

La Canada Unified School District
Local Control Accountability Plan – Executive Summary for 2017-18

Goal #1: Recruit and Retain the Highest Quality Teaching, Support and Administrative Staffs

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.

Actions and Services:

- A. Work with the La Canada Teachers' Association (LCTA) and California School Employees Association (CSEA) in 2017-2018 to ensure that salaries are as competitive as possible, given budgetary constraints as well as competing interests.
- B. Confer with Confidential Managerial and Supervisory Association (CMSA) members and contract employees to ensure salaries, given budgetary constraints, are competitive.
- C. Maintain with LCTA job descriptions for teacher leader Extra Duty Extra Pay (EDEP) positions that 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 that the **essential** EDEP positions are funded and filled.
- D. Annually review certificated employees' credentials to ensure compliance.
- E. **Utilize the completed Extra Duty Extra Pay schedule comparative analysis to investigate increasing the stipends for the LCHS athletic coaches, in an effort to recruit and retain high quality coaches.** The Human Resources department, along with site administration, will continue to provide support to the athletic coaching staff through the Positive Coaching Alliance to improve leadership skills and the coaches' capacity to run successful athletic programs.
- F. **Support certificated, classified and administrative staff through embedded teacher collaboration time, quality professional development opportunities, competitive health insurance benefits package, opportunity for the children of employees to attend LCUSD schools, teacher preparation period at the elementary level, and up to 25 years of acceptable teaching credit toward salary placement.**

Goal #2: Provide a high quality instructional program to all students

Ensure that LCUSD staff provides differentiated standards-based instruction by receiving ongoing professional development, integrating technology, collaborating with colleagues, implementing common assessments, and using rigorous and standards aligned resources.

Actions and Services:

A. Continue providing intensive professional development to certificated staff in order to implement newly adopted textbooks and resources, to integrate technology in their instruction, and to implement the instructional shifts required for Next Generation Science Standards (NGSS).

B. Adopt K-6 English Language Arts textbooks during the 2017-18 school year and provide professional development to effectively utilize materials and resources provided by the publisher.

C. Adopt 7/8 math textbooks during the 2017-18 school year and provide professional development to effectively utilize materials and resources provided by the publisher.

D. Continue the implementation of Next Generation Science Standards (NGSS) in K-12 grade classrooms by providing teachers with professional learning opportunities during the 2017-18 school year. Increase equity of STEM offerings at all levels to align with the implementation of NGSS.

E. Design the final math course, LC Math 4, (equivalent to Advanced Math Topics/Precalculus) with the support of a math consultant to complete the math pathways at LCHS and provide planning time to teachers for course development. Adopt LC Math 3 (equivalent to Algebra 2/Trigonometry) textbook in 2017-18 school year. The content of newly adopted courses is aligned with the Common Core State Standards and prepares students by the end of the Junior year to have completed Alg 2/Trigonometry/Geometry which are the main math content of the SAT and ACT.

F. Continue to utilize common assessments and analyze data to inform instruction and provide differentiation based on individual student needs.

G. Continue to provide ongoing 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.

H. 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.

I. 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.

J. 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.

K. Continue to outreach to parents and community on instructional technology through the District website and parent presentations at various forums.

- L. Continue to prepare staff, students, and parents for 21st century learning under the [National Education Technology Plan](#) with emphasis on teaching with technology, empowered learning, assessing learning, and creating a culture for innovation.
- M. 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 launch grades 9-10. Offer instructional technology professional development for grades 11-12 in anticipation of Bring Your Own Chromebook moving to those grade levels in 2018-19.
- N. Continue the implementation of Digital Citizenship, Literacy, and Responsibility with site administration ensuring that all students learn through direct instruction, guided practice, and hands-on experiences.
- O. Implement the International Society for Technology Education (ISTE) standards for students embedded in the newly created LCUSD Scope and Sequence document, with a focus on the first and second standard for the 2017-18 school year to establish classroom routines.
- P. Pilot World Language textbooks (except for French and Korean) during the 2017-18 school year.
- Q. Complete a course map for computer science pathways in K-12.
- R. 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 to stakeholders via teacher leaders (monthly for TK-6 and quarterly for 7-12).
- S. Establish a 9th-12th grade student committee to provide an open dialogue between students and district administration. Four students per grade level will apply and participate in quarterly meetings to provide insight about their instructional experiences.

Goal #3: Provide Resources and Programs to Promote Students' Social and Emotional Health, Wellness and Interpersonal Connectedness

Based upon the findings of the 2017 LCAP and LCUSD Surveys, as well as the feedback from the LCAP Oversight Committee, examine school site systems, programs and practices creating action plans and implementing program and policy reforms as identified to support student thriving behaviors, wellness, and emotional resiliency.

Actions and Services:

- A. Continue Stanford's Challenge Success Program at LCHS 7/8 and 9-12 to review LCHS policies and practices related to students' well-being and engagement with learning. Identify areas for change and development.

- B. Introduce Challenge Success as an elementary program via staff and parent education and a review of school practices related to students' well-being and engagement with learning. Identify areas for change and development.
- C. Create a three year implementation plan using key Challenge Success strategies which each school site identifies as its priorities for adoption. Include staff, student and parent outreach and education about Challenge Success as a part of the three-year implementation plan. Work with the PTA Council Liaison for parent education programs to design and market the sessions under the Challenge Success umbrella.
- D. Initiate as an action item at the elementary and secondary sites, a Challenge Success Homework Study Team to review and share the current research related to homework's impact on student learning and achievement. Conduct parent and staff education and outreach. Make recommendations to the Governing Board related to Board Policy revisions as a result of the study team's findings.
- E. Create an oversight committee to monitor the progress and outcomes resulting from the LCHS 7-12 8:30 a.m. school start time initiative. The committee shall give semester reports to the Governing Board assessing the initiative's implementation and making recommendations for adjustments and changes to the LCHS 7-12 school day schedule.
- F. Continue to develop student social and emotional wellness action/services and accompanying metrics and targets in the elementary sites' ESS Plans.
- G. Continue the practice of surveying students, parents, teachers, staff and administrators annually. Use survey data to inform district and site level goals, initiatives, practices, programs, policies and procedures.
- H. Continue the Governing Board Newsletter electronic communication following each meeting of the Governing Board.
- I. Continue a quarterly LCUSD newsletter communicating District, school, and department news related to program offerings, goals, initiatives, and district activities and events.
- J. Continue the 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 LCTA, CSEA, District Cabinet and Governing Board.

Goal #4: Reduce and Maintain Class Size Reduction to Increase Student Performance

Reduce and/or maintain TK – 3 class sizes at 22:1 or smaller. Reduce class sizes in grades 4-6 to 30:1 or smaller (collective bargaining class size limits are set at 33:1). Reduce 9th grade ELA and math class sizes to 26:1 and smaller (collective bargaining class size limits are set at 36:1).

Actions and Services:

- A. Maintain the additional 8.8 certificated FTE in grades TK – 3 (district-wide) to ensure class-size targets cited above.
- B. Maintain the additional 5.0 certificated FTE in grades 4 – 6 (district-wide) to ensure class size targets cited above.
- C. Maintain 0.4 certificated FTE ELA 9th grade and 0.6 certificated FTE 9th grade math (La Canada High School).
- D. Maintain these ratios in the three-year cycle of the current LCAP.

Goal #5 – Enhance Student Engagement through Program Offerings

Based upon the findings of the 2016 LCAP and LCUSD Surveys, targeted program offerings to students K-12 will be developed or enhanced to increase student engagement, achievement and school connectedness.

Actions and Services:

- A. Review progress and outcomes of the LCHS 9-12 Counseling Department in providing improved actions and services for students. The restructured counseling department currently consists of 7 counselors with counselor to student ratios at approximately 200:1. Assess the budgetary impacts and determine the capacity for delivering improved services with a department size of 6 or 7 counselors, ratios of 233:1 or 200:1, respectively.
- B. Maintain the LCHS 7/8 and 9-12 Elective offerings as permitted by the master schedule, staffing and financial considerations.
- C. Maintain extensive Advanced Placement course offerings at LCHS.
- D. 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.
- E. Maintain the 65 active student initiated clubs at LCHS to ensure and promote student engagement for all pupils.
- F. Maintain the 55 active competitive sports teams at LCHS to ensure and promote student engagement for all pupils.
- G. Assess the success of the actions and services implemented per the recommendation of the Superintendent's Task Force which reviewed the declining student participation numbers in the LCHS 7-12 Band Program during 2015-16 school year. Based on identified short- and long-term goals, implement actions to stabilize and grow student participation numbers in the band

program at the secondary level to ensure the program's quality and viability. Assess staffing for budgetary efficiencies.

- H. Maintain the Link Crew program at LCHS 9-12 and the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.
- I. Continue to review and assess the elementary administrative and counseling needs and depending upon results and budget considerations, adjust staffing accordingly.
- J. Develop a calendar for the Superintendent to meet quarterly (at minimum) with the LCHS 9-12 ASB to vet LCAP progress and establish through lines of communication between student and district leadership. Include as a discussion topic with student leadership existing student practices related to community service.

Goal #6: Provide a Quality Instructional Support Program for English Language Learners

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 meet and/or exceed grade level standards in all curricular areas.

Actions and Services:

- A. 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.
- B. Continue to provide additional targeted ELD instruction in grades TK – 6 by supplementing the instruction of the general education classroom with a .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.
- C. Continue to fund 0.5 counselor FTE at LCHS to offer supplementary targeted services to ELs in grades 9 - 12 to augment the focus on EL needs, monitor class placement and performance, help organize support programs and ensure equitable access to the full instructional program.
- D. Continue to provide District iPads to each EL student in levels 1 and 2 in grades TK – 6 for the student's use at home. The iPads will provide extended supplementary English instruction that mirrors what takes place at school. iPads will be loaded with selective educational ELD software and apps identified by the ELD personnel. Parents may opt out of the iPad program if they so desire.
- E. Continue paraprofessional support at 3.75 hours per day for each of the four sites to provide assistance and educational support for the lowest level ELs during the school day so that they can access the breadth of the core curriculum.
- F. Fund a 0.4 FTE in English at LCHS to support EL students in college-prep English mainstream classrooms and allow EL students in level 3, 4 and 5 to enroll in two English classes as needed and appropriate.

- G. Continue EL advocacy and support at LCHS by providing two current general education English teachers in grades 7/8 and 9-12 a stipend to be ELD lead teachers in those grade spans. Their tasks will include teaching two STEP/Homeroom classes per week for 30 minutes on Wednesdays and Thursdays exclusively to ELs to enhance their English skills and increase CELDT performance. LTEL enrollment in the ELD STEP/homeroom will be monitored closely. The lead teachers will also help to direct the ELD paraprofessional work, conduct student performance analyses and interact with parents to improve overall EL student success.
- H. 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.
- I. 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.
- J. Continue to test EL students annually to measure progress as required by CDE. Review performance annually to assess improvement. Communicate test results to site administration, counselors and teachers for class placement and targeted instruction.

Goal #7 – Maintain District-wide Facilities and Initiate Capital Improvement Projects

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. Develop a Facilities Master Plan to guide the achievement of this goal and research the viability of a bond to address capital improvements.

Actions and Services:

- A. Begin implementation of the Facilities Master Plan. This includes items related to campus safety and security, technology, and upgrading sites to provide modern facilities for 21st century learning.
- B. Based on the outcomes of a November 2017 Bond Measure Election, establish a Bond Oversight Committee as needed.
- C. 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 National Educational Technology Plan and LCAP Goal #3. Emphasis will include ensuring standards for bandwidth, and device maintenance and acquisition for teaching, learning, and assessment.
- D. Sustain progress related to the maintaining and cleaning of the campuses. Find opportunities to work with the Facilities Master Plan to combine routine repair and replacement of systems with master plan upgrades.
- E. 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.

Review and assess the district's comprehensive recycling programs and strategies designed to minimize its waste and energy footprint and optimize efforts towards ecological sustainability. Work with sites, community and vendors to create a plan that is manageable and systematic in reducing energy and materials, collecting and recycling items, and repurposing items wherever possible. Upgrade systems where possible with improvements in the master plan. Invest in capital improvements that will generate savings for the operations budget.