of math instruction for 4-6 grade GATE students through Redbird Advanced Learning, continued providing 7th and 8th grade GATE homerooms, GATE gatherings after school for grades 4-8, and Math Olympiad at all 3 elementary schools.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$6,158.29</p> <p>Salary for GATE teacher at Elementary schools 1000-1999: Certificated Personnel Salaries Base \$21,840</p> <p>Math Olympiad expenses including teacher stipends 1000-1999: Certificated Personnel Salaries Base \$9,234</p> <p>Redbird Program for differentiation in math 5000-5999: Services And Other Operating Expenditures Base \$11,985</p> <p>OLSAT online testing 5000-5999: Services And Other Operating Expenditures Base \$3,200</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE Students 4-8</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE Students 4-8</p>	
<p>Maintain extensive Advanced Placement course offerings at LCHS 9-12</p>	<p>Maintain extensive AP course offerings at LCHS through master schedule planning and program outreach to students and parents (3% salary Assistant Principal Curriculum and Instruction) 1000-1999: Certificated Personnel Salaries Base \$4,500</p>	<p>Maintained extensive Advanced Placement course offerings at LCHS 9-12</p>	<p>Maintained extensive AP course offerings at LCHS through master schedule planning and program outreach to students and parents (3% salary Associate Principal Curriculum and Instruction) 0001-0999: Unrestricted: Locally Defined Base \$4,680</p>
<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
Ensure pupil enrollment in a broad course of study that includes all of the subject areas described in Ed Code 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	Ensure pupil enrollment in a broad course pursuant to CA Ed Code (Administrative oversight - 3% salary of entire certificated administrative staff) 1000-1999: Certificated Personnel Salaries Base \$50,000	Ensured pupil enrollment in a broad course of study that included all of the subject areas described in Ed Code 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	Ensured pupil enrollment in a broad course pursuant to CA Ed Code (Administrative oversight - 3% salary of entire certificated administrative staff) 1000-1999: Certificated Personnel Salaries Base \$52,000				
<table><tr><td>Scope of Service</td><td>LEA-wide</td></tr></table>	Scope of Service	LEA-wide		<table><tr><td>Scope of Service</td><td>LEA-wide</td></tr></table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
Continue to develop programs and monitor outcomes related to the Every Student Succeeds (ESS) plans established at LCE, PCR, PCY and LCHS 7/8 and the LCHS 9-12 WASC Action Plan to provide support and intervention to all students, with guaranteed services for at-risk students and populations qualifying for free and reduced price meals; district and site administration will continue to monitor and maintain school attendance rates, absenteeism rates, suspension rates and middle and high school expulsion rates	<div>Update, revise and monitor progress of TK-8 grade ESS plans by school site (5% principal salaries - LCE, PCR, PCY and LCHS 7/8) 1000-1999: Certificated Personnel Salaries Base \$25,000</div> <div>Update and monitor progress on LCHS WASC Action Plan (5% LCHS 9-12 administrative salaries) 1000-1999: Certificated Personnel Salaries Base \$17,000</div> <div>Monitor and maintain school attendance rates, absenteeism rates, suspension rates, and middle and high school expulsion rates (2% certificated administrative salaries</div>	Continued to develop programs and monitored outcomes related to the Every Student Succeeds (ESS) plans established at LCE, PCR, PCY and LCHS 7/8 and the LCHS 9-12 WASC Action Plan to provide support and intervention to all students, with guaranteed services for at-risk students and populations qualifying for free and reduced price meals; district and site administration will continue to monitor and maintain school attendance rates, absenteeism rates, suspension rates and middle and high school expulsion rates	<div>Updated, revised and monitored progress of TK-8 grade ESS plans by school site (5% principal salaries - LCE, PCR, PCY and LCHS 7/8) 1000-1999: Certificated Personnel Salaries Base 26,000</div> <div>Updated and monitored progress on LCHS WASC Action Plan (5% LCHS 9-12 administrative salaries) 1000-1999: Certificated Personnel Salaries Base \$17,680</div> <div>Monitored and maintained school attendance rates, absenteeism rates, suspension rates, and middle and high school expulsion rates (2% certificated administrative salaries district-wide)</div>				

	district-wide) 1000-1999: Certificated Personnel Salaries Base \$33,000		1000-1999: Certificated Personnel Salaries Base \$34,320
<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div> <hr/> <div> <div><input checked="" type="checkbox"/> All</div> <div>-----</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div>		<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div> <hr/> <div> <div><input checked="" type="checkbox"/> All</div> <div>-----</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div>	
Maintain a .70 FTE school psychologist at LCHS to provide caseload support at LCHS and specialized services to at the elementary schools and, in addition, providing requisite District services to preschool age students, private school students, special populations as well as additional resources for the on-going development of crisis assessment and response policies and procedures.	Maintain an additional .70 certificated FTE school psychologist at LCHS 9-12 1000-1999: Certificated Personnel Salaries Other \$67,500	Maintained a .70 FTE school psychologist at LCHS to provide caseload support at LCHS and specialized services to at the elementary schools and, in addition, providing requisite District services to preschool age students, private school students, special populations as well as additional resources for the on-going development of crisis assessment and response policies and procedures.	Maintained an additional .70 certificated FTE school psychologist at LCHS 9-12 1000-1999: Certificated Personnel Salaries Other \$70,200
<div> <div>Scope of Service</div> <div>District-Wide</div> </div> <hr/> <div> <div><input checked="" type="checkbox"/> All</div> <div>-----</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div>		<div> <div>Scope of Service</div> <div>District-Wide</div> </div> <hr/> <div> <div><input checked="" type="checkbox"/> All</div> <div>-----</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div>	
Ensure student engagement through maintaining the high levels of club offerings and competitive sports teams	Maintain the 58 active student initiated clubs at LCHS to ensure and promote student engagement	Ensured student engagement through maintaining the high levels of club offerings and competitive sports teams	Maintained the 58 active student initiated clubs at LCHS to ensure and promote student engagement for all

at LCHS	<p>for all pupils (portion of .4 certificated FTE ASB Advisor LCHS) 1000-1999: Certificated Personnel Salaries Base \$34,000</p> <p>Maintain the 55 active competitive sports teams at LCHS to ensure and promote student engagement for all pupils (portion of .4 certificated FTE Athletic Director LCHS) 1000-1999: Certificated Personnel Salaries Base \$34,000</p>	at LCHS	<p>pupils (portion of .4 certificated FTE ASB Advisor LCHS) 1000-1999: Certificated Personnel Salaries Base \$35,360</p> <p>Maintained the 55 active competitive sports teams at LCHS to ensure and promote student engagement for all pupils (portion of .4 certificated FTE Athletic Director LCHS) 1000-1999: Certificated Personnel Salaries Base \$35,360</p>
<div>Scope of Service</div> <div>School-Wide</div> <hr/> <div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div>Scope of Service</div> <div>School-Wide</div> <hr/> <div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>LCUSD will maintain reading and literacy intervention programs and services at each elementary school site. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.</p>	<p>Reading intervention certificated staff salaries at each of the 3 elementary sites (7% unduplicated count pupil proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$3,1500</p>	<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>LCUSD maintained reading and literacy intervention programs and services at each elementary school site. This was the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.</p>	<p>Reading intervention certificated staff salaries at each of the 3 elementary sites (7% unduplicated count pupil proportionality) 1000-1999: Certificated Personnel Salaries Supplemental \$3,276</p>
<div>Scope of Service</div> <div>LEA-Wide</div> <hr/> <div><input type="checkbox"/> All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div>		<div>Scope of Service</div> <div>LEA-Wide</div> <hr/> <div><input type="checkbox"/> All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div>	

<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>LCUSD will maintain a .70 school psychologist at LCHS 9-12 to provide additional interventionist to special student populations, including unduplicated count pupils, who will also provide additional resources for the on-going development of crisis assessment and response policies and procedures. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.</p>	<p>Additional school psychologist services to unduplicated count pupils (7% unduplicated count pupil proportionality) 1000-1999: Certificated Personnel Salaries Base \$4,000</p>	<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>LCUSD maintained a .70 school psychologist at LCHS 9-12 to provide additional interventionist to special student populations, including unduplicated count pupils, who also provided additional resources for the on-going development of crisis assessment and response policies and procedures. This was the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.</p>	<p>Additional school psychologist services to unduplicated count pupils (7% unduplicated count pupil proportionality) 1000-1999: Certificated Personnel Salaries Base \$4,160</p>
<p>Scope of Service</p> <p>LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>Restructure the LCHS 9-12 Counseling Department to provide for improved actions and services for</p>	<p>Additional counseling and intervention services to 7% unduplicated count pupils (3% of each 9-12 Counselors salary - 7 FTE)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$17,750</p>	<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>Restructured the LCHS 9-12 Counseling Department to provide for improved actions and services for</p>	<p>Additional counseling and intervention services to 7% unduplicated count pupils (3% of each 9-12 Counselors salary - 7 FTE)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$18,200</p>

students. The restructured Counseling Department will consist of 7 counselors (2 additional from the 2014-15 school year) with counselor to student ratios at approximately 200:1.		students. The restructured Counseling Department consisted of 7 counselors (2 additional from the 2014-15 school year) with counselor to student ratios at approximately 200:1.	
<div>Scope of Service</div> <div>Site-Wide</div>		<div>Scope of Service</div> <div>Site-Wide</div>	
<div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>LCUSD will maintain or increase the 58 active student initiated clubs at LCHS to ensure and promote student engagement for all pupils, including unduplicated count pupils. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.</p>	<p>Services to 7% unduplicated count pupils within Extra Duty Extra Pay programs (total budget is \$250,000) 1000-1999: Certificated Personnel Salaries Supplemental \$17,500</p>	<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>LCUSD maintained the 58 active student initiated clubs at LCHS to ensure and promote student engagement for all pupils, including unduplicated count pupils. This was be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.</p>	<p>Services to 7% unduplicated count pupils within Extra Duty Extra Pay programs (total budget is \$250,000) 1000-1999: Certificated Personnel Salaries Supplemental \$18,200</p>
<div>Scope of Service</div> <div>Site-Wide</div>		<div>Scope of Service</div> <div>Site-Wide</div>	
<div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English</div>		<div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English</div>	

proficient _ Other Subgroups: (Specify)		proficient _ Other Subgroups: (Specify)	
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils: LCUSD will maintain or increase the 55 active competitive sports teams at LCHS to ensure student engagement for all pupils. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	Services to 7% unduplicated count pupils within Extra Duty Extra Pay programs (total budget is \$250,000) 1000-1999: Certificated Personnel Salaries Supplemental \$17,500	Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils: LCUSD maintained the 55 active competitive sports teams at LCHS to ensure student engagement for all pupils. This was the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.	Services to 7% unduplicated count pupils within Extra Duty Extra Pay programs (total budget is \$250,000) 1000-1999: Certificated Personnel Salaries Supplemental \$17,500
Scope of Service: Site-Wide		Scope of Service: Site-Wide	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create a Superintendent's Task Force to Review the current TK/Kindergarten programs, determining specifically if the program offerings and schedules are reflective of instructional best practices and community interests. Additionally, assess the District's capacity to respond to Task Force determinations and findings.	% Salaries associated with the Task Force meetings and action research 1000-1999: Certificated Personnel Salaries Base \$10,000 Hourly compensation to classified staff serving on Task Force 2000-2999: Classified Personnel Salaries Base \$2,000 Meeting expenses 0000: Unrestricted Base \$1,000	Created a Superintendent's Task Force to Review the current TK/Kindergarten programs, determining specifically that the program offerings and schedules are reflective of instructional best practices and community interests given LCUSD's budgetary and facility constraints.	% Salaries associated with the Task Force meetings and action research 1000-1999: Certificated Personnel Salaries Base \$10,400 Hourly compensation to classified staff serving on Task Force 2000-2999: Classified Personnel Salaries Base \$0.0 Meeting expenses 0000: Unrestricted Base \$300
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Create a Superintendent's Task Force to review the declining student participation numbers in the LCHS 7-12 Band Program identifying a short- and long-term action plan to stabilize and grow student participation numbers to ensure the program's quality and viability.	% Salaries associated with Task Force 1000-1999: Certificated Personnel Salaries Base \$5,000	Created a Superintendent's Task Force which reviewed the declining student participation numbers in the LCHS 7-12 Band Program, identifying a short- and long-term action plan to stabilize and grow student participation numbers to ensure the program's quality and viability.	% Salaries associated with Task Force 1000-1999: Certificated Personnel Salaries Base \$5,200
Scope of Service: Site-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Site-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All of the identified goals, actions, services and anticipated outcomes for Local Goal #7 - Enhance Student Engagement Through Program Offerings will be maintained except for the Superintendent's Task Force on TK/K offerings given that program modifications are currently beyond both the scope of the District's 2016-17 Budget and its facility limitations. In addition, the following actions and services will be added to the 2016-17LCAP: A. Establish the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness. B. Based on stakeholder input, assess the elementary administrative and counseling needs and depending upon results and budget considerations, adjust staffing accordingly.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	Further LCUSD's priority to improve communication, transparency, and accountability with all of its stakeholder groups (students, parents, teachers, staff, administration and the community-at-large). Expand efforts and vehicles to improve communication and to seek input on LCUSD initiatives, programs and practices.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>8</u>	
Goal Applies to:	Schools:	La Canada Elementary; Palm Crest Elementary; Paradise Canyon Elementary; La Canada High School 7/8; La Canada High School 9-12 <hr/> Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Metrics: 1) LCUSD Annual Student, Teacher, Staff and Parent Surveys - improve or maintain favorable response rates on all of the following survey questions: (Parents 4-6) I know when the school board meets. (2014 = 82%) (2015 = 76%) (Parents 4-6) The school board communicates with parents before making important decisions. (2014 = 76%) (2015 = 70%) (Parents 4-6) The school board keeps parents informed of its actions. (2014 = 82%) (2015 = 80%) (Parents 4-6) The District exhibits strength in leadership and planning. (2014 = 85%) (2015 = 86%) (Parents 4-6) The school website is easy to navigate and provides helpful information. (2014 = 80%) (2015 = 80%) (Parents 7-12) I feel well-informed about what is going on at the school. (2014 = 74%) (2015 = 71%) (Parents 7-12) The school values parent feedback. (2014 = 74%) (2015 = 73%)		Actual Annual Measurable Outcomes:	Metrics: 1) LCUSD Annual Student, Teacher, Staff and Parent Surveys - improved favorable response rates on all of the following survey questions: (Parents 4-6) I know when the school board meets. (2014 = 82%) (2015 = 76%) (2016 = 69%) (Parents 4-6) The school board communicates with parents before making important decisions. (2014 = 76%) (2015 = 70%) (2016 = 66%) (Parents 4-6) The school board keeps parents informed of its actions. (2014 = 82%) (2015 = 80%) (2016 = 76%) (Parents 4-6) The District exhibits strength in leadership and planning. (2014 = 85%) (2015 = 86%) (2016 = 85%) (Parents 4-6) The school website is easy to navigate and provides helpful information. (2014 = 80%) (2015 = 80%) (2016 = 85%) (Parents 7-12) I feel well-informed about what is going on at the school. (2014 = 74%) (2015 = 71%) (2016 = 79%)

(Parents 7-12) The district exhibits strength in leadership and strategic planning. (2014 = 82%) (2015 = 79%)

(Parents 7-12) The district makes decisions consistent with students' best interests. (2014 = 73%) (2015 = 72%)

(Parents 7-12) The district responds to problems in a timely and comprehensive manner. (2014 = 75%) (2015 = 73%)

(Parents 7-12) I know when the school board meets. (2014 = 77%) (2015 = 74%)

(Parents 7-12) The school board communicates before making important decisions. (2014 = 72%) (2015 = 65%)

(Parents 7-12) The school board keeps parents informed of its actions. (2014 = 81%) (2015 = 78%)

(Parents 7-12) I am satisfied with the response I get when I contact my student's school with questions or concerns. (2014 = 73%) (2015 = 73%)

(Teachers) The Supt. is an inspiring leader. (2014 = 77%) (2015 = 78%)

(Teachers) The Supt. places the learning needs of students ahead of other interests. (2014 = 77%) (2015 = 79%)

(Teachers) The school board decisions reflect best interests of students. (2014 = 45%) (2015 = 53%)

(Teachers) The school board provides effective leadership. (2014 = 40%) (2015 = 47%);

2) Improve favorable response rates on the annual LCUSD Technology Survey;

3) Collect data to establish, maintain or enhance LCAP goals via the annual LCAP Survey.

Outcomes:

Students in grades 4-12 and all LCUSD community stakeholders will continue to have the opportunity to respond to the LCUSD

(Parents 7-12) The school values parent feedback. (2014 = 74%) (2015 = 73%)
(2016 = 77%)

(Parents 7-12) The district exhibits strength in leadership and strategic planning. (2014 = 82%) (2015 = 79%) (2016 = 84%)

(Parents 7-12) The district makes decisions consistent with students' best interests. (2014 = 73%) (2015 = 72%) (2016 = 79%)

(Parents 7-12) The district responds to problems in a timely and comprehensive manner. (2014 = 75%) (2015 = 73%) (2016 = 80%)

(Parents 7-12) I know when the school board meets. (2014 = 77%) (2015 = 74%) (2016 = 76%)

(Parents 7-12) The school board communicates before making important decisions. (2014 = 72%) (2015 = 65%) (2016 = 69%)

(Parents 7-12) The school board keeps parents informed of its actions. (2014 = 81%) (2015 = 78%) (2016 = 80%)

(Parents 7-12) I am satisfied with the response I get when I contact my student's school with questions or concerns. (2014 = 73%) (2015 = 73%) (2016 = 77%)

(Teachers) The Supt. is an inspiring leader. (2014 = 77%) (2015 = 78%) (2016 = 76%)

(Teachers) The Supt. places the learning needs of students ahead of other interests. (2014 = 77%) (2015 = 79%) (2016 = 78%)

(Teachers) The school board decisions reflect best interests of students. (2014 = 45%) (2015 = 53%) (2016 = 60%)

(Teachers) The school board provides effective leadership. (2014 = 40%) (2015 = 47%)
(2016 = 60%)

annual survey which informs District initiatives and helps to determine District and site-level goals.

District and site-level staff will continue to outreach to major parent and stakeholder organizations to work in partnership to improve student achievement and engagement.

Site-level staff will publish quarterly communications on collaboration goals and activities in order to better inform students and parents regarding progress related to important instructional work.

The Governing Board will continue to publish its electronic newsletter after each meeting to inform students and stakeholders about the work they perform to provide District stewardship.

The Superintendent will maintain her monthly electronic communications to all stakeholder groups to ensure accountability and transparency regarding District operations and progress.

Staff will continue to be surveyed regarding the levels of support received and progress made on District initiatives such as CCSS implementation and technology support and integration in order to improve student instruction and the daily experience of students in LCUSD schools.

The District will improve communication to students and families through a redesigned District website and school site websites. The new websites shall be overseen by the District's CMSA Student Technology Specialist, who shall supervise a 3.75 hours per day Website Content Technician. For the 2015-16 school year, hire the 3.75 hour Website Content Technician.

The District will continue its targeted messaging campaign by administrators informing parents and the community regarding LCUSD progress in implementing the new curricular standards and preparing students for annual state testing.

Create a menu of parent education offerings and implement presentations on relevant issues and topics related to students' academic, social-emotional, physical, and social success and achievement and well-being. Parents of English learners will also be provided with a menu of support offering targeted to assist

2) LCUSD improved its favorable response rates on the annual LCUSD Technology Survey;

3) LCUSD collected data to establish, maintain or enhance LCAP goals via the annual LCAP Survey, improving individual response levels from 197 in 2015 to 838 in 2016.

Outcomes:

Students in grades 4-12 and all LCUSD community stakeholders continued to have the opportunity to respond to the LCUSD annual survey which informs District initiatives and helps to determine District and site-level goals.

District and site-level staff continued to outreach to major parent and stakeholder organizations to work in partnership to improve student achievement and engagement.

Site-level staff published communications on collaboration goals and activities in order to better inform students and parents regarding progress related to important instructional work, but did not meet the quarterly target.

The Governing Board continued to publish its electronic newsletter after each meeting to inform students and stakeholders about the work they perform to provide District stewardship.

The Superintendent maintained her monthly electronic communications to all stakeholder groups to ensure accountability and transparency regarding District operations and progress.

Staff continued to be surveyed regarding the levels of support received and progress made on District initiatives such as CCSS implementation and technology support and integration in order to improve student instruction and the daily experience of students in LCUSD schools.

The District improved communication to students and families through a redesigned District website and school site websites. The new websites were overseen by the District's CMSA Student Technology Specialist, who supervised a 3.75 hours per

<p>them in assimilating to the American educational system and its expectations for parents.</p> <p>In order to ensure accountability and transparency related to the Measure LC Parcel Tax funds, the District will maintain the Measure LC Parcel Tax Oversight Committee.</p>	<p>day Website Content Technician. For the 2015-16 school year, a 3.75 hour Website Content Technician was hired.</p> <p>The District continued its targeted messaging campaign by administrators informing parents and the community regarding LCUSD progress in implementing the new curricular standards and preparing students for annual state testing.</p> <p>LCUSD created a menu of parent education offerings and implemented presentations on relevant issues and topics related to students' academic, social-emotional, physical, and social success and achievement and well-being. Parents of English learners were also provided with a menu of support offering targeted presentations to assist them in assimilating to the American educational system and its expectations for parents.</p> <p>In order to ensure accountability and transparency related to the Measure LC Parcel Tax funds, the District maintained the Measure LC Parcel Tax Oversight Committee.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue the practice of annually surveying students (grades 4-12), parents, teachers, staff, and administrators and using the survey data to inform district and site-level goals, initiatives, practices, programs, policies and procedures	<p>Continue to contract with Panorama Education to administer district-wide surveys to all stakeholders 5800: Professional/Consulting Services And Operating Expenditures Base \$17,000</p> <p>Superintendent's oversight of the survey program's administration (3% salary) 1000-1999: Certificated Personnel Salaries Base \$5,500</p>	Continued the practice of annually surveying students (grades 4-12), parents, teachers, staff, and administrators and using the survey data to inform district and site-level goals, initiatives, practices, programs, policies and procedures	<p>Continued to contract with Panorama Education to administer district-wide surveys to all stakeholders 5800: Professional/Consulting Services And Operating Expenditures Base \$18,765</p> <p>Superintendent's oversight of the survey program's administration (3% salary) 0001-0999: Unrestricted: Locally Defined Base \$6,750</p>
<div>Scope of Service</div> <div>LEA-Wide</div> <div> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English </div>		<div>Scope of Service</div> <div>LEA-Wide</div> <div> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient </div>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Maintain the 2014 Measure LC Parcel Tax Oversight Committee to ensure transparency and accountability related to the expenditure of Measure LC funds	<p>Maintain the 2014 Measure LC Parcel Tax Oversight Committee; meet each semester and report annually to Governing Board (administrative costs associate with committee development and meetings) 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Maintain the 2014 Measure LC Parcel Tax Oversight Committee; meet each semester and report annually to Governing Board (CMSA Classified costs associate with committee development and meetings) 2000-2999: Classified Personnel Salaries Base \$3,000</p>	Maintained the 2014 Measure LC Parcel Tax Oversight Committee to ensure transparency and accountability related to the expenditure of Measure LC funds	<p>Maintained the 2014 Measure LC Parcel Tax Oversight Committee; meet each semester and report annually to Governing Board (administrative costs associate with committee development and meetings) 1000-1999: Certificated Personnel Salaries Base \$3,120</p> <p>Maintained the 2014 Measure LC Parcel Tax Oversight Committee; meet each semester and report annually to Governing Board (CMSA Classified costs associate with committee development and meetings) 2000-2999: Classified Personnel Salaries Base \$1,560</p>
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>X All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
Continue the strong District and site-level relationships with PTA Council, site PTA and PTSA, LCHS Spartan Boosters, School Site Councils, La Canada Flintridge Educational Foundation, and other parent, teacher staff and community groups/advisory committees	Administrative planning and meeting time associated with directing and coordinating the District and site-level interface with parent and community groups (15% overall administrative salaries) 1000-1999: Certificated Personnel Salaries Base \$260,000	Continued the strong District and site-level relationships with PTA Council, site PTA and PTSA, LCHS Spartan Boosters, School Site Councils, La Canada Flintridge Educational Foundation, and other parent, teacher staff and community groups/advisory committees	Administrative planning and meeting time associated with directing and coordinating the District and site-level interface with parent and community groups (15% overall administrative salaries) 1000-1999: Certificated Personnel Salaries Base \$270,400
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The District will continue its targeted messaging campaign by administrators informing parents and the community regarding LCUSD progress in implementing the new curricular standards and preparing students for annual state testing	Monthly reports generated by District and site-level administrators informing parents and the community regarding LCUSD progress in implementing the new curricular standards and preparing students for annual state testing 1000-1999: Certificated Personnel Salaries Base \$100,000	The District continued its targeted messaging campaign by administrators informing parents and the community regarding LCUSD progress in implementing the new curricular standards and preparing students for annual state testing	Monthly reports generated by District and site-level administrators informing parents and the community regarding LCUSD progress in implementing the new curricular standards and preparing students for annual state testing 1000-1999: Certificated Personnel Salaries Base \$26,000
Scope of Service LEA-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue quarterly reports to the community on progress and activities related to teacher collaboration time (early release Fridays at elementary sites and late-start Tuesdays at LCHS 7-12)	Quarterly reports to be generated by school site PLC leaders, Elementary Team Leaders and Grade Level Representatives and coordinated by Principals, Assistant Superintendent Curriculum and Instruction and Director of Technology 1000-1999: Certificated Personnel Salaries Base \$10,000	Continued reports to the community on progress and activities related to teacher collaboration time (early release Fridays at elementary sites and late-start Tuesdays at LCHS 7-12)	Reports were generated by school site PLC leaders, Elementary Team Leaders and Grade Level Representatives and coordinated by Principals, Assistant Superintendent Curriculum and Instruction and Director of Technology 1000-1999: Certificated Personnel Salaries Base \$9,360
Scope of Service LEA-Wide		Scope of Service LEA-Wide	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue the Governing Board Newsletter electronic communication following each meeting of the Governing Board	Governing Board Newsletter is written and edited by the Governing Board Vice-President and President; posted to the website and electronically disseminated by the Technology Department 2000-2999: Classified Personnel Salaries Base \$5,000	Continued the Governing Board Newsletter electronic communication following each meeting of the Governing Board	Governing Board Newsletter is written and edited by a Governing Board member; posted to the website and electronically disseminated by the Technology Department 1000-1999: Certificated Personnel Salaries Base \$4,160
Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain the Superintendent's monthly communications via Constant Contact electronic messages/newsletters	Maintain Superintendent's Constant Contact subscription 5900: Communications Base \$1,000 Superintendent's writing and publishing communications (1.5% Superintendent's salary) 1000-1999: Certificated Personnel Salaries Base \$2,500	Maintained the Superintendent's monthly communications via Constant Contact electronic messages/newsletters	Maintained Superintendent's Constant Contact subscription 5900: Communications Base \$1,000 Superintendent's writing and publishing communications (1.5% Superintendent's salary) 1000-1999: Certificated Personnel Salaries Base \$3,375
Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All		Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
The District will improve communication to students and families through a redesigned District website and school site websites. The new websites shall be overseen by the District's CMSA Student Technology Specialist, who shall supervise a 3.75 hours per day Website Content Technician. For the 2015-16 school year, hire the 3.75 hour Website Content Technician.	Website(s) oversight and updating by Technology Department 2000-2999: Classified Personnel Salaries Base \$20,000 Website Content Technician 1000-1999: Certificated Personnel Salaries Base \$30,000	The District improved communication to students and families through a redesigned District website and school site websites. The new websites were overseen by the District's CMSA Student Technology Specialist, who supervised a 3.75 hours per day Website Content Technician. LCUSD hired the 3.75 hour Website Content Technician in the fall of 2015.	Website(s) oversight and updating by Technology Department 2000-2999: Classified Personnel Salaries Base \$20,800 Website Content Technician 2000-2999: Classified Personnel Salaries Base \$31,200
Scope of Service LEA-Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to survey staff regarding progress on CCSS and Technology implementation, professional development, and district responsiveness to staff needs	Survey creation, administration and analysis by Assistant Superintendent Curriculum and Instruction and Director of Technology 1000-1999: Certificated Personnel Salaries Base \$4,000	LCUSD continued to survey staff regarding progress on CCSS and Technology implementation, professional development, and district responsiveness to staff needs	Survey creation, administration and analysis by Assistant Superintendent Curriculum and Instruction and Director of Technology 1000-1999: Certificated Personnel Salaries Base \$4,160
Scope of Service LEA-Wide <hr/> X All OR:		Scope of Service LEA-Wide <hr/> X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create a menu of parent education offerings and implement presentations on relevant issues and topics related to students' academic, social-emotional, physical, and social success and achievement and well-being.	District and site administrative time to identify parent education menu of offerings (1 per month - 10 months) 1000-1999: Certificated Personnel Salaries Base \$10,000 Consultant/Presenter Fees 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000	A menu of parent education offerings was implemented featuring presentations on relevant issues and topics related to students' academic, social-emotional, physical, and social success and achievement and well-being.	District and site administrative time to identify parent education menu of offerings (1 per month - 10 months) 1000-1999: Certificated Personnel Salaries Base \$18,700 Consultant/Presenter Fees 5800: Professional/Consulting Services And Operating Expenditures Base \$16,000
Scope of Service District-wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District-wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD will continue to develop programs and monitor outcomes related to the Every Student Succeeds (ESS) plans established at PCR, LCE, PCY and LCHS 7/8 and the LCHS 9-12 WASC Action Plan to provide support and intervention to all students.	ESS and WASC Action Plan services to unduplicated count pupils district-wide 0001-0999: Unrestricted: Locally Defined Supplemental \$5,000	Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils LCUSD continued to develop programs and monitor outcomes related to the Every Student Succeeds (ESS) plans established at PCR, LCE, PCY and LCHS 7/8 and the LCHS 9-12 WASC Action Plan to provide support and intervention to all students.	ESS and WASC Action Plan services to unduplicated count pupils district-wide 0001-0999: Unrestricted: Locally Defined Supplemental \$5,200

<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education </div> </div>		<div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education </div> </div>	
<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>LCUSD and site administration will continue to monitor and communicate school attendance rates, absenteeism rates, suspension and expulsion rates, and dropout rates of middle and high school students. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.</p>	<p>Administrative monitoring, reporting and communicating of school attendance, suspension, expulsion and dropout rates of middle and high school students (7% unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$8,000</p>	<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>LCUSD and site administration continued to monitor and communicate school attendance rates, absenteeism rates, suspension and expulsion rates, and dropout rates of middle and high school students. This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.</p>	<p>Administrative monitoring, reporting and communicating of school attendance, suspension, expulsion and dropout rates of middle and high school students (7% unduplicated count pupils) 1000-1999: Certificated Personnel Salaries Supplemental \$8,320</p>
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <div>All</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p>	<p>Additional services/communications provided to families of 7% unduplicated count pupils via the</p>	<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p>	<p>Additional services/communications provided to families of 7% unduplicated count pupils via the</p>

<p>LCUSD will maintain a District webmaster and hire a Website Content Technician in order to redesign and update the District website. This will further LCUSD's priority to improve communication, transparency, and accountability with all of its stakeholder groups (students, parents, teachers, staff, administration and the community-at-large). This will be the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.</p>	<p>LCUSD website design and maintenance by District's CMAS Student Technology Specialist (webmaster) 2000-2999: Classified Personnel Salaries Supplemental \$3,000</p> <p>Services/communications provided to families of 7% unduplicated count pupils via the LCUSD website design and maintenance by District's Website Content Technician 1000-1999: Certificated Personnel Salaries Supplemental \$420</p>	<p>LCUSD maintained a District webmaster and hired a Website Content Technician in order to redesign and update the District website. This furthered LCUSD's priority to improve communication, transparency, and accountability with all of its stakeholder groups (students, parents, teachers, staff, administration and the community-at-large). This was the most effective use of funds to meet the District's goals for unduplicated pupils because these students are disbursed throughout the District.</p>	<p>LCUSD website design and maintenance by District's CMAS Student Technology Specialist (webmaster) 2000-2999: Classified Personnel Salaries Supplemental \$3,120</p> <p>Services/communications provided to families of 7% unduplicated count pupils via the LCUSD website design and maintenance by District's Website Content Technician 1000-1999: Certificated Personnel Salaries Supplemental \$436</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>Parents of English learners will also be provided with a menu of support offering targeted to assist them in assimilating to the American educational system and its expectations for parents.</p>	<p>Percentage of Director of Assessments Salary 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> <p>Consultants/Presenter Contract Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</p>	<p>Serves ELL, Re-designated, Low Income, and Foster Youth Unduplicated Count Pupils</p> <p>Parents of English learners were provided with a menu of support offering targeted to assist them in assimilating to the American educational system and its expectations for parents. We did not use consultants or out of district presenters. Our counselors and district administrators made presentations for the families of English learners. We also hired translators to allow all families access</p>	<p>Percentage of Director of Assessments Salary 1000-1999: Certificated Personnel Salaries Supplemental \$5,200</p> <p>Presenters/translator fees 1000-1999: Certificated Personnel Salaries Supplemental \$7,680</p>

				to the information provided.	
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		All of the identified goals, actions, services and anticipated outcomes for Local Goal #8 - Improve Stakeholder Involvement and Communication will be maintained in the 2016-17 LCAP. However, due to LCAP Survey feedback, the actions and services along with the corresponding metrics and targets tagged to this goal will be imbedded in the existing other 7 LCUSD local goals. This goal will then be replaced by a new local goal which will involve creating a systemic plan which identifies comprehensive strategies and action plans for promoting students' social and emotional health, personal wellness and interpersonal connectedness.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$443,415
<p>Supplemental Grant Funds</p> <p>The total funding for unduplicated pupils in 2016-17 is \$420,164. The minimum proportionality percentage for unduplicated pupils is 1.37% with full-implementation percentage calculated in 2016-17 at 1.51%. These funds will be used for targeted populations (unduplicated count students), on a school-wide and District-wide basis. These school-wide and District-wide services are the most effective use of funds to meet the district's goals for unduplicated pupils because these students are dispersed throughout the district.</p> <p>SERVICES FOR ENGLISH LANGUAGE LEARNERS:</p> <p>All of the following actions and services are specifically targeted to improve outcomes for the District's English Language Learner population:</p> <p>Identify, serve and monitor the progress of students enrolled in LCUSD schools who do not have full fluency in English, providing them with the strongest educational program possible to develop proficiency in English and also meet and/or exceed grade level standards in other curricular areas.</p> <p>Actions and Services:</p> <ol style="list-style-type: none"> 1. All classroom teachers will be properly authorized to implement effective ELD strategies as a regular component of their instructional delivery and lesson design. Provide professional development to support improved instructional practices in ELD. 2. Continue to provide additional targeted ELD instruction in grades TK – 6 by supplementing the instruction of the general education classroom by maintaining the .6 FTE certificated teacher specialist at each elementary site. Provide collaboration time for the ELD teacher specialists to monitor EL student progress and confer with the general education teachers. 3. Fund an additional .17 FTE for a counselor at LCHS to serve the ELD program and organize supplemental support for ELs and ensure equitable access to the instructional program. 4. Continue to provide District iPads to each EL student in levels 1 – 3 in grades 1 – 6 for his/her personal and school use. Kindergarten EL students in levels 1-3 may also have an iPad for home use with parent approval. iPads will be loaded with educational ELD software and apps identified by the Technology TOSAs and ELD personnel. 	

5. Increase paraprofessional support at each school site. In addition to the current paraprofessional support at 3.75 hours per day for each of the four sites, another EL paraprofessional will be added at each site at 3.0 hours per day to improve student support throughout the entire school day.
6. Fund an additional .2 FTE in English at LCHS to support EL students in mainstream classrooms and also allowing EL students in level 3, 4 and 5 to enroll in two English classes as needed and appropriate.
7. Improve the LCHS EL Student Teacher Enrichment Program (STEP)/Homeroom by soliciting a current general education English teacher in grades 7/8 and 9-12 to conduct two classes per week for 30 minutes on Wednesday and Thursdays targeted on the needs of ELs.
8. Identify and purchase, if necessary, ELD core or supplementary materials for implementation at all sites. Materials may include iPads, Chromebooks, software, consumables or other print materials to ensure parity of program delivery.
9. Improve communication and EL parent outreach opportunities to assist them in understanding the English Language Development Program goals, pathways to English fluency, ways to support their children in the American education system, understanding LCUSD general education programs and other relevant topics.
10. Continue to annually test EL students to measure progress as required by CDE. Review performance annually to assess improvement. Distribute testing results to site administration, counselors and teachers for class placement and targeted instruction.
11. Revise current reclassification Board Policies for students in grades 4-9 to include CAASPP Smarter Balanced Summative Assessment cut points as an additional multiple measure.
12. Revise and update the current ELD Master Plan with the input of the ELD Department, English Language Advisory Council (ELAC) and other stakeholders.
12. LCUSD will annually solicit and arrange for attendance at applicable ELD workshops and/or conferences or engage experts to provide training on how to improve instructional practices/services and implementation of the CCSS for EL students.
13. LCUSD will implement Board Policy 4112.22 over the course of LCAP Year I and Year II to actively ensure that all certificated staff are fully authorized to teach students of limited English proficiency.

SERVICES FOR STUDENTS WHO QUALIFY FOR FREE AND REDUCED PRICED MEALS AND FOSTER YOUTH STUDENTS:

The District's population of students who qualify for free and reduced price meals and who are foster youth totals 58 unduplicated count pupils. The following LEA-wide or site-wide actions and services are the most effective use of funds to meet the District's goals for unduplicated count pupils because these students are disbursed throughout the District. The UDP student population is so small and dispersed throughout sites and grade-levels that targeted individual support is the most financially viable approach over large scale program creation. In LCUSD, the majority of UDP students meet grade level standards, with some exceeding standards. A constructivist approach is the learning theory rationale for placing students in heterogeneous groups, allowing for peer interaction and scaffolding benefits of whole group instruction. Each school site maintains an ESS (Every Student Succeeds) plan, which ensures that all underperforming students' needs are met through prescribed actions, services and individualized interventions. Given our small UDP student population, traditional program alternatives are not practicable.

Services for students who qualify for free and reduced price meals, foster youth, and at-risk students will include:

1. Maintain reading and literacy intervention programs and services at each elementary school site.

2. Maintain a .7 FTE school psychologist at LCHS 9-12 to provide additional services to special student populations as well as to provide additional resources district-wide for the on-going development of crisis assessment and response policies and procedures, development of specialized counseling programs, and services to pre-school age children and District obligations to private school students.
3. Continue to develop programs and monitor outcomes related to the Every Student Succeeds (ESS) plans established at LCE, PCR, PCY, and LCHS 7/8 and LCHS 9-12 WASC Action Plan to provide support and intervention to all students, with guaranteed services for at-risk students and populations qualifying for free and reduced priced meals. District and site administration will continue to monitor school attendance rates, absenteeism rates, suspension and expulsion rates, and dropout rates of middle and high school students.
4. Continued with the restructured LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured counseling department consists of 7 counselors with counselor to student ratios at approximately 200:1. The restructuring provides for specialized services at each grade level and in the areas of intervention and college counseling. The improved ratios and specialized services supports all students, but provides more targeted support to at-risk students, foster youth and students of poverty.
5. Continue as allowed by budgetary constraints the 3.75 hour/day classified Kindergarten paraprofessionals in each K classroom at all three elementary school sites and expand the AM and PM Kindergarten program by 15 minutes each.
6. Maintain the 65 active student initiated clubs at LCHS to ensure and promote student engagement for all pupils, including students identified above.
7. Maintain the 55 active competitive sports teams at LCHS to ensure and promote student engagement for all pupils.
8. Lower class sizes TK-6 and 9th grade ELA and math to provide more small groups for individual instruction and support.
9. Provide web-based computer software (IXL, Accelerated Reader, Redbird Math Grades 4-6) to differentiate and individualize instruction.
10. Perform an Extra Duty Extra Pay schedule comparative analysis in relationship to LCHS's ability to recruit quality athletic coaches. Work to improve the capacity and leadership quality of our athletic coaching staff through LCUSD Human Resources department support and their work with the Positive Coaching Alliance.
11. Adopt K-6 math textbooks for 2016-17 school year and pilot English Language Arts textbooks during the second semester of 2016-17 school year.
12. Begin the implementation of Next Generation Science Standards (NGSS) in K-12 grade classrooms by providing teachers with professional learning opportunities during the 2016-17 school year. Establish NGSS Steering Committee to guide implementation, monitor progress and communicate results to all stakeholders. Increase equity of STEM offerings at all levels to align with the implementation of NGSS.
13. Continue the implementation of Digital Citizenship and Literacy with site administration ensuring that all students learn through direct instruction, guided practice, and hands-on experiences.
14. Provide online learning experiences in world languages at the K-6 level to ensure equal access to languages and explore other online learning experiences to enhance or supplement classroom instruction. Monitor and evaluate the success of the programs and assess viability for the 7-12 level.
15. Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.

16. Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.

17. Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.

18. Establish the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.

19. Prioritize the findings of the LCUSD Advisory Committee on School Safety and Security, implementing recommendations and including them in the development of the Facilities Master Plan.

20. Begin evaluating future capital projects via the creation of a Facilities Master Plan that will inform and prioritize district capital needs based on input from all stakeholders.

The total funding for unduplicated pupils in 2016-17 is \$420,164. The minimum proportionality percentage for unduplicated pupils is 1.37% with full-implementation percentage calculated in 2016-17 at 1.51%. These funds will be used for targeted populations (unduplicated count students), on a school-wide and District-wide basis.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

1.15	%
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Supplemental Grant Funds

The total funding for unduplicated pupils in 2016-17 is \$420,164. The minimum proportionality percentage for unduplicated pupils is 1.37% with full-implementation percentage calculated in 2016-17 at 1.51%. These funds will be used for targeted populations (unduplicated count students), on a school-wide and District-wide basis.

SERVICES FOR ENGLISH LANGUAGE LEARNERS:

All of the following actions and services are specifically targeted to improve outcomes for the District's English Language Learner population:

Identify, serve and monitor the progress of students enrolled in LCUSD schools who do not have full fluency in English, providing them with the strongest educational program possible to develop proficiency in English and also meet and/or exceed grade level standards in other curricular areas.

Actions and Services:

1. All classroom teachers will be properly authorized to implement effective ELD strategies as a regular component of their instructional delivery and lesson design. Provide professional development to support improved instructional practices in ELD.
2. Continue to provide additional targeted ELD instruction in grades TK – 6 by supplementing the instruction of the general education classroom by maintaining the .6 FTE certificated teacher specialist at each elementary site. Provide collaboration time for the ELD teacher specialists to monitor EL student progress and confer with the general education teachers.
3. Fund an additional .17 FTE for a counselor at LCHS to serve the ELD program and organize supplemental support for ELs and ensure equitable access to the instructional program.
4. Continue to provide District iPads to each EL student in levels 1 – 3 in grades 1 – 6 for his/her personal and school use. Kindergarten EL students in levels 1-3 may also have an iPad for home use with parent approval. iPads will be loaded with educational ELD software and apps identified by the Technology TOSAs and ELD personnel.
5. Increase paraprofessional support at each school site. In addition to the current paraprofessional support at 3.75 hours per day for each of the four sites, another EL paraprofessional will be added at each site at 3.0 hours per day to improve student support throughout the entire school day.
6. Fund an additional .2 FTE in English at LCHS to support EL students in mainstream classrooms and also allowing EL students in level 3, 4 and 5 to enroll in two English classes as needed and appropriate.
7. Improve the LCHS EL Student Teacher Enrichment Program (STEP)/Homeroom by soliciting a current general education English teacher in grades 7/8 and 9-12 to conduct two classes per week for 30 minutes on Wednesday and Thursdays targeted on the needs of ELs.
8. Identify and purchase, if necessary, ELD core or supplementary materials for implementation at all sites. Materials may include iPads, Chromebooks, software, consumables or other print materials to ensure parity of program delivery.
9. Improve communication and EL parent outreach opportunities to assist them in understanding the English Language Development Program goals, pathways to English fluency, ways to support their children in the American education system, understanding LCUSD general education programs and other relevant topics.
10. Continue to annually test EL students to measure progress as required by CDE. Review performance annually to assess improvement. Distribute testing results to site administration, counselors and teachers for class placement and targeted instruction.
11. Revise current reclassification Board Policies for students in grades 4-9 to include CAASPP Smarter Balanced Summative Assessment cut points as an additional multiple measure.
12. Revise and update the current ELD Master Plan with the input of the ELD Department, English Language Advisory Council (ELAC) and other stakeholders.
12. LCUSD will annually solicit and arrange for attendance at applicable ELD workshops and/or conferences or engage experts to provide training on how to improve instructional practices/services and implementation of the CCSS for EL students.
13. LCUSD will implement Board Policy 4112.22 over the course of LCAP Year I and Year II to actively ensure that all certificated staff are fully authorized to teach students of limited English proficiency.

SERVICES FOR STUDENTS WHO QUALIFY FOR FREE AND REDUCED PRICED MEALS AND FOSTER YOUTH:

The District's population of students who qualify for free and reduced price meals, who are foster youth, and who are at-risk totals 58*** unduplicated count pupils. The following LEA-wide or site-wide actions and services are the most effective use of funds to meet the District's goals for unduplicated count pupils because these students are disbursed throughout the District.

1. Maintain reading and literacy intervention programs and services at each elementary school site.
2. Maintain a .7 FTE school psychologist at LCHS 9-12 to provide additional services to special student populations as well as to provide additional resources district-wide for the on-going development of crisis assessment and response policies and procedures, development of specialized counseling programs, and services to pre-school age children and District obligations to private school students.
3. Continue to develop programs and monitor outcomes related to the Every Student Succeeds (ESS) plans established at LCE, PCR, PCY, and LCHS 7/8 and LCHS 9-12 WASC Action Plan to provide support and intervention to all students, with guaranteed services for at-risk students and populations qualifying for free and reduced priced meals. District and site administration will continue to monitor school attendance rates, absenteeism rates, suspension and expulsion rates, and dropout rates of middle and high school students.
4. Continued with the restructured LCHS 9-12 Counseling Department to provide for improved actions and services for students. The restructured counseling department consists of 7 counselors with counselor to student ratios at approximately 200:1. The restructuring provides for specialized services at each grade level and in the areas of intervention and college counseling. The improved ratios and specialized services supports all students, but provides more targeted support to at-risk students, foster youth and students of poverty.
5. Continue as allowed by budgetary constraints the 3.75 hour/day classified Kindergarten paraprofessionals in each K classroom at all three elementary school sites and expand the AM and PM Kindergarten program by 15 minutes each.
6. Maintain the 65 active student initiated clubs at LCHS to ensure and promote student engagement for all pupils, including students identified above.
7. Maintain the 55 active competitive sports teams at LCHS to ensure and promote student engagement for all pupils.
8. Lower class sizes TK-6 and 9th grade ELA and math to provide more small groups for individual instruction and support.
9. Provide web-based computer software (IXL, Accelerated Reader, Redbird Math Grades 4-6) to differentiate and individualize instruction.
10. Perform an Extra Duty Extra Pay schedule comparative analysis in relationship to LCHS's ability to recruit quality athletic coaches. Work to improve the capacity and leadership quality of our athletic coaching staff through LCUSD Human Resources department support and their work with the Positive Coaching Alliance.
11. Adopt K-6 math textbooks for 2016-17 school year and pilot English Language Arts textbooks during the second semester of 2016-17 school year.
12. Begin the implementation of Next Generation Science Standards (NGSS) in K-12 grade classrooms by providing teachers with professional learning opportunities during the 2016-17 school year. Establish NGSS Steering Committee to guide implementation, monitor progress and communicate results to all stakeholders. Increase equity of STEM

offerings at all levels to align with the implementation of NGSS.

13. Continue the implementation of Digital Citizenship and Literacy with site administration ensuring that all students learn through direct instruction, guided practice, and hands-on experiences.

14. Provide online learning experiences in world languages at the K-6 level to ensure equal access to languages and explore other online learning experiences to enhance or supplement classroom instruction. Monitor and evaluate the success of the programs and assess viability for the 7-12 level.

15. Implement Stanford's Challenge Success Program at LCHS 7/8 and 9-12 levels to review organizational systems and equip faculty and parents with research-based strategies that provide students with academic, social, and emotional skills needed to succeed now and in the future.

16. Develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.

17. Work with local community agencies (mental health professionals, law enforcement, the La Canada Flintridge Community Prevention Council, etc.) to create an action plan that results in student, parent, and community programs aimed at educating and building positive and thriving habits within LCUSD - informing community consciousness about the adverse and dangerous outcomes and effects associated with risk-taking behaviors like adolescent alcohol and drug use.

18. Establish the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.

19. Prioritize the findings of the LCUSD Advisory Committee on School Safety and Security, implementing recommendations and including them in the development of the Facilities Master Plan.

20. Begin evaluating future capital projects via the creation of a Facilities Master Plan that will inform and prioritize district capital needs based on input from all stakeholders.

The total funding for unduplicated pupils in 2016-17 is \$420,164. The minimum proportionality percentage for unduplicated pupils is 1.37% with full-implementation percentage calculated in 2016-17 at 1.51%. These funds will be used for targeted populations (unduplicated count students), on a school-wide and District-wide basis.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Funding Sources	26,555,054.00	26,131,622.08	7,068,497.11	7,068,497.11	7,093,497.11	21,230,491.33
	0.00	0.00	0.00	0.00	0.00	0.00
Base	23,015,019.00	22,720,919.59	2,543,676.11	2,543,676.11	2,543,676.11	7,631,028.33
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	0.00	0.00
Other	3,021,770.00	2,769,328.09	3,770,305.00	3,770,305.00	3,795,305.00	11,335,915.00
Supplemental	518,265.00	620,721.40	728,780.00	728,780.00	728,780.00	2,186,340.00
Title III	0.00	20,653.00	25,736.00	25,736.00	25,736.00	77,208.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	26,555,054.00	26,131,622.08	7,068,497.11	7,068,497.11	7,093,497.11	21,230,491.33
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	1,000.00	300.00	3,000.00	3,000.00	3,000.00	9,000.00
0001-0999: Unrestricted: Locally Defined	30,000.00	40,537.00	59,250.00	59,250.00	59,250.00	177,750.00
1000-1999: Certificated Personnel Salaries	20,448,516.00	20,337,723.64	3,498,831.11	3,498,831.11	3,498,831.11	10,496,493.33
2000-2999: Classified Personnel Salaries	642,293.00	642,536.00	729,179.00	729,179.00	729,179.00	2,187,537.00
3000-3999: Employee Benefits	2,400,000.00	2,514,276.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	775,600.00	402,826.08	432,162.00	432,162.00	432,162.00	1,296,486.00
5000-5999: Services And Other Operating Expenditures	160,285.00	129,818.82	230,950.00	230,950.00	255,950.00	717,850.00
5800: Professional/Consulting Services And Operating Expenditures	257,200.00	235,417.00	180,016.00	180,016.00	180,016.00	540,048.00
5900: Communications	51,000.00	33,037.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	1,789,160.00	1,795,150.54	1,935,109.00	1,935,109.00	1,935,109.00	5,805,327.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	26,555,054.00	26,131,622.08	7,068,497.11	7,068,497.11	7,093,497.11	21,230,491.33
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	1,000.00	300.00	3,000.00	3,000.00	3,000.00	9,000.00
0001-0999: Unrestricted: Locally Defined	Base	10,000.00	20,337.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	59,250.00	59,250.00	59,250.00	177,750.00
0001-0999: Unrestricted: Locally Defined	Supplemental	20,000.00	20,200.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	18,317,966.00	18,333,844.29	1,613,621.11	1,613,621.11	1,613,621.11	4,840,863.33
1000-1999: Certificated Personnel Salaries	Other	1,747,920.00	1,537,692.35	1,485,493.00	1,485,493.00	1,485,493.00	4,456,479.00
1000-1999: Certificated Personnel Salaries	Supplemental	382,630.00	466,187.00	399,717.00	399,717.00	399,717.00	1,199,151.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	174,658.00	220,916.00	185,658.00	185,658.00	185,658.00	556,974.00
2000-2999: Classified Personnel Salaries	Other	425,000.00	294,670.00	319,662.00	319,662.00	319,662.00	958,986.00
2000-2999: Classified Personnel Salaries	Supplemental	42,635.00	107,011.00	203,123.00	203,123.00	203,123.00	609,369.00
2000-2999: Classified Personnel Salaries	Title III	0.00	19,939.00	20,736.00	20,736.00	20,736.00	62,208.00
3000-3999: Employee Benefits	Base	2,400,000.00	2,436,000.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	78,276.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	607,600.00	378,254.68	270,812.00	270,812.00	270,812.00	812,436.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	110,000.00	7,400.00	158,350.00	158,350.00	158,350.00	475,050.00
4000-4999: Books And Supplies	Supplemental	58,000.00	17,171.40	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title III	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Base	155,185.00	101,843.62	188,085.00	188,085.00	188,085.00	564,255.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	5,100.00	22,823.20	26,675.00	26,675.00	51,675.00	105,025.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	5,152.00	16,190.00	16,190.00	16,190.00	48,570.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	202,000.00	211,953.00	167,500.00	167,500.00	167,500.00	502,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	40,200.00	17,750.00	9,116.00	9,116.00	9,116.00	27,348.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	15,000.00	5,000.00	1,400.00	1,400.00	1,400.00	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	714.00	2,000.00	2,000.00	2,000.00	6,000.00
5900: Communications	Base	51,000.00	33,037.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	1,095,610.0 0	984,434.00	115,000.00	115,000.00	115,000.00	345,000.00
6000-6999: Capital Outlay	Other	693,550.00	810,716.54	1,711,759.0 0	1,711,759.0 0	1,711,759.0 0	5,135,277.0 0
6000-6999: Capital Outlay	Supplemental	0.00	0.00	108,350.00	108,350.00	108,350.00	325,050.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).