

La Canada Unified School District
Local Control Accountability Plan – Executive Summary for 2018-19

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 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.
- D. Annually review certificated employees' credentials to ensure compliance.
- E. 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.
- F. Analyze part time paraprofessional positions, performing cost benefit analysis on hiring full-time and part-time. Continue position control analysis to ensure efficiency in scheduling paraprofessional support.
- G. Provide mentors to new teachers to ensure teacher success and retention.
- H. Review options for district participation in a BTSA Induction Program.

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. Continue the implementation of Next Generation Science Standards (NGSS) in K-12 grade classrooms by providing teachers with professional learning opportunities during the 2018-19 school year. Increase equity of STEM offerings at all levels to align with the implementation of NGSS.
- C. Continue to utilize common assessments and analyze data to inform instruction and provide differentiation based on individual student needs.
- D. 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.
- E. Provide ongoing professional development to teachers and administrators related to the Standards of Mathematical Practice (SMPs) to support teaching and learning in math. Utilize the site plan with its metrics and targets to monitor instructional practices 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. 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.
- H. Continue to outreach to parents and community on instructional technology through the District website and parent presentations at various forums. **Develop a comprehensive communication strategy to help with both information and education.**

- I. Continue implementation of student mobile device initiative. Offer professional development for students, parents, teachers, and staff relating to instructional technology.
- J. Continue the implementation of Digital Citizenship, Literacy, and Responsibility with site administration and technology department, ensuring that all students learn through direct instruction, guided practice, and hands-on experiences.
- K. Implement the 2018-2020 LCUSD Technology Plan, including the International Society for Technology Education (ISTE) standards for students with emphasis on teaching with technology, empowered learning, assessing learning, and creating a culture for innovation for staff and students.
- L. Pilot French and German language textbooks during the 2018-19 school year.
- M. Complete a course map for computer science pathways in K-12.
- N. Complete and implement course pathways related to Career and Technical Education to promote increased student engagement and achievement in hands-on and career competencies.
- O. 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).
- P. Continue the 9th-12th grade Student Leadership Committee to provide an open dialogue between students and district administration.
- Q. Pilot NGSS aligned Science textbooks during the 2018-19 school year.
- R. Ensure the successful completion of the LCHS 7-12 WASC self-study inquiry and report. Support the LCHS 7-12 with the visiting team process and review.

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 the Challenge Success Program across LCUSD. Identify areas for change and development related to students' well-being and engagement with learning. Review and refine policies and practices accordingly.
- B. Engage in year two of the Challenge Success three-year implementation plan using key strategies identified by each school site. Include staff, student and parent outreach and education about Challenge Success. Monitor the effectiveness of year-one changes brought about by Challenge Success, such as the late start secondary school schedule and revised TK-12 homework policies and practices.
- C. Improve engagement in parent education programs under the Family Learning Series umbrella to maximize engagement with parents and the community.
- D. Continue to develop student social and emotional wellness action/services and accompanying metrics and targets in all schools' ESS Plans.
- E. 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.
- F. Continue the Governing Board Newsletter electronic communication following each meeting of the Governing Board.
- G. Develop a communications strategy that informs students, parents, staff, teachers, and community about events, programs, and achievements.
- H. 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.
- I. In conjunction with the Safety and Security Task Force, create holistic campus safety plans that include drills, communication strategies, and other recommendations from their findings.

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 2017 LCAP and LCUSD Surveys, targeted program offerings to students TK-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. Engage in program development to enhance the actions and services relating to identified needs from the Challenge Success and Governing Board Safety and Security Task Force.
- B. Sustain student engagement opportunities at elementary schools, such as Spanish, GATE, science and math enrichment, music, visual arts, theater, robotics, and computer programs.
- C. Maintain the LCHS 7/8 and 9-12 Elective offerings as permitted by the master schedule, staffing and financial considerations. Ensure communication of offerings to students and potential benefits.
- D. Maintain extensive Advanced Placement course offerings at LCHS.
- E. 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.
- F. Maintain the 65 active student initiated clubs at LCHS to ensure and promote student engagement for all pupils.
- G. Maintain the 55 active competitive sports teams at LCHS to ensure and promote student engagement for all pupils.

- H. Maintain 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. Calendar quarterly meetings for the Superintendent and the LCHS 9-12 ASB to monitor LCAP progress and improve 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 coordinated services to 7/8 and 9-12 EL students. ELD coordinated services will be compensated with a stipend. 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 ELD performance. LTEL enrollment in the ELD STEP/homeroom will be monitored closely. The lead teacher(s) 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, manipulatives, 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. Implement the LCUSD Facilities Master Plan in conjunction with Measure LCF bond revenues to guide the achievement of this goal.

Actions and Services:

- A. Implement the Measure LCF bond program per 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. 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 #2. Emphasis will include ensuring standards for bandwidth, and device maintenance and acquisition for teaching, learning, and assessment.
- C. Sustain progress related to the maintaining and cleaning of the campuses.

- D. 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. Find opportunities to work with the Facilities Master Plan to combine routine repair and replacement of systems with master plan upgrades.
- E. 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.
- F. Engage the Citizens' Oversight Committee to monitor the Measure LCF bond finances.
- G. Form school site design teams to support implementation of Measure LCF programs.
- H. Update deferred maintenance plan in connection with Measure LCF.

Supplemental Grant Funds

The total funding for unduplicated pupils in 2017-18 is \$420,167. 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 Learners will include:

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 0.5 counselor FTE to offer targeted services to ELs at LCHS through improved student to counselor ratios 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.
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. 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.
6. Fund an additional 0.2 FTE in English at LCHS to support EL students in mainstream classrooms and allow EL students in level 3, 4 and 5 to enroll in two English classes as needed and appropriate.
7. Improve EL advocacy and support at LCHS by hiring two current general education English teachers in grades 7/8 and 9-12 to receive 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. They will also help to direct the ELD paraprofessional work, conduct student performance analyses and interact with parents to improve overall EL student success.
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 parents 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 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.
11. Update and revise English learner reclassification Board Policies to include as multiple measures the new reading assessments in grades K-2 and the CAASPP Smarter Balanced Summative Assessment results in grades 4-9 and 11.
12. Revise and update the current ELD Master Plan with the input of the ELD Department, English Language Advisory Council (ELAC) and other stakeholders.

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. Continue to develop programs and monitor outcomes related to the Every Student Succeeds (ESS) plans established at all sites 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 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.
3. Review progress and outcomes of the LCHS 9-12 Counseling Department in providing improved actions and services for students. Engage in program development to enhance the actions and services relating to identified needs from the Challenge Success and Governing Board Safety and Security Task Force. This will provide specialized services at each grade level and in the areas of intervention and college counseling. The specialized services supports all students, but provides more targeted support to at-risk students, foster youth and students of poverty.
4. Maintain the 65 active student initiated clubs at LCHS to ensure and promote student engagement for all pupils, including students identified above.
5. Maintain the 55 active competitive sports teams at LCHS to ensure and promote student engagement for all pupils.
6. Lower class sizes TK-6 and 9th grade ELA and math to provide more small groups for individual instruction and support.

7. Provide web-based computer software (IXL, Accelerated Reader, Redbird Math Grades 4-6) to differentiate and individualize instruction.

8. Continue the implementation of Next Generation Science Standards (NGSS) in K-12 grade classrooms by providing teachers with professional learning opportunities during the 2018-19 school year. Increase equity of STEM offerings at all levels to align with the implementation of NGSS.

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

10. Continue implementation 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.

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

12. Continue the Where Everyone Belongs Program (WEB) at LCHS 7/8 to improve student connectedness.

13. Engage the community with the Governing Board Safety and Security Task Force in conjunction with Measure LCF when appropriate.

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.