

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN
UPDATED with 2016-2017 Title III Budget Projections

mail original and two copies to: **California Department of Education**
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

LEA Plan Information:

Name of Local Educational Agency (LEA): La Cañada Unified School District

County/District Code: 19-64659

Dates of Plan Duration (should be five-year plan): July 1, 2016 to June 30, 2021

Date of Local Governing Board Approval:

District Superintendent: Ms. Wendy K. Sinnette

Address: 4490 Cornishon Ave.

City: La Canada, CA

Zip code: 91011

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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Ms. Wendy K. Sinnette

Printed or typed name of Superintendent

Date

Signature of Superintendent

Mr. David Sagal

Printed or typed name of Board President

Date

Signature of Board President

Part I

Background and Overview

Local Education Agency (LEA) Plan

The No Child Left Behind (NCLB) Act of 2001 embodies four national key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

NCLB, established in 2001, now more commonly referred to as the Elementary and Secondary Education Act (ESEA), is still federal law. Local Education Agencies (LEAs) who participate in federal funding are required by the California Department of Education to update their LEA Plans. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. The identified goals provide the framework for California's ESEA accountability. Further description of district priorities and budgets can be found in the Local Control and Accountability Plan (LCAP). The LEA Plan is developed by many stakeholders and its contents mirrors the LCAP. State law requires that both documents to be approved by local school board and available on the LEA's website.

Local Control and Accountability Plan (LCAP)

The LCAP is an important component of the Local Control Funding Formula (LCFF) for the State of California. Under the Local Control Funding Formula, all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to *EC* Section 52060(d).

The LCAP must include a description of the annual goals to be achieved for each student group for each state priority. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. An LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. If a single goal requires longer than one year to implement fully, the LCAP should reflect the annual incremental actions, services, and expenditures, as well as the annual anticipated progress, that the district expects to achieve for each student group. These annual benchmarks will assist LEAs and the community to monitor the progress of the plan.

The LCAP does not replace the federal requirements related to LEA Plans in Section 1112 of the ESEA. According to *EC* Section 52062, specific actions included in the LCAP, or the annual update of the LCAP, must also be consistent with the strategies included in the Single Plan for Student Achievement.

Consolidated Application (Con App)

The Consolidated Application (Con App) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

The winter release of the application is submitted in January of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

Single Plan for Student Achievement (SPSA)

Academic achievement of students is the top priority of the education system in California. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the Single Plan for Student Achievement. Schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (Con App) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students.

All these documents are developed by multiple stakeholders
and are approved by the Governing Board.

FEDERAL PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA.

Federal Programs	
	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
√	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
√	Title III, Limited English Proficient
√	Title III, Immigrants
	Title IV, Part A, Safe and Drug-Free Schools and Communities
	Title V, Part A, Innovative Programs – Parental Choice
	Adult Education
	Career Technical Education
	McKinney-Vento Homeless Education
√	IDEA, Special Education
	21 st Century Community Learning Centers

DISTRICT BUDGET FOR FEDERAL PROGRAMS

The following table represents the funding in these programs for LCUSD.
2013-2014

2014-2015

Programs	Prior Year District Carryovers	2014-2015 District Entitlements 2014-2015	2014-2015 Direct Services to Students at School Sites (\$)	2014-2015 Direct Services to Students at School Sites (%)
Title II Part A, Subpart 2, Improving Teacher Quality	0	\$75,932	\$70,856	93%
Title III, Limited English Proficient	\$11,357	\$21,734	\$22,283	103%
Title III, Immigrants	\$7,109	\$5,433	\$10,088	186%
IDEA, Special Education	0	\$724,377	\$724,377	100%
TOTAL	\$18,466	\$827,476	\$827,604	100%

2015-2016

Programs	Prior Year District Carryovers	2015-2016 District Estimated Entitlements 2015-2016	2015-2016 Direct Services to Students at School Sites (\$)	2015-2016 Direct Services to Students at School Sites (%)
Title II Part A, Subpart 2, Improving Teacher Quality	\$3,408	\$74,986	\$66,248	88%
Title III, Limited English Proficient	\$7,902	\$21,725	\$25,397	100%
Title III, Immigrants	\$1,925	\$3,396	\$1,515	45%
IDEA, Special Education	0	\$723,099	\$723,099	100%
TOTAL	\$13,235	\$823,206	\$816,259	99%

PROJECTED 2016-2017

Programs	Prior Year District Carryovers	2016-2017 District Estimated Entitlements 2015-2016	2016-2017 Direct Services to Students at School Sites (\$)	2016-2017 Direct Services to Students at School Sites (%)
Title II Part A, Subpart 2, Improving Teacher Quality	\$8,472	\$74,986	\$66,248	88%
Title III, Limited English Proficient	\$3,880	\$21,725	\$25,397	100%
Title III, Immigrants	\$3,396	\$3,396	\$6,600	100%
IDEA, Special Education	0	\$723,099	\$723,099	100%
TOTAL	\$15,748	\$823,206	\$821,344	100%

Part II

The Plan

District Profile

La Cañada Unified School District

We are a learning community dedicated to personal growth and academic excellence.

La Cañada Unified School District is a K-12 district characterized as forward-looking, involved and supportive. La Cañada residents are principally professional and business executives, who are attracted to this community because of its excellent schools and prime location. The expectations for student achievement are high.

Current student enrollment is just more than 4,000, TK to grade 12. The district operates three elementary schools and a high school, grades 7-12. The student population is predominantly white (50%) and Asian American (30%). Students at all levels consistently score among the top 10% of all California students. Scores on the first CAASPP tests were among the highest in the state. Less than one percent of students qualify for free or reduced lunch.

There are many special programs to meet the needs of *all* students. Elementary schools in LCUSD offer art, drama, music, and Spanish classes as well as daily Physical Education for students. LCHS, grades 7-12, maintains many clubs and sports teams as well as an exemplary instrumental and vocal music programs and also outstanding visual and performing arts classes. The special education program serves 363 students from pre-school to age 22. Every special education student is provided the opportunity to receive a full and appropriate education in all areas of the curriculum. English language learners make up 6.4% of the total school population. Services are delivered through English Language Development (ELD) classes and targeted ELD instruction. All but one new out-of-state teacher at the elementary level have obtained the ELD authorization. The two teachers who still need the authorization are currently in training. The GATE program currently serves 570 students. The GATE program enables students to obtain optimum academic growth, expand their creativity and problem-solving skills as well as maintain a positive attitude toward themselves.

La Cañada High School has been named both a California Distinguished School and a National Blue Ribbon School. LCHS offers a wide selection of Advanced Placement courses, all of which are open enrollment. Students have consistently scored well. In 2015, 591 students took 1329 AP exams. For the past 5 years, La Cañada High School students have passed AP exams with a pass rate of 87% or higher, with a 2014-15 pass rates of 88%. Of the graduating senior class in 2015, 82% earned a passing score on at least one AP exam during their high school career. In 2015, LCHS had 93 AP Scholars, 69 AP Scholars with Honors, 127 Scholars with Distinction, 31 National Scholars, and 1 student receiving an AP International Diploma. In 2015, 99% of students matriculated to post-secondary education.

The Technology Department and electronic infrastructure has been significantly expanded in recent years. This shifted the focus from using technology from a predominately behind-the-scenes approach, to creating standardized classrooms where students engage with technology in daily lessons and projects. In 2016-2017, the Bring-Your-Own Chromebook program will be expanded to four grade levels.

All core has been aligned to Common Core State Standards. New math textbooks in grades K-6 will be implemented in 2016-2017. Professional development is designed to give teachers the skills and knowledge to deliver the new curriculum and implement the instructional shifts to produce model citizens in the 21st Century. Teachers are well-versed in reviewing student assessment data to inform their practice. Teachers regularly assess student work to evaluate, adjust and plan future instruction. La Cañada's teachers are very well qualified. A majority of teachers have advanced degrees in their subjects. All teachers districtwide are fully credentialed with the exception of one who is applying for an internship program.

Parents are highly interested and involved in their students' education. There is a wide range of community and parent organizations giving generously of their time and energy to support student learning. The La Cañada Education Foundation raises over \$2 million annually to enhance the district's educational programs.

Commented [LD1]:

Title III LEA Plan Performance Goal 2

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 1964659 LEA Name: La Canada Unified School District Title III Improvement Status: Year 1

Fiscal Year: 2016-2107 EL Amount Eligibility: \$24,165 Immigrant Amount Eligibility: \$8,637

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	
How the LEA will:	
7A. Required Content	Implement programs and activities in accordance with Title III La Canada Unified School District offers a comprehensive program for English learners. Title III funding augments other state base and supplemental funding to provide additional support for ELs and immigrant students. The personnel and activities that these funds are able to generate include supplemental paraprofessional support, additional ELD professional development, supplementary materials, software, consumables, manipulatives and readers so that students gain access to the core curriculum and attain English proficiency as rapidly as possible.
	Use the sub grant funds to meet all accountability measures LCUSD has laudable expectations for EL student performance. The multiple measures in the LCAP include exceeding annual measurable achievement objectives (AMAO) 1 and 2 by more than 20% above the federal target until new ESSA goals are identified. Our school district and students have achieved this goal since these accountability measures were implemented. Additionally, the reclassification rate of ELs in LCUSD has been above the state averages. While students perform well, we continually look for improvement. Specifically, next school year, in addition to monitoring all EL performance, we will be looking closely at LTELs and addressing enhanced ways to enhance their academic English success.

	<p>Hold the school sites accountable</p> <p>Our school district is small with three elementary schools and only one high school with grades 7-12, which allows the ELD Department and Program to be close knit and in many ways centralized. The elementary school personnel meet frequently together to ensure parity of programs between the sites. The high school students perform very well although higher performance is expected with some program enhancements that are being added in the 2016-2017 school year.</p> <p>The ELD Program metrics identified in the LCAP include data from all sites. Monitoring of student progress takes place throughout the school year looking at growth through annual CELDT performance, ELD Quarterly Progress Reports, reclassification rates, SBAC Summative results and informal observations by ELD teachers and paraprofessionals as well as the targeted EL instruction provided by general education teachers.</p> <p>Promote parental and community participation in programs for ELs</p> <p>LCUSD has strong parent participation in all aspects of our school district and the English Language Development Program is no exception. Meetings, office hours and other opportunities to improve communication and EL parent outreach take place frequently. An effort is made to assist parents in understanding the ELD Program goals, pathways to English fluency, ways to support their children in the American education system, LCUSD general education programs and matriculation to American colleges and universities as well as other relevant topics. Although not required, translation is provided at all ELD meetings in Korean, Mandarin, Armenian and Spanish. Metrics are also compiled annually in the LCUSD LCAP to analyze if more EL parents are participating and if we are meeting these goals. The effort in this area last year produced a 13.5% growth in EL parent participation.</p>
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How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction</p> <p>English learners are 6.3% of our total student population in LCUSD. Each ELs is placed with and instructed by an ELD authorized teacher at all sites. At the elementary level, ELs also receive additional assistance from a part-time ELD teacher who provides pull-out or push-in support. At the high school (grades 7-12), there is an ELD class for ELD level 1, 2 and 3 students. ELD 4s and 5s are mainstreamed to English general education classes. All ELs are mainstreamed into other subject area core classes. Additional support will be provided to ELs next school year by two teachers (one in grades 7/8 and one in grades 9-12) to conduct an exclusive ELD homeroom. They will become the ELD “point person” for that grade span, teach English during the homeroom period, assist students with their other core classes and monitor EL student performance. In addition to this core ELD Program, Title III funds will be used to fund a high school paraprofessional to support and assist ELs navigate the curriculum and rigorous work demands through a push in model in any classes for 3.75 hours per day. She will also focus her time on identified LTELs.</p>	Kohar Aprahamian Daily	Salary & Benefits	\$20,736	Title III EL
	<p>As needs arise, in addition to the core materials available to all students, teachers may request supplemental materials to help ELs gain access to the core material. These may be software, consumables, manipulatives, readers, etc. Supplemental materials requested will be evaluated by the ELD teachers for appropriateness of content and ELD level.</p>	Any teacher upon request	Supplementary Materials	\$1,346	Title III EL

	Provide high quality professional development All teachers receive professional development regarding the needs of English learners and the best instructional methodologies to ensure them access to the core curriculum and helping them acquire English as quickly as possible. Title III funding also provides enhanced training for any teachers interested in increasing their skills. Teachers have attended workshops provided by LACOE, Kate Kinsella and private companies addressing such topics as Writing in the Content Classroom, Standards Alignment Instruction for the English Learner, Technology Use in the Classroom and iPad Integration. The ELD teachers participate most frequently and often attend sessions together to support each other in consistent implementation of knowledge and skills gained. They also attend sessions in the trainer of trainers' model to share with their staffs at the respective school sites.	Aimee Lee Amani Krischel Monica Ratliff Victor Torres and others As Needed	Professional Development	\$1,600	Title III EL
C. Required for Year 2	Goal 2 Improvement Plan Addendum* (IPA) for items A-B: NA Please describe the factors contributing to failure to meet desired accountability measures. NA				
D. Required for Year 4	Goal 2 IPA* for items A-B: Please describe the factors contributing to failure to meet desired accountability measures. NA				
	Please describe all required modifications to curriculum, program, and method of instruction. NA				

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students None				
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$483	
		EL Estimated Costs Total:		\$23,682	

Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	Describe all allowable activities chosen by LEA relating to: New immigrant students at the elementary level are provided welcoming and performance monitoring as a centralized service through a paraprofessional position who also provides parent training in navigating the American educational system and community outreach. Her time is flexible based on student and parent needs at 1.5 hours per day. LCUSD has an innovative iPad software program for low level English learners at our elementary schools. While	Gretel Ujfalusy Daily Coordinated by ELD Teachers for ELD level 1, 2 and 3	Salary & Benefits Software licenses	\$7,086 \$1,379	Title III Immigrant Title III Immigrant

	all students have access to technology during the school day, these EL students are issued individual iPads for their home and school use. Personnel from the technology and ELD departments continually seek appropriate educational software to load on to the iPads. The iPad platform provides reading, writing, listening and speaking opportunities for students. Parents are trained on the use of the devices when they pick them up in the fall. Often new arrival parents also acquire English skills when working with their children at home. This supplemental device and activity has been well received by parents and students alike. Parent surveys over the last two years indicate that students enjoy and use the iPads at more than an 85% rate and performance metrics show students are attaining English skills rapidly.	students in grades 1-6			
H. Immigrant Overall Budget	Immigrant Administrative/Indirect Costs:			\$172	
	Immigrant Estimated Costs Total:			\$8,465	

Performance Goal Title II:

All students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include information that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<ul style="list-style-type: none"> Teachers are very well qualified in La Cañada Unified School District. All but one teacher at the elementary level has HQT status in the 2015-2016 school year. And she came to us from out of state. The only exceptions at the high school are several special education teachers due to their specialized assignments. Almost all of LCUSD teachers hold ELD and/or SDAIE authorizations. New Board Policy will ensure that all teachers are EL authorized by the beginning of the 2017 school year. Almost 80% of teachers at the secondary level hold a Bachelor or Master's Degree in the subject that they teach. Title II monies are also used to provide Class Size Reduction. LCUSD conducts meaningful consultation with all private schools within its boundaries and to solicit their participation as required. Collaboration time has been essential for teachers to share best practices. The majority of teachers have completed a two year-long intensive math professional development by Teachers Development Group. Four TOSAs assisted teachers and administrators with new instructional standards and delivery during the 2015-2016 school year. 	<ul style="list-style-type: none"> Based on the LCAP Survey results, the #1 priority identified by stakeholders was to recruit and retain the highest quality teaching and support staff. LCUSD will continue to work with administrators regarding compliant class assignments based on credentials The LCUSD staff needs professional development and support in technology and the instructional shifts demanded by the new standards, curriculum and assessments. Training on the Next Generation Science Standard for teachers of will be added. Special Ed and ELD teachers need targeted professional development to ensure their student populations access the new standards. Collaboration time needs to be continued to allow teachers to refine their professional practices. Class Size Reduction will be continued and expanded to grades 4-6 and 9 ELA and math.

Performance Goal Title II: *All students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

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Please provide a description of:	Description of how the LEA is meeting or plans to meet this requirement.
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards.	<ul style="list-style-type: none"> Significant staff time and funding has been used to smoothly transition from the CA Content Standards to the Common Core in the last few years. LCUSD students performed very well on the first SBAC Testing. Formative assessment practices will continue to be expanded to improve the already high results.. The Assistant Superintendent of Curriculum and Instruction will continue to lead the teachers in these fundamental changes in working with the new standards and new expectations for new pedagogy.
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement.	<ul style="list-style-type: none"> Professional development is provided district-wide to improve and integrate teacher quality at all stages: preparation, induction, support, and ongoing development. La Cañada Unified School District's professional development is effective because it is designed around a limited number of emphasis areas and remains continuous over time. The focus currently centers on technology integration, instructional shifts and math instruction. The Next Generation Science Standards will be a significant part of professional development that takes place in the 2016-2017 school year.
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.	<ul style="list-style-type: none"> Teachers will participate in the SBAC Summative Test Protocol process for the second year in fall of 2016. The consistent use of Common Assessments and student performance will be more closely monitored than in the past at the district and site level to determine future needs. Professional development and teacher collaboration has improved the use of Illuminate to track individual student progress and pinpoint areas for improvement. LCUSD will implement of Board Policy 4112.22 actively ensure that all certificated staff are fully authorized to teach students of limited English proficiency.
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs.	<ul style="list-style-type: none"> Professional development is provided through a variety of funding sources that work together to accomplish the district goals. Title II, Title III, Supplemental and the base grant are the main funding sources used to pay for professional development for staff. The Ed Foundation and the Parcel Tax also help to support lower class sizes.

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met.</p>	<ul style="list-style-type: none"> • Two TOSAs (one K-6 and another 7-12) will provide on-going targeted professional development for the implementation of the Bring-Your-Own-Chromebook program. • The Technology Department will provide concentrated training for all administrators, teachers, secretaries and other interested staff members on the use of Google. • TDG training will be provided to administrators so they can continue to share the techniques with teachers to improve math instruction. • Teachers districtwide will receive training regarding the Next Generation Science Standards. • The Chief Director will provide on-going ELD professional development to the teachers and paraprofessionals working in the program. • On-going professional development for special education teachers will be conducted to enhance their knowledge and skills. • The ELD teachers will continue to train general ed teachers on contemporary targeted ELD strategies to implement in the classroom through direct instruction or modeling.
<p>6. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan.</p>	<ul style="list-style-type: none"> • Wide-range surveys identify the needs in LCUSD. • LCAP Steering Committee, made up of stakeholders of many different backgrounds, met throughout the school year to design the direction and funding of the district. • ELAC meetings are held to solicit ELD parent input. • District Leadership Team is comprised of all principals, assistant principals, directors, and district office administration and meets bimonthly. • Current ELD teacher and ELD paraprofessionals are consulted on an on-going basis.
<p>7. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> ○ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ○ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ○ Involve parents in their child's education; and ○ Understand and use data and assessments to improve classroom practice and student learning. 	<ul style="list-style-type: none"> • Director of Special Ed provides many training opportunities for the Special Education staff. • Collaboration days allow teachers to share best practices in curriculum, instruction and/or classroom management. • Staff will meet regularly with advisory interest groups in special ed, GATE and ELD to discuss curriculum and instruction strategies, special services and program implementation. • The increased use of Illuminate will help teachers understand the power and importance of formative assessment to guide instruction.

8. How the LEA will use funds under this subpart to meet the requirements of Section 1119.	<ul style="list-style-type: none"> • La Cañada Unified School District's teachers are very well qualified. • Eighty percent of the high school teachers (grades 7-12) have a Bachelor or Master's degree in the subject area they teach. • Class assignments are monitored closely to ensure HQT compliance. • La Cañada Unified School District will actively recruit and hire the highest qualified teachers. • LCUSD will support teachers new to the district with PAR Consulting Teachers. • LCUSD will use PAR Consulting Mentor Teachers to work with any teacher who receives an unsatisfactory evaluation.
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Performance Goal 3: *All students will graduate from high school.*

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Person(s) Involved	Benchmarks/ Evaluation
5.1 (High School Graduates)	<ul style="list-style-type: none"> • LCHS has the lowest counseling ratio in the state at 200 to 1. • Special populations receive additional attention and guidance due to the reduced ratio. • Counselors, aligning their work with the National Standards, are assigned to all students. The counselor to student ratio is significantly below the state average. • In addition to general counseling services, students receive specialized services in career education. • Prior to entering the 9th grade, individual freshmen counseling sessions are held with each family where students and parents develop the four-year plan. • 10th grade individual counseling appointments take place throughout the school year to address future goals, develop further educational plans, review courses taken and discuss testing. Special topics are based on student needs identified 	<ul style="list-style-type: none"> • Administrators • Counselors • Psychologists • Teachers • Staff • Volunteers • Parents 	<ul style="list-style-type: none"> • Counselor notes in Student Information System • Number of Case Management meetings and logs of students discussed • Credit reviews • Number of SST conferences and follow-ups • Attendance at evening presentations for parents • Panorama Ed survey

	<p>through surveys.</p> <ul style="list-style-type: none"> • 11th grade individual and/or small group appointments address graduation requirements and college timelines in the spring of the junior year. • 12th grade graduation checks are done for every student. Deficiencies are sent home in writing. • The WASC Action Plan provides the steps and responsibilities to drive intervention and student support to ensure a focused path to graduation. • Counselors produce a Newsletter “Counselor Connection” to keep students and parents informed of important deadlines and activities. • “Challenge Day” addresses students’ social/emotional needs and develops feelings of inclusion forming a bond between individual adults and students on campus. • Volunteers assist students in understanding the value of education by providing internship possibilities, guest lectures/appearances and working with students in small groups. • Parents are highly involved in the education of their children. • Parent attendance at informational events and school activities is very high. • Progress reports are sent home by teachers for underperforming students each quarter. 		<p>results</p> <ul style="list-style-type: none"> • Number of college applications • LCHS acceptance rate • Graduation rate • Cohort graduation rate • Grade Point Averages • Testimonials
<p>5.2</p> <p>(Dropouts)</p>	<ul style="list-style-type: none"> • LCUSD has an extremely low dropout rate, however, one student is too many. • Counselors closely monitor students’ credits and provide options for credit recovery. • Case Management Team meets weekly to identify at-risk students and to develop interventions based upon the student's individual needs. • Extensive extracurricular activities including sports, clubs, visual and performing arts, dances, etc. help to keep students connected to school. • Students can dual enroll in community college and La Cañada High School, which permits students to accelerate or to gain lacking credits in a different educational environment. • Community Prevention Council presents workshops to students and parents regarding at-risk behaviors. • Parents will be assisted with strategies to teach their children 	<ul style="list-style-type: none"> • Administrators • Counselors • Psychologists • Teachers • Coaches • Registrar • Staff • Volunteers • Parents 	<ul style="list-style-type: none"> • CALPADS data • Credit review reports • Number of students discussed in Case Management • Number of behavior contracts • Number of referrals • Number of senior attendance contracts • Individual conference with students and parents • Limiting senior activities to motivate students

	<p>clear standards of right, wrong, responsibility and the law.</p> <ul style="list-style-type: none"> • Assistant Principal also meets regularly with individual students and their parents, especially seniors spring semester, to keep them on track to graduation. 		
5.3 (Advanced Placement)	<ul style="list-style-type: none"> • La Cañada High School offers a rigorous curriculum and honors level classes, which are a good preparation for Advanced Placement work. • There are currently 17 different AP classes offered. Many of those classes have several sections during the school day. • All AP courses are available to any student who wants to avail himself of the academic rigor through open enrollment. • The pass rate is closely monitored and influences teaching assignments and teacher training. 	<ul style="list-style-type: none"> • Administrators • Counselors • Teachers • Staff • Registrar 	<ul style="list-style-type: none"> • Number of students enrolled in AP courses. • Number of students taking AP Exams • Number of AP Exams taken per student • Pass rate percentage • Number of AP Scholars in each category

Part III

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

New LEAP Assurances

46. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
47. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

48. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

Ms. Wendy K. Sinnette
Print Name of Superintendent

Signature of Superintendent

Date