

LA CAÑADA UNIFIED SCHOOL DISTRICT

EDUCATIONAL GOALS

2005 – 2006

Revision 1-31-06

I. Curriculum/Instruction/Assessment:

Provide the cohesive and rigorous curriculum, instruction and assessment that enable students to communicate clearly and effectively, to access and apply information, to practice problem solving and inquiry both individually and collaboratively, to think critically, to demonstrate creativity, to utilize technology, to become productive citizens and to become lifelong learners.

A. Implement a comprehensive K-12 curriculum that matches or exceeds state standards in all subject areas.

1. Continue to use curriculum institutes to develop teaching/curriculum guides for all teachers.
 2. Continue staff articulation across the district and between grade levels to ensure program consistency and full support of all students' needs.
 3. Identify power standards and quarterly anchor assessments for all subjects and all grade levels.
 - 4., 5....(additional site action plans should be included as necessary at this point throughout the document)
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1. **All teachers, K through 6, base instruction in all core subjects on the state's standards. Student assessment to determine progress is used to provide evidence that this goal is met. Through the results of anchor assessments and other teacher made tests, teachers monitor and adjust their instruction in order to meet student needs.**
 2. **All teachers will integrate technology into instruction by referring to the grade level notebooks that provide lessons specifically for this purpose. The notebooks were completed in the fall by three staff members and made available as a resource for all teachers.**
 3. **All teachers and principal meet 3 to 4 times a month to insure that teachers are teaching the standards, with special emphasis on the power standards and according to the pacing guidelines.**
 4. **The site council and the PTA allocate funds for teachers to attend conferences. Teachers report highlights of those conferences to the staff at faculty meetings. All conferences are selected on the basis that they will provide teachers with strategies that will help them achieve this goal.**
 5. **To problem solve and to further create a cohesive instructional program, cross grade level groups will meet three to four times a year to address specific issues by content area. These groups are identified**

as Vertical Teams. There will be a Vertical Team for Science/Social Studies, Math, English Language Arts and Technology.
(LCE)

1. Teachers in all core subject areas are creating and submitting quarterly benchmarks. These benchmarks are aligned to the state standards and are administered as quarterly assessments by every teacher instructing the same course. These benchmarks are tools that teachers use to drive and adjust the instructional focus and strategies in their classrooms.
2. Implemented Korean as a foreign language offering for 8th grade students.
3. ELA teachers in grades 5 – 8 met at a Buy Back session in October to articulate on the Writing Standards and share instructional strategies. Emphasis was placed on the progression and mastery of writing skills from 5th through 8th grade.

(LCHS 7/8)

1. Implementation of Korean as a foreign language offering.
2. Research and work to add curricular support for Korean via technology.
3. Increase UC approved course offerings in Computer Programming, ROP, Lab Sciences (Sports Medicine)
4. Increase student enrollment in Advanced Placement and Honors classes including AP English.
5. Provide professional development to vertical teams through College Board conferences and resources us AP funding.
6. Provide supplemental science equipment and maintenance.
7. Complete textbook reviews and adoption procedures for Social Science department and for Honors Biology and Honors Chemistry

(LCHS 9-12)

1. All teachers, K through 6, base instruction in all core subjects on the state's standards. Student assessment to determine progress is used to provide evidence that this goal is met. Through the results of anchor assessments and other teacher made tests, teachers monitor and adjust their instruction in order to meet student needs.
2. All teachers will integrate technology into instruction by referring to the grade level notebooks that provide lessons specifically for this purpose. The notebooks were completed in the fall by three staff members and made available as a resource for all teachers.
3. All teachers and principal meet 2 to 3 times a month to insure that teachers are teaching the standards, with special emphasis on the power standards and according to the pacing guidelines.
4. The site council and the PTA allocate funds for teachers to attend conferences. Teachers report highlights of those conferences to the staff at faculty meetings. All conferences are selected on the basis that

they will provide teachers with strategies that will help them achieve this goal.

5. **In an effort to create a cohesive instructional program, grade level groups will meet on a regular basis to address specific issues by content area. This year our grade levels are examining best practices in writing instruction and improving on last year's impressive CST results.**

(PCR)

1. **Have planned and implemented classroom visits for all teachers, to grades above and below and their own grade. (Articulation across grade levels)**
2. **Have met 4 times in grade level settings, to review anchor assessment results with teachers. Teachers have made lists of students at risk, and of students not meeting standards.**
3. **Teachers have turned in plans on how they will meet needs of students at various levels.**

(PCY)

1. **Met with school site staff to review STAR data.**
2. **Provided teachers with testing data on current and last year's students.**
3. **Helped guide teachers' instruction through the review of students' CST content cluster performance.**

(L. Arthur)

4. **Special Education teachers have been instructed to write goals and objectives based on the "Handbook of Goals and Objectives Related to Essential State of California Content Standards."**

(T. Jackson)

1. **Assemble K-6TechLITEs team and 7-12TechLITEs team (Tech Leaders Integrating Technology into Education) to begin developing technology infused anchor assignments that are tied to curriculum standards for each grade level and course. Meetings are once a month throughout the year.**

(Enoch Kwok)

- B. **Implement multiple instructional strategies designed to meet the needs of a diverse student population with a variety of learning styles.**

1. **Provide teacher training in the classroom application of technology.**
2. **Expand differentiated instruction across the curriculum.**
3. **Implement the district master plan for ELL students and review annually.**
4. **Review the district master plan for GATE students as appropriate.**
- 5., 6....

1. **Teachers in all grades use various strategies to meet learning styles. They may include whole group instruction, small group instruction, one on one assistance, room volunteers to work with students, implementation of accommodations/modifications per IEPs for special education students. GATE students meet with GATE teacher weekly to access more advanced instruction than that of the regular classroom. Accelerated reader program and reading inventories help teachers to be aware of the performance levels of students in the area of reading. This list is only a sampling.**
 2. **The reading intervention program is held before and after school for students in the lower grades.**
 3. **The needs for ELL students are being met by the classroom teachers. Where teacher assistants are available additional support is provided by the teacher assistant. Teachers use their basals and the ELL room for resources and materials. Teachers will use software programs provided by the district to further supplement ELL instruction.
(LCE)**
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1. **7/8 Faculty attended a Scott Purdy Buy Back session in October on the topic of effective and efficient ways to differentiate instruction.**
 2. **7/8 Faculty attended a David Googhasian Buy Back session in October on the “Adolescent Brain.”**
 3. **7/8 Faculty attended a technology workshop presented by Enoch Kwok on how to build a classroom website to help strengthen school-to-home communications thereby helping to meet the needs of all types of learners.**
 4. **7/8 Faculty attended an August Buy Back session which emphasized technology strategies to strengthen lesson design and planning.**
 5. **At parent conferences, IEPs, 504 meetings, etc. Small School teams, along with the special education teams, counselors, and principal discuss effective instructional accommodations and modifications that will be implemented within an individual student’s educational program to insure his or her success.**
 6. **Teachers continue to learn, explore, and discuss the strategies involved in differentiated instruction in order to meet the needs of all rates and types of learners in their classrooms.
(LCHS 7/8)**
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1. **Faculty attended a Scott Purdy Buy Back session in October**
 2. **Faculty attended a David Googhasian Buy Back session in October on the “Adolescent Brain.”**
 3. **Pre-School Buy Back sessions that emphasized technology strategies to incorporate into class instruction included whole faculty.**
 4. **In-service presentation by Dr. Mayer on the issues of bullying and ramifications on the classroom environment
(LCHS 9-12)**

1. **Teachers in all grades use various strategies to meet learning styles. They may include whole group instruction, small group instruction, one on one assistance, room volunteers to work with students, implementation of accommodations/modifications per IEPs for special education students. GATE students meet with GATE teacher weekly to access more advanced instruction than that of the regular classroom. Accelerated reader program and reading inventories help teachers to be aware of the performance levels of students in the area of reading. This list is only a sampling.**
2. **The reading intervention program is held before and after school for students in the lower and upper grades.**
3. **The needs of English Learners are met by the classroom teachers. Additional support is provided by the teacher assistant. Teachers use their literature sets and other resource materials to help EL access the core curriculum. Teachers will use software programs provided by the district to further supplement ELL instruction.**
(PCR)

1. **Teachers have shared ideas on differentiating methods and materials at grade level meetings.**
2. **Teachers have received lists of all ELL students and are working with them in classrooms. Aide is going out to help students most in need.**
3. **Teachers are using grouping to meet needs of students with differing ability levels.**
(PCY)

2. Expand differentiated instruction across the curriculum.
 - a. **Provided staff with descriptors of ELD levels to aide in understanding ELD students' needs and instructional foci.**
3. Implement the district master plan for ELL students and review annually.
 - a. **Solicited input on ELD Master Plan from ELAC and DELAC.**
 - b. **Made revisions/updates to the ELD Master Plan.***(L. Arthur)*

5. **In-services (Buy Back Days) have been provided to General and Special Education teachers on differentiated instruction, accommodations, and grading policies for special needs students.**
(T. Jackson)

C. Develop and implement multiple assessments that include student mastery benchmarks tied to district/state standards and systemically gather evidence of student mastery that is analyzed regularly by staff, students and parents as part of ongoing program review and curriculum revision.

1. Utilize assessments and rubrics for all appropriate grade level oral language skills.
2. Review current multiple measures for math and develop new assessments as appropriate.

3. Review current prompts and rubrics for written language and develop new assessments as appropriate.

4., 5...

1. **Anchor assessments have been identified at each grade level for ELA and Math. Results are analyzed to review student performance and to adjust instruction as needed.**
2. **Teachers assess student performance on a regular basis. Tests from the reading series, reading inventories, teacher observations and classroom discussion all help them to monitor and adjust the curriculum as needed to meet district/state standards.**
3. **Staff and principal review state tests at the beginning of each school year. After the start of the school year, benchmarks, anchor assessments and pacing guidelines are reviewed throughout the school year.**

(LCE)

1. **7-12 Departments and 7/8 Small Schools engage in on-going review of the accuracy of the curriculum pacing guides and of the adopted Power Standards in efforts to insure those documents accurately reflect instructional practices.**
2. **The process of developing the quarterly benchmarks has generated heightened articulation of instructional practices, the alignment of coursework to the standards and power standards, and the consistency of instructional practices between teachers instructing the same courses. The 7/8 ELA and Mathematics teachers have produced documents which clearly identify the standards addressed each quarter, the assessments that measure students' progress in the standards, and sample re-teaching exercises.**
3. **7-8 has established an action research committee to examine "best practices" with regard to the increasing number of requests from families to accelerate the math curriculum. This committee will formally identify the areas of strength and concern within our 7/8 mathematics program, examine "best practices" from other districts, and endeavor to propose a formal and measured assessment / criteria whereby advanced students could accelerate their progress through the mathematics department's scope and sequence.**

(LCHS 7/8)

1. **Revisiting and revisions of the quarterly and semester benchmark assessments by course through departments.**

(LCHS 9-12)

1. **Anchor assessments have been identified at each grade level for ELA and Math. Results are analyzed to review student performance and to adjust instruction as needed.**
2. **Teachers assess student performance on a regular basis. Tests from the reading series, reading inventories, teacher observations and**

classroom discussion all help them to monitor and adjust the curriculum as needed to meet district/state standards.

3. Staff and principal review state tests, benchmarks, anchor assessments and pacing guidelines throughout the school year.
(PCR)

1. Teachers are using anchor assessments from texts to measure standards levels for reporting periods.
2. Teachers are reviewing writing rubrics at upcoming joint staff meeting.
3. Teachers are using STAR reading tests to judge students' reading level on a quarterly level.
(PCY)

4. Continue to coordinate all state-mandated testing including STAR (CSTs, CAT/6, CAPA and Apprenda 3), CELDT, CAHSEE and Physical Fitness Testing.
5. Trained staff regarding changes in regulations and proper testing procedures before each assessment administration.
6. Helped students, parents and teachers understand and utilize the assessment data.
7. Improved the Pre-ID process by directing the school sites to input all required demographic information for each student which helps the district in the state and federal accountability measures.
8. Administered 215 CELDTs to each potential English learner in the district.
9. Provided teachers with the CELDT assessment results and ELD level of each English learner in their class.
10. Sent letter, CELDT scores and explanation sheet to parents when official results arrived.
11. Reviewed each English learner performance based on multiple measures to determine if he/she could be reclassified fluent.
(L. Arthur)

4. Each quarter, Special Education students receive the "Progress Report of Annual Special Education Goals." Teachers assess each student to determine their progress on each goal.
(T. Jackson)

II. Student Support:

Ensure that all students receive appropriate support for their academic, social, emotional and individual needs as they work to develop their fullest potential.

- A. Evaluate each individual student's learning needs and implement appropriate educational experiences.

1. Ensure that the district student information system is accessible to and utilized by all staff and provides complete student assessment information in order to meet individual student needs.
2. Place all students appropriately in ELD, GATE, Special Ed, etc.
3. Recognize and address the needs of all students including the middle-achieving students.
4. Provide intervention services as needed in a timely manner for all students.
5. Continue to develop and provide differentiated instruction to meet the needs of all students.

6., 7

1. **Through classroom tests and other assessment measures teachers provide assistance to students as needed or refer them to the SST for an individualized learning plan.**
2. **The addition of the school counselor assists teachers to help students with social and emotional needs. The counselor implements whole group lessons for character education in the classroom. The counselor also does small group counseling and some one on one counseling. During the lunch time, the counselor works with students on social skills. The students also have the opportunity to participate in the Green Paw Program. This is a group of students who volunteer to do gardening around the school on a volunteer basis. The goal of the program is to integrate students who have problems socializing with students who model appropriate social skills.**
3. **Teachers continue to use the Safe Schools program for behavior expectations. Teachers have received updated training from the program's developer. Parents have also received program training via the PTA.**

(LCE)

1. **At the close of the first semester of the 2005 – 2006 school year, LCHS 7/8 has held over fifty IEP meetings, ten Student Study Team meetings, five 504 meetings, and nearly ninety formal Parent Conferences.**
2. **This year LCHS 7/8 has instituted weekly Case Management meetings and Special Education Testing Review meetings on an as needed basis.**
3. **The small school teams along with the grade level counselor meet on a weekly basis to discuss students' progress and articulate the needs of individual students within their small school.**
4. **In addition, counselors regularly meet, consult, and/or contact parents, students, and teachers on an informal basis to enhance students' academic performance and social / emotional growth.**

(LCHS 7/8)

1. **Since the start of the 2005 – 2006 school year, LCHS has held over 100 IEP meetings, thirty-five student study team (SST) meetings, fifteen 504 meetings, fifty attendance meetings and just over 100 formal parent conferences.**

2. **LCHS holds weekly Case Management meetings and Special Education Testing Review meetings on an as needed basis.**
 3. **An AVID (Achievement Via Individual Determination) Writing program has been purchased and implemented to support the learning needs of some Special Education students.**
 4. **Guidance department conducts ongoing series of grade-level small group and one on one counseling sessions to determine appropriate educational programs for students.**
(LCHS 9-12)
1. **Through classroom tests and other assessment measures teachers provide assistance to students as needed or refer them to the SST for an individualized learning plan.**
 2. **The addition of the school counselor assists teachers to help students with social and emotional needs. The counselor implements whole group lessons for character education in the classroom. The counselor also does small group counseling and some one on one counseling. During the lunch time, the counselor works with students on social skills. The students also have the opportunity to participate in the Peace Makers Program. This is a group of students who volunteer to do conflict resolution at the school. The goal of the program is to integrate students who have problems socializing with students who model appropriate social skills.**
 3. **Teachers continue to use the Safe Schools program for behavior expectations. Teachers have received updated training from the program's developer. Parents have also received program training via the PTA.**
(PCR)
1. **Staff is using ABI system for attendance. Grade 5 – 6 teachers are inputting grades to be printed on report cards.**
 2. **Students are identified for ELL and GATE. Students are receiving services in both.**
 3. **Reading intervention has been in session since October for grades 2 and 3.**
 4. **Students are being referred to Student Study Team. About 35 students have been discussed at SST.**
 5. **Teachers have identified students who are at risk of retention, using district criteria. Parents were notified and there have been SST meetings to determine appropriate interventions for those students.**
 6. **Teachers have identified students who are at middle and high achieving levels and have talked about how to ensure needs of these students are met.**
 7. **The Student Study Team procedures and forms have been reviewed and revised.**
(PCY)

1. Ensure that the district student information system is accessible to and utilized by all staff and provides complete student assessment information in order to meet individual student needs.
 - a. **Run queries regularly to determine if the database information is current and accurate.**
 - b. **Direct the school personnel to make corrections when needed.**
2. Place all students appropriately in ELD, GATE, Special Ed, etc.
 - a. **Review English learner student placement and recommend changes if needed to ensure that they are being instructed by properly authorized teachers and the district is compliant.**
3. Recognize and address the needs of all students including the middle-achieving students.
4. Provide intervention services as needed in a timely manner for all students.
 - a. **Organized the administration of the California Healthy Kids Survey to be given this spring to students in grades 5, 7, 9 and 11.**

(L. Arthur)

2. Place all students appropriately in ELD, GATE, Special Ed, etc.
 - a. **Student Study Team meetings are held at each school site to gather information and provide academic, social, and emotional support, and when needed, a referral for special education assessment.**
 - b. **Once students are eligible for Special Education services, Individual Education Program meetings are held at least annually.**
4. Provide intervention services as needed in a timely manner for all students.
 - a. **SST meetings are held to suggest interventions needed.**
5. Continue to develop and provide differentiated instruction to meet the needs of all students.
 - a. **In-services (Buy Back Days) have been provided to General and Special Education teachers on differentiated instruction, accommodations, and grading policies.**
 - b. **Special Education teachers have been provided with strategies to provide differentiated instruction.**

(T. Jackson)

- B. Maintain or reduce class sizes, as funding allows, in core subjects for grades 4 – 12.
- C. Provide opportunities that allow all students to develop social skills, experience leadership, apply personal ethics, develop character and citizenship, practice tolerance and value cultural diversity.

- 1.
- 2.
- 3.,4...

1. **Student Council and Sixth Grade Council provide opportunities for 4-6 students to develop leadership skills.**
 2. **Through the counselor and in class meetings teachers address character education and citizenship. The Safe Schools Program is implemented for this purpose schoolwide.**
 3. **The Multicultural Fair in January helps students to appreciate and experience the practices and customs of other countries. The fair is set up by the PTA.**
(LCE)
-
1. **The election of ASB Officers, Small School Officers, and SSR Representatives provide 7/8 students the opportunity to develop leadership skills.**
 2. **The creation of a Tuesday Board Game sessions hosted weekly by the counselors, school psychologist, and parent volunteers has been implemented to facilitate the development of 7/8 students' social pragmatics.**
 3. **Three counseling groups: the Grief Group, the Family Ties Group, and the Social Pragmatics group are all provided by the 7/8 counselors to facilitate the development of students' intra- and interpersonal life skills.**
 4. **The 7/8 Counselors and School Psychologist hosted during the first quarter a welcome luncheon for new students to the district.**
 5. **Principal visited every 7/8 social studies class during the first quarter to present school rules and regulations to students and to answer their questions regarding behavior expectations.**
 6. **The 7/8 Assembly for January 2006 was a multi-media presentation by Camfel Productions with a message empowering students to "Be the Change."**
 7. **The 7th grade counselor along with an 8th grade teacher co-moderate the California Junior Scholarship Federation at the 7/8. Membership in this club is based on academic achievement and the completion of service learning components. The projected membership for the second semester of 2005 – 2006 is over 250 7/8 students. One area of focus for CJSF is the development of leadership skills for 7th and 8th grade students.**
 8. **The 7th grade counselor and ELA teachers are currently meeting to plan curriculum based lessons on bullying which will be presented to students in the second semester. Additionally, these adults will be working with the entire 7th grade class to develop skills and provide them with practical tools to handle situations related to bullying.**
 9. **The 7/8 continues to look for a formalized character education program. However, current practice has all students involved in behavioral conflicts or disciplinary infractions counseled, mediations between students are held, appropriate consequences are assigned, and parents are contacted as necessary.**

10. **In an October 2006 Joint Staff Meeting (7-12), an outside consultant, Dr. Mayer, presented on the issues of bullying and its ramifications on classroom climate and school culture.
(LCHS 7/8)**
 1. **The 9-12 ASB attended the annual leadership retreat to develop leadership skills and plan the calendar of events from their perspective for the year.**
 2. **Representatives from ASB attended the leadership event in Burbank in October to better develop their own leadership skills and to better understand the challenges faced in creating and maintaining a meaningful student government.**
 3. **The Assistant Principal visited every social studies class to present school rules and regulations to students and to answer their questions regarding behavior expectations.**
 4. **Numerous extra-curricular activity and athletic events occur regularly to provide quality activities for 9-12 students as well as leadership and character development opportunities.**
 5. **The 9-12 Saturday School remains in place. Students have an opportunity to address issues such as the consequences of drug and alcohol use.**
 6. **The 9th grade counselors have instituted the “Ready Check” program.**
 7. **Class by class (grade level) assemblies were held early in the year to review information about school expectations, discipline and attendance policies.**
 8. **Heighten student awareness of Honor Code in classrooms and Presentation of Honor Court procedures at SSC
(LCHS 9-12)**
 1. **Student Council and Sixth Grade Council provide opportunities for 4-6 students to develop leadership skills.**
 2. **Through the counselor and in class meetings teachers address character education and citizenship. The Safe Schools Program is implemented for this purpose schoolwide.**
 3. **The Multicultural Fair in the spring helps students to appreciate and experience the practices and customs of other countries. The fair is set up by the PTA.
(PCR)**
 1. **Counselor has begun Peacemakers, a student group to be trained in conflict resolution.**
 2. **Counselor is meeting with social skills groups weekly.**
 3. **Spirit Rally’s continue to reflect an overall school theme, such as pursuit of excellence, respect.**
 4. **We showed an all school video correlating with the character education program.**
 5. **We had an assembly to review Cool Tools.**

6. **Counselor is teaching classes on character education.**
(PCY)
1. **School Psychologists, Speech Therapists and Counselors provide social skills training individually and in small groups.**
(T. Jackson)

D. Expand district wide student recognition programs.

- 1.
- 2.
- 3., 4...

1. **In the spring, two students from each school will be selected to share special projects to the PTA Council. The students will be selected by the classroom teachers.**
2. **All students will be encouraged to participate in the Reflections Program.**
3. **One student from each sixth grade class will be voted on by peers to receive the Kiwanis Terrific Kids recognition at each spirit assembly.**
(LCE)

1. **In the spring, two students from each school will be selected to share special projects to the PTA Council. The students will be selected by the classroom teachers.**
2. **All students will be encouraged to participate in the Reflections Program.**
3. **One student from each sixth grade class will be voted on by peers to receive the Kiwanis Terrific Kids recognition at each spirit assembly.**
(PCR)

1. **Counselor has worked with staff to develop new recognition program. Cougar coupons are given to individual students who are “caught being good.” Cougar Cash is given to a whole class when a staff person sees them behaving well or doing something special.**
2. **Students are receiving rewards for Cougar coupons or Cougar Cash.**
(PCY)

E. Provide opportunities that enable students to maintain strong physical and emotional health.

- 1.
- 2.
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1. **Students participate in physical education classes 200 minutes every ten days. Classes entail physical exercise and instruction regarding good health practices.**

2. **During the year students attend a health class which is taught by the physical education teacher. Some lessons in the health class may be taught by a guest speaker, the counselor or the district nurse. The health teacher bases all instruction on state standards and uses materials provided by the district.**

3. **Students will participate in a jog a thon and in the state's Physical fitness test for fifth grade students.**
(LCE)

1. **Students participate in physical education instruction 200 minutes every ten days. Classes focus on physical education skills and health practices.**

2. **During the year students attend a health class which is taught by the physical education teacher. Some lessons in the health class may be taught by a guest speaker, the counselor or the district nurse. The health teacher bases all instruction on state standards and uses materials provided by the district.**

3. **Students will participate in a jog a thon and in the state's Physical fitness test for fifth grade students.**

4. **Students participate in "Jump Rope for Heart" to raise money for the Heart Association.**
(PCR)

1. **Students are participating in district health classes, as taught by the PE teacher.**

2. **Students who have special emotional or social needs are meeting with the counselor.**
(PCY)

1. **Prepared for the administration of the Physical Fitness Test that will be given to students in grades 5, 7 and 9 between February and May.**
(L. Arthur)

1. **When indicated on their IEPs students receive counseling from their school psychologist.**

2. **Special Education students with more severe emotional issues are referred to the Department of Mental Health for assessment and if eligible may receive individual, family and group counseling services.**
(T. Jackson)

F. **Provide diverse opportunities for all students to integrate the arts into their lifelong learning experiences.**

1.

2.

3., 4...

1. All students attend art classes that are taught by an art specialist.
2. All students attend music classes that are taught by a music specialist.
3. Students in grades 4 through 6 have the option of participating in the Instrumental Music program.
4. Upper grade students work with the drama teacher and can join the school chorus.
5. The PTA provides art docents to work with the classroom teachers. A museum type activity will be the culmination of the program.
(LCE)

1. In October LCHS 7/8 presented from the Los Angeles Music Center an assembly entitled “Futa Toro.” The performance company presented dances, songs, and music of the West African countries of Senegal, Mali, and Guinea.
2. 7/8 students participate in the annual PTA Reflections program.
3. The following LCHS 7/8 course offerings provide diverse opportunities for all students to integrate the arts into their lifelong learning experiences:
 - Men’s Ensemble
 - 7/8 Chorus
 - 7/8 Band
 - 7/8 Drama and Drama Productions
 - 7/8 Art (e.g. drawing, painting, photo-shop, ceramics, etc.)
 - 7/8 Talent Shows
 - 7/8 Holiday Performances
 - 7/8 Mini-Art Showcases displayed in the main office.
 (LCHS 7/8)

1. Expansion of the Vocal Music program with the addition of two more sections of instruction.
2. Addition of UC approved second year of Photography as a visual and performing arts elective.
3. Revised year long curriculum for Draw/Paint class to receive UC approval as Art Foundations and increase enrollment.
4. Expand types of visual Art classes to include 7/8 Photo Shop and Art wheel electives.
(LCHS 9-12)

1. All students attend art classes that are taught by an art specialist.
2. All students attend music classes that are taught by a music specialist.
3. Students in grades 4 through 6 have the option of participating in the Instrumental Music program.
4. Upper grade students work with the drama teacher.
5. The PTA provides art docents to work with the classroom teachers. A museum type activity will be the culmination of the program.
6. Grades 1 through 6 participate in our Spanish Language program.

7. **Chorus is offered to all students after school once a week and the students perform two musicals per year.**

(PCR)

1. **Students are attending art, music and drama classes.**
2. **Students participated in PTA Reflections program.**

(PCY)

G. Provide experiences, information and resources that enable all students to explore their future vocations and avocations.

1. Continue to enhance college and career counseling services.
2. Provide school to work pathway counseling.
3. Support and guide students to become lifelong readers.
- 4., 5....

1. **Teachers use the core curriculum and the community for in class presentations of various jobs/careers. Field trip opportunities also expose students to career possibilities.**

(LCE)

1. **In February 2006 the 8th grade counselor will visit all 8th grade social science or English classes to administer a career interest survey to help students explore their skills and interests in a variety of careers.**
2. **7/8 Counselors have begun planning for a second semester Career Day program where students will have an opportunity to select from a variety of presenters based upon their individual interests in specific careers.**
3. **During the 8th grade year, every student meets with the counselor or other support personnel to plan for high school and beyond. The counseling session maps a four year high school plan and provides tools to link to post-secondary institutions that would meet the student's current interests and academic strengths.**

(LCHS 7/8)

1. **Adopt Choices Program and Career Interest Inventory**
2. **Realign Guidance Department and resources to provide experienced college counseling program**

(LCHS 9-12)

1. **Teachers use the core curriculum and the community for in class presentations of various jobs/careers. Field trip opportunities also expose students to career possibilities.**

(PCR)

1. **Counselor and staff are planning a career day for spring**
2. **Student counsel will implement a career day at Spirit Rally**

(PCY)

1. **Transition IEPs are held annually for all students ages 14-22 to discuss and plan vocations, post secondary schools and independent living skills.**
(T. Jackson)

1. **Expand the use of Pinnacle Internet Viewer at the high school to enable parent and student access to real-time gradebook and attendance information.**
(Enoch Kwok)

- H. Provide opportunities that help parents support their students' educational, ethical and creative growth.
 1. Continue regular, ongoing parent education and information sessions at all grade levels (e.g., workshops, orientations, programs, Back to School Nights, Open House).
 2. Provide a variety of opportunities for direct parent-teacher contact that supports student growth.
 - 3., 4...

 1. **Parent education and information sessions at all grade levels (e.g., workshops, orientations, programs, Back to School Nights, Open House) have occurred or will occur during the school year.**
 2. **Parents and teachers communicate on a regular basis via e-mail, by phone, by student agenda books or in parent conferences.**
 3. **Parents and teachers discuss strategies to assist students with special needs in IEP meetings or SST meetings.**
(LCE)

 1. **The 7/8 principal hosted two "Meet and Greet Coffees" to address parents' questions and concerns.**
 2. **Along with the 9-12 Administrators, the 7/8 principal hosts a New Family B-B-Q in the summer before school opens. The "program" at this event is a question and answer informational session lead by the principals with the parents.**
 3. **In September of each year the 7/8 PTA host the "Evening Under the Oaks." This social gathering is well attended by 7/8 teachers and provides a casual setting for parent-teacher communications.**
 4. **Each September the Back-to-School night evening program provides course information, classroom policies, and other pertinent information to parents in order to help them support their student's educational success throughout the school year.**
 5. **In addition to weekly parent-teacher conferences, each small school holds two parent conference days where they spend the entire day meeting with parents to communicate needs and concerns and improve the mutual support system between school and home. The**

counselors attend these meetings to provide on-going support between parents / students as a result of the conference.

6. Teachers and counselors rotate in their attendance at PTA meetings to answer questions and to report on subjects which will help parents support students' needs (e.g. counselors will present information to PTA in February 2006 on the "Bully to Buddy" seminar they attended last November). In addition, the 7/8 principal attends and reports at every PTA meeting.
7. Many 7/8 teachers use technology (i.e. the Pinnacle grading system, teacher created websites, e-mail, etc.) to provide parents with opportunities to support their students' educational growth.
8. The principal, counselors, and teachers submit articles to the PTA newsletter, *The Intercom*, in efforts to support parents in their students' ethical, educational, and creative growth.
9. The 7/8 PTA website, lchs78.org, provides a wealth of current information about the 7/8 program to parents and community members. This information is submitted by parents, the principal, the 7/8 secretary, counselors, and 7/8 faculty members.
10. The 7/8 PTA has a mass e-mail which reaches over 80% of 7/8 families.
11. The 7/8 has organized an action research committee on "Parent Communications" for the 2005 – 2006 school year. This committee will review current "best practices" in parent communications, philosophically discuss current 7/8 practices and its corresponding strengths and weaknesses, review sample communications, and endeavor to universalize best practice templates to be use by all 7/8 teachers.

(LCHS 7/8)

1. The A-Team hosted the "New Family BBQ" and associated parent evening.
2. At least one 9-12 administrator attends and contributes to each PTSA meeting
3. At least two pointed articles placed in each edition of the PTSA Scoop Newsletter to communicate in key areas with parents.
4. Expansion of Pinnacle's PIV program by parents and an increase in staff participation.
5. Over 1000 PIV parent account passwords generated and given to families. Over 73% teacher participation in Pinnacle electronic gradebook.
6. Adoption of electronic transcript service with Docufide to provide more options for students during their college application process.
7. The Assistant Principal has met with over 200 parents regarding attendance and discipline issues.

(LCHS 9-12)

1. **Parent education and information sessions at all grade levels (e.g., workshops, orientations, programs, Back to School Nights, Open House) have occurred or will occur during the school year.**
2. **Parents and teachers communicate on a regular basis via e-mail, by phone, by student agenda books or in parent conferences.**
3. **Parents and teachers discuss strategies to assist students with special needs in IEP meetings or SST meetings.**
(PCR)

1. **PTA will sponsor a parent education night.**
(PCY)

1. Continue regular, ongoing parent education and information sessions at all grade levels (e.g., workshops, orientations, programs, Back to School Nights, Open House).
 - a. **Provided evening parent information sessions to help them navigate the STAR results.**
 - b. **Attended school site council meetings to discuss topics related to assessment.**
 - c. **Met with ELL parents to review their individual student performance and address requests for Parent Exception Waivers from the high school ELD class.**
 - d. **Conducted ELAC meetings at each school site.**
2. Provide a variety of opportunities for direct parent-teacher contact that supports student growth.
 - a. **Attended IEP meetings of EL students to ensure proper student placement and ELD goals are being addressed.**
(L. Arthur)

1. **The SELPA has four “Community Advisory Committee” meetings per year where several topics of interest are presented to the parents.**
(T. Jackson)

1. **Assist HS counselors (esp. Sally Spangler) in creating comprehensive counseling web page with information and resources of use to students and parents via the Ektron web management system.**
(Enoch Kwok)

I. Provide appropriate counseling services for students

- 1.
- 2.
- 3., 4...

1. **Teachers and the counselor have established a routine for student referrals to the counselor. Parents are also included in the process.**

2. Students are able to request counseling services or share concerns anonymously by leaving a request in the office in a box specifically for this purpose.
3. The counselor works with the health teacher and classroom teachers to do whole group lessons on various topics. The counselor does a survey of the students to gauge what topics they feel are most needed to discuss.
(LCE)

1. The 7/8 counselors visit every classroom in the first month of school to explain the counseling services that are provided in 7/8. At that time individual students complete a needs assessment to identify the counseling supports (academic, social, emotional, career) s/he has interest in accessing. Groups and individual counseling services are tailored to students' needs based upon these surveys.
2. On-going counseling services are initiated by parent, teacher, and student requests.
(LCHS 7/8)

- a. College Corner Counseling Newsletter and Website
- b. Sophomore counseling sessions after school
- c. Incoming Freshman orientations
- d. PSAT Scoresback sessions
- e. Financial aid Night
- f. In Class Instruction on Study skills
- g. In Class instruction on SAT Preparation
- h. Weekly Counseling Dept Meetings
- i. College Counseling workshops
- j. Junior counseling sessions one on one
- k. Senior college Application workshops
(LCHS 9-12)

1. Teachers and the counselor have established a routine for student referrals to the counselor. Parents are also included in the process.
2. Students are able to request counseling services or share concerns anonymously by leaving a request in the office in a box specifically for this purpose.
3. The counselor works with the health teacher and classroom teachers to do whole group lessons on various topics. The counselor does a survey of the students to gauge what topics they feel are most needed to discuss.
(PCR)

1. Counselor sees students on ongoing regular basis.
2. Counselor also sees students on an as needed basis.
(PCY)

1. **When indicated on the IEP, counseling services are provided by the school psychologists. Group counseling can also be facilitated in conjunction with the speech and language specialists and the school counselors.**
(T. Jackson)

III. Staff Development:

Hire and support staff who recognize that their primary goals are to provide the highest quality education for all students, to represent the highest standards of professionalism, to incorporate the best and most current knowledge in their particular fields of work, to embrace the value of being lifelong learners and to create an environment of trust, respect and mutual support within the school and broader community.

- A. Actively recruit, train, support and retain highly qualified new staff members.

- 1.
- 2.
- 3., 4...

1. **All three principals interview potential teachers for the district and offer recommendations for the hiring of new employees.**
2. **New teachers assigned to the district are evaluated formally two times per year.**
3. **Regular classroom visits and meetings with new teachers help to support them.**
4. **First and second year teachers attend BTSA sessions.**
(LCE)

1. **Depending upon their evaluation cycle, faculty members are evaluated twice yearly. In the evaluation process, professional goals are established with the principal, classroom observations and subsequent evaluative discussions take place, and progress on the goals is assessed for the school year.**
2. **New 7/8 teachers participate in the District-wide BTSA program.**
3. **2005 – 2006 brought the addition of four new teachers to 7/8 in the areas of Journalism, Korean, 7/8 Choir, and 7/8 Band.**
(LCHS 7/8)

1. **2005-06 brought the addition of new staff members to the campus in the areas of counseling, English, Social Studies, Vocal Music, Instrumental Music, Drama, Foreign Language, ELD, and Science.**
(LCHS 9-12)

1. **Grade level meetings and staff meetings are held to support staff planning, collaboration, mentoring, reflection and growth.**
2. **Some teachers will participate in IPG/Curriculum Council to provide information to staff regarding curriculum issues.**

3. **The Joint Staff meetings give teachers the opportunity to communicate with each other and to share instructional strategies.**
 4. **Staff is working on the examination of best practices in writing and identifying practices that can advance student scores on the CST (PCR)**
-
1. **We hired two new teachers who are both attending BTSA. (PCY)**
-
1. **Assisted Human Resources Department in identifying Highly Qualified Teachers throughout the district. (L. Arthur)**
-
1. **New Special Education staff members are orientated by their school and Director of Special Education.**
 2. **New Special Education staff have been assigned mentors. (T. Jackson)**
-
1. **Helped to hire, train, and deploy high school based technology support technician (Reda Hanna). (Enoch Kwok)**
-
- B. Provide for collegial staff support, planning, collaboration, mentoring, reflection and growth.
- 1.
 - 2.
 - 3., 4...
-
1. **Grade level meetings and staff meetings are held to support staff planning, collaboration, mentoring, reflection and growth.**
 2. **Some teachers will participate in IPG/Curriculum Council to provide information to staff regarding curriculum issues.**
 3. **The Joint Staff meetings give teachers the opportunity to communicate with each other and to share instructional strategies. (LCE)**
-
1. **Weekly Small School meetings and Team Leader meetings provide opportunities for planning and collaboration within and between the 7/8 small schools.**
 2. **The master schedule has provided common conference / planning periods for key activities, such as Small School meetings, WASC Leadership Team meetings, etc. (LCHS 7/8)**
-
1. **Realigned the administrative departmental assignments providing for regular attendance by administrators at department meetings.**

2. **Work within departments focused on revisiting and revising the quarterly and semester common benchmark assessments.**
 3. **Use of common conference/planning periods for key activities (WASC Leadership etc)**
 5. **Use of SI support to secure key professional training to make best use of AP settings, Pinnacle tools, support for student college applications etc.**
 6. **Use of team format in addressing the challenges of construction and delivery of continued high quality experiences for students in the Arts (B building work, building modernization, Arts Month, Plays and Musical Productions)
(LCHS 9-12)**
1. **All three principals interview potential teachers for the district and offer recommendations for the hiring of new employees.**
 2. **New teachers assigned to the district are evaluated formally two times per year.**
 3. **Regular classroom visits and meetings with new teachers help to support them.**
 4. **First and second year teachers attend BTSA sessions.
(PCR)**
1. **All teachers are participating in visiting classes of other grade levels and will participate in sharing ideas for strategies to work with students on math problem solving and in reading comprehension. Teachers are studying additional materials we may need.**
 2. **Teachers will visit schools in similar communities, to investigate strategies and materials they are using successfully.**
 3. **Teachers are meeting in grade levels to collaborate on planning.
(PCY)**
1. **Continually respond to administrator, teacher and staff requests in a timely manner.**
 2. **Purchased and organized the district implementation of the DynEd software program which includes staff presentations, preliminary and follow-up teacher training.**
 3. **Solicited representatives from each site to participate in a workshop regarding the ELD and ELA standards.**
 4. **Trained two new ELD instructional aides at LCE and PCY.**
 5. **Encouraged attendance and registered high school ELD teacher for several appropriate in-service opportunities.
(L. Arthur)**
1. **District wide Special Education staff meetings are held regularly.**
 2. **Best Best & Krieger, Attorneys at Law have presented at staff meetings.**
 3. **Autism specialists have presented information to the staff.
(T. Jackson)**

- C. Assist individual staff members in the development and pursuit of personal, professional goals/growth, particularly as they relate to the curriculum/instruction/assessment goals.

- 1.
- 2.
- 3., 4...

1. **Teachers to be evaluated this year developed goals with the principal for this school year. Pre and post conferences were held to discuss progress towards the goals.**
2. **All teachers were encouraged to attend professional conferences. Funds were provided by the PTA and School Site Council for this purpose.**
3. **All teachers attend district Buy Back sessions, staff meetings, grade level meetings or can request individual meetings with the principal. (LCE)**

1. **The 7-12 School Site Council has allocated funds for professional development conferences. Meaningful conference opportunities are identified by the District's Curriculum and Instruction Office, by the site principal, and by the teachers and counselors themselves - based upon the District's goals or the professional needs or interests of each professional.**
2. **The 7-8 principal has developed a "Weekly Reminder" bulletin that details pertinent information for the week and identifies all of the week's meetings in order to facilitate scheduling, planning, communication, and collaboration. (LCHS 7/8)**

1. **Certificated staff pre-observation and pre-evaluation conferences included work to develop strong and meaningful goals for the year. (LCHS 9-12)**

1. **Teachers to be evaluated this year developed goals with the principal for this school year. Pre and post conferences were held to discuss progress towards the goals.**
2. **All teachers were encouraged to attend professional conferences. Funds were provided by the PTA and School Site Council for this purpose.**
3. **All teachers attend district Buy Back sessions, staff meetings, grade level meetings or can request individual meetings with the principal.**
4. **New teachers participate in BTSA training program. (PCR)**

1. **Teachers are meeting with principal to plan their own professional growth plans**
2. **Teachers are meeting with principal as part of the evaluation process, in regard to curriculum, instruction and assessment. (PCY)**

1. **Conducted a staff Buy Back session for counselors and psychologists to improve their knowledge of the English language acquisition process and to improve their understanding of the district's English Language Development Program.**
2. **Provided the Human Resources Department with SDAIE/CLAD/CTEL teacher training opportunities.**
3. **Assisted the Human Resources Department with the credential audit. (L. Arthur)**

1. **Staff members are encouraged to attend in-services and seminars on topics germane to special education teachers and support staff.**
2. **Monthly staff meeting are conducted by the Director of Special Education for the School Psychologists, Speech Therapists and Occupational Therapists.**
3. **Director of Special Education also attends the case management meetings with the special education staff at the school sites. (T. Jackson)**

1. **Conducted districtwide technology focused inservice day at the beginning of the school year with multiple workshops demonstrating the infusion of technology into the teaching and learning process. (Enoch Kwok)**

IV. Facilities, Technology and Equipment:

Provide quality facilities, technology, instructional materials and other equipment to support student learning.

A. **Ensure safe and secure campuses.**

- 1.
- 2.
- 3., 4...
1. **Regular communication is maintained with the facilities department.**
2. **Regular communication is maintained with the custodial staff.**
3. **Fire drills and other disaster drills are held throughout the year.**
4. **The school disaster plan was updated and reviewed with the staff. (LCE)**

1. **7/8 participated in a District-wide disaster drill during the first semester of the 2005 – 2006 school year.**

2. **The joint 7-12 Administration has modified the campus supervision strategy to include better coverage during the school day, especially during break and lunch. Higher visibility and increased student contact have been the priorities in this approach.**
(LCHS 7/8)

1. **Modification to campus supervision strategy to include better coverage during the school day—especially during break and lunch. Higher visibility and increased student contact have been priorities in this approach.**
2. **Work with the PTSA continues to provide more and improved student eating areas on campus with the purchase of new tables in the cafeteria, and the installation of new outdoor tables under the Oaks.**
(LCHS 9-12)

1. **Regular communication is maintained with the facilities department.**
2. **Regular communication is maintained with the custodial staff.**
3. **Fire drills and other disaster drills are held throughout the year.**
4. **The school disaster plan was updated and reviewed with the staff.**
(PCR)

1. **School safety plan is being revised.**
2. **School wide disaster plan has been reviewed and revised.**
3. **School participated in district disaster drill.**
(PCY)

1. **Worked closely with the city and sheriff department to implement the *Too Good Programs*.**
(L. Arthur)

- B. Implement and update the district master facilities plan at no greater than five year intervals.

Include consideration of best use of all district assets to meet the long term needs of the district.

3., 4...

1. **Site Committee is reviewing construction plans for use of bond money.**
(PCY)

1. **Oversaw the technology aspects of the district office move to the new 4400 Cornishon location including the acquisition and move of district network and data storage hardware, new internet services, and a new telephone/voice mails system.**
(Enoch Kwok)

- C. Implement and update the district master technology plan at no greater than three year intervals.
1. Maximize student and staff utilization of computers.
 2. Fine tune the Eagle Data System to streamline the annual enrollment process and maximize teacher access to student information.
 3. Implement state student ID system.
 4. Review the actual use of technology in the classroom and provide teacher support as necessary.
 5. Expand the use of technology as a communication tool between district, staff, students and community.
 6. Develop plan for regular upgrade of district technology.
 - 7., 8...
1. **Implement a technology Vertical Team to establish school needs for technology and to insure that teachers are integrating technology into lessons.**
(LCE)
1. **Continued development of technology integrated lessons.**
 2. **Buy Back sessions devoted to lesson planning using technology.**
 3. **Tech Lites committee meets regularly to discuss implementation of district's five year tech plan.**
(LCHS 9-12)
1. **Teachers are taking attendance on the ABI system.**
 2. **Teachers are looking at purchasing new computer programs for reading and math.**
 3. **Teachers have had preliminary training on use of Dyned program for ELL students. Five teachers are going to more intensive training in February.**
(PCY)
- D. Review the district library plan annually.
1. Maximize educational impact of LCHS Information Resource Center [IRC] for all LCUSD students and the La Cañada Flintridge community.
 - 2.
 - 3., 4...
1. **Upgraded the district internet service from T1 (3.0 Mbps) service to fiber optic service from Charter Cable (10Mbps)**
 2. **Installed a new district voice mail system in conjunction with a Voice Over IP telephone system at the new district office.**
(Enoch Kwok)

E. Implement and monitor a food service master plan that is cost effective and provides a nutritious and high quality product.

- 1.
- 2.
- 3., 4...

F. Coordinate the acquisition of instructional resources district-wide.

- 1.
- 2.
- 3., 4...

V. Financial Management:

Provide financial management that is fiscally sound, entrepreneurial and supportive of a stable educational program.

A. Maintain effective district budget planning, operations and monitoring.

1. Maintain a balanced budget.
2. Develop a plan for central purchasing.
3. **Completed and submitted the Consolidated Application.**
4. **Communicate regularly the requirements of state and federal funding to administrators to ensure compliance.**
5. **Authored and submitted the ELAP Expenditure Report and the Perkins Application.**
6. **Provided some state and federal budget allocations and reference to the Business Office.**
(L. Arthur)
3. **Continue analyzing Special Education costs of outside agencies and train District personnel to perform these services.**
(T. Jackson)

B. Maintain effective site and program budget planning, operations and monitoring.

- 1.
- 2.
- 3., 4...

C. Implement effective district oversight of reserves and special funds.

1. Maintain statutory reserves.
2. Maintain county recommended reserves.
3. Maintain other reserves, exclusive of bond funds, as appropriate and financially prudent.
- 4., 5...

- D. Maintain effective district and site level planning and monitoring of capital facilities projects.
 - 1. Maximize effective use of bond funds while monitoring soft costs.
 - 2.
 - 3., 4...

- E. Strengthen entrepreneurial sources of income.
 - 1. Maximize income potential from surplus property.
 - 2. Actively pursue appropriate grants.
 - a. **Reviewed and evaluated grant RFPs.**
(L. Arthur)
 - 3., 4...

- F. Nurture community efforts to financially support education programs.
 - 1. Minimize emergency funding by community groups.
 - 2. Utilize Presidents' Roundtable to coordinate funding from support/booster groups.

- G. Increase awareness of and input into the LCUSD funding process.
 - 1. Establish and maintain a superintendent's budget advisory committee.
 - 2. Develop various methods for communicating with stakeholders on budget issues.
 - 3., 4...

VI. Communication and Decision-Making:

Develop and maintain partnerships that involve students, parents, community, staff, administration and board members through various collaborative decision-making processes.

- A. Develop and implement communication plans to support district goals among stakeholders.
 - 1. Maximize effectiveness of district website as a communication tool.
 - 2. Utilize board liaisons to communicate with community.
 - 3. Establish online district newsletter.
 - a. **Contributed monthly to the district newsletter.**
(L. Arthur)

- B. Provide opportunities for stakeholders to participate in program review and the showcasing of student work.

1. **Conducted ELAC meetings at each school site and district-wide DELAC meetings.**
(L. Arthur)
 - 2.
 - 3., 4...
- C. Develop and implement a communications plan to support district goals.
1. **Edited and published the LCUSD Newline, a district newsletter that goes out every month or two.**
 2. **Helped teachers create web pages and websites using Ektron Content Management System.**
 3. **Installed and began deploying new district voice mail system which will eventually provide every teacher with a voice mail box.**
(Enoch Kwok)

VII. Public Policy:

Advocate public policy at local, state and national levels that supports and enhances the educational programs of LCUSD.

- A. Maintain effective communication with legislators.
1. **Continued work on the Computer Using Educators legislative advisory committee to develop recommendations for state legislative initiatives related to educational technology.**
(Enoch Kwok)
 - 2.
 - 3., 4
- B. Collaborate with other districts to promote common legislative interests.
1. Oppose unfunded mandates.
 2. Support full reimbursement of costs associated with state and federal mandates.
 3. Increase state funding for LCUSD.
- C. Maintain communication with local constituents on educational issues important to LCUSD.
- 1.
 - 2.
 - 3., 4...
 1. **Attended California Association of Administrators of State and Federal Education Programs (CAASFEP) Annual Conference.**
 2. **Attended regular meetings of the Bilingual, Assessment and Consolidated Programs Directors' county meetings.**

3. **Wrote press releases regarding student/school/district academic performance and state/federal accountability measures.**
4. **Keep informed of the latest policy changes by attending regular meetings conducted by ETS or CDE regarding assessment.**
5. **Solicited staff comment to the state regarding the development of new/updated ELD and ELA standards.**
6. **Conferred with another district to determine best practices and policies regarding standards and assessment.**

(L. Arthur)

1. **Edited and published the LCUSD Newslines, a district newsletter that goes out every month or two.**
2. **Maintain and update the district's website with current district news of relevance to the community.**

(Enoch Kwok)

D. Reviewed and updated Board policies. (L. Arthur)

For more information on state standards and assessment check the following website:

www.cde.ca.gov