



# Local Control Accountability Plan

2014-15 Annual Update

Draft 4/20/15

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**Annual Update:** Based on feedback from the AUSD community and stakeholders, the LCAP is quite dense and there is interest in further narrowing the goals, actions and measurable outcomes reported in the LCAP to those that have the most overarching impact for the district's goals and the eight statewide priorities.

State rules require that we address each item included in our original 2014-15 LCAP plan in this update but do allow revision and streamlining of goals in future years' plans. This will be reflected in the coming year's LCAP. The goal is that as we advance further into the LCAP process, it will be meaningful to the AUSD community, stakeholders and district policymakers and staff alike.

We will maintain the practice of continuous improvement in other goals and outcomes throughout the district by other processes and methods. This update reflects the original plan with update sections below each action and service included in that original plan.

## **Introduction**

The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF). Under the LCFF, all school districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities focusing on English learners (ELs), low income students, and foster youth to address state and local priorities identified in the California Education Code. Based on analysis of student performance, data and evaluation of current practice, goals have been developed to address state and local priorities. Each goal has specific action steps and progress will be measured annually.

The AUSD Board of Education and School District Leadership see the creation of the district's LCAP as an opportunity to review why we are a successful school district. We see this as opportunity to create a plan that will enable us to focus our resources

and to ensure we are spending these resources on activities that will continue this success and add value to the learning lives of each and every one of our students. The LCAP process requires engagement on the part of parents, staff, and community members in its development and we are committed to this idea. To that end, we have done many things, which we believe not only meet the legal requirements of the LCAP process but have created the opportunity for many people to engage with us and to use the input received to shape a plan that reflects the priorities of the Arcadia school community, as well as those of the state.

### **State Priorities**

1. Basic Services: Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities
2. Implementation of California's academic standards including the Common Core State Standards
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students
4. Pupil achievement: improving student achievement and outcomes along multiple measures including test scores, English proficiency and college/career preparedness
5. Student Engagement: supporting student engagement including whether students attend school or are chronically absent
6. School Climate: highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means
7. Course Access: ensuring all students have access to classes that prepare them for college and careers
8. Other outcomes: measuring other important student outcomes related to required areas of study including physical education and the arts

## **Arcadia Unified School District Goals**

### **Goal: Curriculum, Instruction and Assessment**

Through a quality instructional program, Arcadia Unified School District students will be provided equitable access to a rigorous curriculum preparing them for success in college and career.

**Related State and Local Priorities:** Implementation of State Standards; Course access; Pupil achievement; Pupil engagement

**Applicable Student Subgroup(s):** All; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth

**School(s) Affected:** All

### **Actions and Services:**

- **Instruction:** Identify (new) instructional strategies that support implementation of the CCSS and 21st Century Skills, address the shifts in ELA and Math, and meet the needs of ALL (K-12) students in ELA, Math, History/Social Science, Science and Technical subjects; provide support to teachers as they learn, practice, implement and evaluate identified strategies. \*Support from Common Core Coaches (TK-12) \*Professional Development (in house and via conferences) \*Programs including: AVID, Great Books, MY Access, Thinking Maps, Write from the Beginning \*Strategies including: Academic Vocabulary, Close Reading, Inquiry-Based Learning, Note-taking (Thinking Maps, Cornell Notes), Problem Solving Reading and writing from sources, Socratic Seminars, Text-based Questioning.

**Annual Update:** Implementation of Common Core Standards and 21st Century skills is a challenge as both teachers and learners face new learning content and new ways of teaching and learning. Action steps for this year noted above are being accomplished but full implementation is a multi-year process. Focus for

this year and next is implementation of Common Core English Language Arts and Mathematics curriculum as well as continuing to promote critical thinking in all classrooms.

- Assessment: Understand, address and implement changes to standardized, common and classroom assessments that align to Common Core State Standards and 21st Century Skills. AUSD will: \*Build strong understanding and implementation of formative and summative assessments and data generated by both types \*Identify and implement quality common assessments that align to CCSS \*Analyze data from interim and annual assessments to determine student progress; use data to support student success (career and college ready)  
**Annual Update:** Assessment program is undergoing gradual shifts in content and implementation to begin to identify and implement quality common assessments that align with Common Core Standards as they are implemented. Work this year has been on efforts with principals, coaches and teachers to understand, address and implement changes to standardized, common and classroom assessments.
- Intervention: Use a variety of data to identify at-risk students (including low-income, EL, foster youth); develop support systems to meet their academic and socio/emotional needs, and prepare them for college and career. AUSD will: \*Provide Counseling services \*Provide Tutoring services \*Provide access to Intervention Classes (including Core Plus, Latino Literacy, Math and Literacy Labs) - programs and software \*Employ Elementary Academic Program Coaches  
**Annual Update:** Efforts are directed at early identification of at-risk students (“Unduplicated Pupils”) through processes like the *Student Success Team-1* (SST1) and improving support systems to meet their needs and prepare them for college and career readiness. Continuing services include counseling and tutoring, access to reading, writing and mathematics Intervention classes, and

Academic Program Coaches at each elementary site, and efforts to open up access to more AP classes.

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**Goal:** English Language Arts

Create a TK-12 vertically aligned English Language Arts (ELA) program that uses research-based resources and strategies to address and meet the needs of all students including English learner (EL) students, as they acquire academic English.

**Related State and Local Priorities:** Implementation of State Standards; Course access; Pupil achievement; Pupil engagement

**Applicable Student Subgroup(s):** All; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners

**School(s) Affected:** All

**Actions and Services:**

- A TK-12 plan will be developed to address English Arts/English Language Development instructional materials, strategies, assessment, and personnel.

**Annual Update:** In order to more fully develop a TK-12 plan to address ELA/ELD materials and resources, strategies, and assessments; instructional and personnel funds were dedicated as follows: 1) *Small Working Groups (SWaGs)* studying the TK-12 program, 2) *Imagine Learning* and *CISC* conference, 3) Common Core Coach TOSAs working with teacher teams on the development of instructional units and curriculum development. Beginning in 2015-16, a Director-level position will oversee the English Language Development program.

- Investigate research-based and CA Board-approved instructional materials.

**Annual Update:** All materials purchased for 2014-15 meet the Williams's compliance requirements.

- Provide professional development to support implementation of Common Core aligned instructional materials and strategies.

**Annual Update:** Professional development support included *Thinking Maps* and *Write From the Beginning* training. *Small Working Groups* (SWaGs) met on 8 occasions to help teachers professionally develop in their instructional and curricular proficiencies.

- Support teacher implementation of an articulated TK-12 ELA program through collaboration; monitor student progress using a variety of data.

**Annual Update:** English planning meetings were held throughout the summer of 2014 and instructional unit planning and development were conducted during the 2014-15. This included ELA/ELD Synced Solutions planning in July 2014. Small Working Groups (SWaGs) concentrating on reading, writing, unit development, project based learning, technology integration, and academic vocabulary met on 8 occasions during the 2014-15 school year and work will continue in 2015-16.

- Provide site-based professional development to support teacher awareness of all populations and significant subgroup needs.

**Annual Update:** Site-based professional development included ELA/ELD Synced Solutions planning, CELDT Pre-ID Service and Curriculum Assoc. Phonics for Reading.

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## **Goal: Mathematics**

Understand, analyze and transition to the Common Core Standards of Mathematical Content and Standards of Mathematical Practice TK-12. This includes instructional strategies, instructional materials and resources, and assessment. Provide professional development, opportunities for collaboration and support for teachers as they shift to Common Core.

**Related State and Local Priorities:** Implementation of State Standards; Course access; Pupil achievement; Pupil engagement

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

## **Actions and Services:**

- Provide Professional Development opportunities including summer curriculum institutes and AVID training. Make progress towards common collaboration time district-wide.

**Annual Update:** Professional development opportunities were provided through summer institutes and AVID training, 7 common collaboration days and October staff development day, and other opportunities such as parent math meetings, district-wide math summit, middle and high school Algebra 1 pilots, elementary and middle school adoptions, etc. Teachers attended CMC and NCTM mathematics conferences over the course of the 2014-15 school year.

- K-12 (vertical and lateral) Learning Walks.

**Annual Update:** Activities included *Focused Board Visits*, Algebra learning walks and Common Core Days. Included parent Common Core math meetings to gauge student and parent attitudes about the new and changing math program. Ten meetings specifically addressing shifts in instruction, content and homework will have been conducted by June 2015.

- Adoption of instructional materials and creation of instructional units.

**Annual Update:** Implemented “bridge” mathematical materials for TK-5 and piloted math instructional materials for TK-8 and Algebra. Adoptions included *Go Math!* and *Engage NY* and *Howard County*, as housed in the *Math Synced Solutions*. Middle and high school math teams will continue to plan instructional units and assessments -- work that was started in 2014-15. Alignment of an overall 6-12 mathematics progression will be instituted over the course of the 2015-16 school year with ongoing revisions to better meet the needs of ALL students.

- Realignment and/or revision of TK-5 standards-based report cards.

**Annual Update:** Committees met and revised math portion of elementary report cards to reflect Common Core standards.

- Implementation of Synced Solutions (online catalog of approved lessons, resources and assessments), starting in the middle schools.

**Annual Update:** Synced Solutions (online catalog of approved lessons, resources and assessments) purchased and being used for pacing, instruction and assessments. Unit development TK-12 will be housed in Synced Solutions or a similar product for 2015-16.

- Support from Common Core Coaches through resource development, research, instructional modeling, and other classroom support.

**Annual Update:** Common Core Coaches are providing support as noted above.

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**Goal: Special Education**

Special education services will provide students with disabilities optimal access to a rigorous instructional program. Appropriate modifications and accommodations in the least restrictive environment will target student needs with the goal of maximum student achievement.

**Related State and Local Priorities:** Implementation of State Standards; Course access; Pupil achievement; Pupil engagement; School climate

**Applicable Student Subgroup(s):** Pupils with disabilities

**School(s) Affected:** All

**Actions and Services:**

- The three levels of special education teachers (elementary, middle school, high school) will meet six times each year in order to discuss issues related to the Common Core Framework, educational practice, new curricular materials, and to collaborate with other special education grade levels. Collaborative professional

development is a vital component of the Arcadia Unified School District's Special Education Program.

**Annual Update:** The three levels of special education teachers are meeting four times during this school year.

- Create a new SELPA autism grades 1-2 class beginning school year 2015-16, with the plan of opening three new autism classes in the next five years in order to appropriately serve our grades Pre-K-5 autism population.

**Annual Update:** Both the SELPA and the district executive cabinet have approved the opening of the new class in the fall of 2015.

- Integration of special education staff into departments at the high school. Affiliated actions may include shift in supervision and attendance at department meetings.

**Annual Update:** The special education staff has been fully integrated into the core curriculum at the high school. Special educators are attending department meetings at the high school.

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**Goal: School Connectedness**

All students will experience a sense of connectedness to school as their individual needs and interests are addressed through meaningful and differentiated engagement with the curriculum and authentic extracurricular experiences.

**Related State and Local Priorities:** State: Other pupil outcomes; School climate. Local: Student connectedness.

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

**Actions and Services:**

- Increase instructional staffing by 6.0 FTEs -- 2.0 at the elementary, middle and high school levels each, to reduce class sizes and more effectively connect students to their teachers and schools.

**Annual Update:** The six teachers were added as planned.

- Investigate options that address the needs of gifted students. Continue to provide professional development in differentiated instruction for all levels.

**Annual Update:** Options for gifted students offered include expansion of the robotics program through competitive clubs, Destination Imagination competitive teams at elementary and middle schools, MathCon competition at Holly Avenue, and competitive academic teams at the high school. Professional development in differentiated instruction is included in Common Core ELA and math professional development.

- Support and maintain the present music programs at all schools. Explore options allowing greater access to performing arts programs. Explore options to expand services related to the performing arts program.

**Annual Update:** Present music programs maintained at all schools including an elementary music director. A SWAG team is exploring options for allowing greater access to performing arts and expanding these programs. The group will be reporting and making recommendations, both to maintain or expand programs and further study options for expanded programs.

- Identify students who are disconnected from their school. Explore and build programs addressing the needs of these underserved students. Design and implement transitional programs between levels (i.e., 5th to 6th and 8th to 9th grades). Design and implement "newcomer" programs for students entering the district after the 5th grade.

**Annual Update:** As part of the effort to identify disconnected students from school and explore and build programs to address their needs, teachers from middle schools and the high school will take part in the Boomerang project web training in May 2015. Principals and transition counselors are also designing transition programs for 5th to 6th and 8th to 9th grade to be implemented in the

summer of 2015. Counselors are also developing a “newcomer” program for students entering the district after the 5th grade. The district also continues to explore opportunities for online education and blended classrooms. The district has also set up a Homework and Grading Committee to explore transitional report cards that would link standards-based grades in elementary to traditional grades in middle school. A key district goal is to keep middle school drop out rate at 0% and to maintain high school drop out rate at less than 1%.

- Support and improve Achievement Via Individual Determination (AVID) at schools that currently offer the program. Expand AVID to all middle schools and targeted elementary schools.

**Annual Update:** High school, middle schools, and Holly Avenue Elementary School teachers trained in the summer of 2014. Full implementation of AVID is planned in 2015-16 at middle schools and high school, and continued training at one targeted elementary school. Also, staff development is planned in strategies and skills similar to AVID for schools not yet implementing.

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### **Goal: Counseling**

Development of a comprehensive counseling program that fully integrates Common Core expectations and ensures that all students are college and career ready.

**Related State and Local Priorities:** Implementation of State Standards; Course access; Pupil achievement; Pupil engagement

**Applicable Student Subgroup(s):** All; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; Pupils with disabilities

**School(s) Affected:** All

### **Actions and Services:**

- All AUSD school counselors will attend the annual California Association of School Counselors (CASC) conference for the next three years. After each conference, the school counselors will collaborate to make adjustments to the

TK-12 Counseling Program as needed, to better reflect college and career readiness as related to the Common Core.

**Annual Update:** 61% of counselors attended CASC and all counselors attended at least one professional conference related to college entrance or the implementation of Common Core. Counselors have been collaborating to make adjustments to the TK-12 Counseling program to accommodate changes.

- College and career program will increase to two activities per grade level per year at the middle school level.

**Annual Update:** Middle School counselors are continuing to develop the college and career program.

- All counselor curriculum will be rewritten to address Common Core Standards. There will be a strong focus on college and career preparedness as the foundation of counseling work including life-long learning, adaptability to change, knowledge, skills and career dispositions.

**Annual Update:** The counselor curriculum is being rewritten to address Common Core Standards.

- Counseling standards for each grade level in middle school will be developed.

**Annual Update:** Counseling standards for each grade level in middle school are currently in the process of being revised.

- Explore the options for providing increased transitional student services bridging, both the transition from elementary to middle school and from the 8th to 9th grade levels.

**Annual Update:** Two transition counselors were added to support AVID students and program, and to provide increased transitional services between levels.

Counseling staff are exploring transitional services for grade 5 students moving to middle school and grade 8 students moving to high school for the 2015-16 school year.

- Add elementary counseling position to serve the needs of all students but specifically to ensure service for the greater proportional needs of unduplicated pupils.

**Annual Update:** Temporary position made permanent. This brings elementary counseling staff to three full-time positions.

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**Goal: Professional Development**

Implement a District-wide Professional Development (P.D.) Plan that provides specific information and training, emphasizes collaboration at all levels and supports teacher efforts to implement Common Core State Standards (CCSS) to meet the needs of their students, preparing them for college and career. Provide targeted professional development to teachers, administrators and support personnel to assist them in identifying and addressing the needs of unduplicated pupils in order to increase their school attendance, academic achievement and school connectedness.

**Related State and Local Priorities:** Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate

**Applicable Student Subgroup(s):** All; Socioeconomically disadvantaged; English learners; Foster youth

**School(s) Affected:** All

**Actions and Services:**

- Strategic Plan for District-level Professional Development will be developed.

**Annual Update:** Strategic plan for district-level professional development for minimum days developed at Administrative Staff Development Charge.

- Alignment of professional development to Common Core State Standards (CCSS- ELA, Math, Literacy) and Next Generation Science Standards (NGSS).

**Annual Update:** Professional Development plan for six minimum days for 2014-15 has been aligned to Common Core and Next Generation Science Standards.

- Support from Common Core Coaches.

**Annual Update:** Common Core coaches supporting curriculum research, development, training and coaching. Five coaches for TK-8 and five part-time coaches for 9-12.

- Collaboration (vertically and laterally aligned across the District) through: Learning Walks, Departmental programs and objectives (i.e., Synced Solution, Thinking Maps, Write From the Beginning, CCSS Math), Level P.D. where teachers from different schools attend together, Negotiated collaborative time (3 days).

**Annual Update:** First year collaboration objectives have been achieved using the actions noted above.

- Attend outside conferences and bring the learning back to the district and individual sites.

**Annual Update:** Significant learning brought to district through training and conference attendance.

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**Goal:** Technology for Teaching and Learning

All students will have access to a curriculum and assessment that is enhanced by the use of 21st Century technologies. Teachers will develop and deliver instruction using 21st Century tools. Under AUSD's *Model Technology* program, innovative technology tools will be piloted, evaluated and implemented. Tools will include, but are not limited to, 1:1 device access and Classroom of the Future (presentation computers, interactive whiteboards, sound amplification and media resources).

**Related State and Local Priorities:** Implementation of State Standards; Course access; Pupil achievement; Pupil engagement

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

## **Actions and Services**

- Implement all AUSD classrooms with the upgrade of Classroom of the Future devices: presentation computers, interactive whiteboards, sound amplification and media resources. Continue the use of our Model Technology Program to pilot and evaluate new technology. Evaluation of new technology for programs, such as 1:1 student devices, are essential to making wise decisions on technology purchases. Also, the evaluation and testing of new network infrastructure prior to large scale investments. Implement "Classroom of the Future" technology in all AUSD classrooms including the upgrade and implementation of presentation computers, interactive whiteboards, sound amplification and media resources.

**Annual Update:** "Classroom of the Future" technology has been installed in over 90% of our classrooms. 100% completion is expected by the start of the 2015-16 school year. Student and staff surveys will be administered at the end of the year.

- Continue the use of our Model Technology Program to pilot and evaluate new technology.

**Annual Update:** Continuing the site tech coach program and the maintenance of existing model technology equipment.

- 1:1 device access for all students. Enhance network infrastructure to support 1:1 wireless computing.

**Annual Update:** Year 1 of the plan is complete. 3,600 chromebooks were configured and installed in classrooms and infrastructure upgrades to 100 classrooms were completed.

- Plan widespread rollout of technology based on Model Tech experience. Analyze feedback to make purchase and implementation decisions regarding future tech use in AUSD.

**Annual Update:** No change planned to this goal. In year 2, continue progress toward infrastructure upgrades and 1:1 classroom sets.

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**Goal:** Technology Support

AUSD's Technology and Information Services (TIS) will provide timely technical and instructional support to all AUSD staff and students to ensure that all students will have access to 21st Century learning in preparation for college and career.

**Related State and Local Priorities:** Implementation of State Standards; Course access; Pupil achievement; Pupil engagement

**Applicable Student Subgroup(s):** All; Socioeconomically disadvantaged; English learners

**School(s) Affected:** All

**Actions and Services:**

- Expand District Instructional Technology Coach and Site Technology Coach Program to support the use of instructional technology in AUSD. To support teachers and provide professional development in the implementation of this plan, the district will provide one additional Instructional Technology Coach each year in 2014-2015 and 2015-2016.

**Annual Update:** Funds for additional instructional technology coach used for professional development and professional development materials this year. Coach is expected to be added in 2015-16.

- Provide monthly trainings for Site Technology Coaches. Provide classroom support to teachers through Site Technology Coaches Facilitate professional learning community including TIS Staff, Site Tech Coaches, and other district employees.

**Annual Update:** Training has been provided as planned.

- TIS will provide support for educational hardware, software, and information services. TIS will implement new procedures and services as needed to optimize response time and support. TIS will provide ongoing training for staff through Site Tech Coaches.

**Annual Update:** Support has been provided as planned.

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**Goal:** Character Education

Develop a comprehensive TK-12 character education program that addresses the development of non-cognitive skills. The outcome will be well-balanced students who demonstrate perseverance, self-efficacy and the behaviors and attitudes to become engaged 21st century citizens.

**Related State and Local Priorities:** Pupil engagement; School climate

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

**Actions and Services:**

- Character student recognition assemblies and/or awards.  
**Annual Update:** Award, reward and recognition programs continued at all sites.
- Red Ribbon week.  
**Annual Update:** Continues to be an important part of Arcadia culture. PTSA funded at each site.
- Student leadership opportunities including, but not limited to, Student Council, Associated Student Body, student mentor programs, Men of Distinction, Positive Girls 13.  
**Annual Update:** These opportunities continue to be offered.
- Assemblies on topics including Character education, anti-bullying, Patriotic themes

**Annual Update:** These continue to be PTSA and ASB funded at each site.

- Explore character education related curriculum by level, that teaches topics including, but not limited to, classroom behaviors, time management, and organizational skills.

**Annual Update:** Explored by small working groups on Common Core collaboration days. Groups to provide recommendations for future improvements and or program expansion.

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**Goal: Parent Participation and Involvement**

The District and individual school sites will increase efforts to seek parent input and promote parent participation, under the umbrella of the Parent-Teacher-Student Association (PTSA), in the education of all students and especially students from significant subgroups (including unduplicated pupils and the Chinese community).

**Related State and Local Priorities:** State: Parent involvement. Local: Parent Participation.

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

**Actions and Services:**

- Increased outreach using electronic media and alternative meeting times and formats.

**Annual Update:** Outreach efforts include: 1) District on Facebook and Twitter with training offered, 2) Pilot program at one middle school using electronic progress reporting/progress monitoring, 3) Video podcasts to parents, teachers staff, and 4) Thought Exchange community input process.

- Maintenance and expansion of language support services including language translation services, written communication, video support of parent meetings, and training in using PowerSchool.

**Annual Update:** Actions this year include Language Line over the phone translation, School Accountability Report cards, Schoolyard-ANTP and Student-Led Conferences Stipends and subs.

- Working closely with PTSA, develop greater cultural understanding of our community leading to more inclusive meetings and events that attract and involve a more diverse group of parents and families.

**Annual Update:** Continuing close working relationship with PTSA to enhance cultural understanding of Arcadia communities.

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**Goal:** Clean and Safe Schools and Facilities

Arcadia Unified School District will provide clean, safe and well-maintained classrooms, common areas, campuses, and vehicles to promote positive learning environments that facilitate optimal student engagement with minimal distractions.

**Related State and Local Priorities:** Basic Services

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

**Actions and Services:**

- All areas will be cleaned and maintained to district standards. Soap, paper towels, and toilet paper dispensers will be maintained in working condition and stocked for use. Lighting will be monitored and bulbs are replaced as needed. Trash and litter will be picked up and disposed of daily.

**Annual Update:** Actions and services listed above are being accomplished.

- Equipment is routinely monitored and reported if not in good working condition. Equipment is repaired, or replaced as needed. Annual industry workshops will be attended by Operation's staff. Staff development and training is on-going.

**Annual Update:** Actions and services listed above are being accomplished.

- Custodians unlock, lock, campuses. Custodians make minor repairs or report needed repairs to maintain a safe environment. Custodians monitor proper use and tracking of hazardous materials. Operations conducts various inspections and report conditions.

**Annual Update:** Actions and services listed above are being accomplished.

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### **Goal: Transportation Services**

Our goals for AUSD transportation include safely transporting our students to and from school in a timely manner; enabling field trips that support and enhance the academic experience for all students; supporting extra curricular activities including sporting events, club competitions, curriculum based activities, and performing arts experiences.

**Related State and Local Priorities:** Basic; Pupil engagement

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

### **Actions and Services:**

- Each year, Transportation meets with each site to review the process to request for transportation. We review the best practices to be cost effective and ensure their transportation needs are met.

**Annual Update:** All actions indicated above are being accomplished.

- Transportation works with special education services to arrange needed transportation for students with IEP's. Transportation works with outside providers to transport students who we are not able to meet their need due to our current staffing and facilities.

**Annual Update:** All actions indicated above are being accomplished.

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### **Goal: Nutritional Services**

To serve more nutritious and delicious, freshly-prepared meals to all of our students; and to ensure that our low income students are provided a healthy and substantial breakfast and lunch on a daily basis. To educate children about their food choices and the impact those choices have on their health, the community and the environment. AUSD Nutrition Services has committed to market the idea of "Healthy Meals, Healthy Minds."

**Related State and Local Priorities:** Basic; Pupil engagement

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

### **Actions and Services:**

- Nutrition Services will maintain their website by providing monthly updates with articles relating to nutrition.  
**Annual Update:** All actions indicated above are being accomplished.
- By September 2014, all data will be inputted for on-line menus that parents can see nutritional values of meals served at the site.  
**Annual Update:** All actions indicated above are being accomplished.
- Each May, Nutrition Services meets with student councils for input. Throughout the year, parent groups are contacted or Nutrition Services meets with PTA's, School Site Councils and other community groups.  
**Annual Update:** All actions indicated above are being accomplished.
- Early on-line applications and an emphasis to reach families of unduplicated pupils will be conducted each March, prior to the application process in August.  
**Annual Update:** All actions indicated above are being accomplished.

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### **Goal: Highly Qualified Teachers**

To make progress toward credential compliance as determined by CTC and meeting highly qualified teacher standards as determined by NCLB.

**Related State and Local Priorities:** Basic; Implementation of State Standards; Course access

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

**Actions and Services:**

- Yearly internal credential monitoring through the Human Resources Credentials Analyst; CTC audit (currently every 4th year); annual CDE CMIS monitoring (if required); annual Board Resolution: Authorization to Assign Elementary And Secondary Teachers to Teach Subject(s) Not Listed On Teaching Credentials Under Board Resolution During The current year School Year And During current year Summer School; annual Board Resolution: Declaration of Need for Fully Qualified Educators for the following school year (Action) Student Teaching Agreement With Universities - State And Private for following year.

**Annual Update:** Planned actions listed above have been accomplished.

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**Goal:** Quality Staffing

Successful recruitment, selection, and retention of qualified employees in all job classifications including certificated, classified, management, confidential-supervisory and non-represented.

**Related State and Local Priorities:** Basic; Implementation of State Standards

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

**Actions and Services:**

Vacancy review and approval, recruitment process that involves job postings, pre-employment testing (when needed), interviewing, reference checking, etc.

**Annual Update:** Actions and services listed above have been accomplished.

**Goal: Health Services**

To provide health services to all students, with a focus on serving low income students and Title I schools.

**Related State and Local Priorities:** Pupil achievement; Pupil engagement

**Applicable Student Subgroup(s):** All; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged

**School(s) Affected:** All

**Actions and Services:**

Maintain health services at all elementary schools. Added six three-hour health assistant positions starting 2014-15.

**Annual Update:** Added three-hour health assistants at all elementary schools.

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**Goal: Business Services**

Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.

**Related State and Local Priorities:** Basic

**Applicable Student Subgroup(s):** All

**School(s) Affected:** All

**Actions and Services:**

- Overhaul budget development process to incorporate the Local Control Funding Formula (LCFF) and budgeting practices to support the Local Control Accountability Plan (LCAP) including, but not limited to, allocations, coding, tracking and monitoring over next three years. Actions include:
  - Standard discussion item on CEC, B-Team, Individual Director Meetings' agendas.
  - Correspond and work closely with County Office of Education.

- Ongoing study of state guidelines regarding budgeting matters.
- Maintain a network of other districts and support organizations to determine best practices.

**Annual Update:** Revised budget development process to support LCFF and LCAP for 2014-15 and subsequent years. Above activities are continuing as the process evolves.

- Developing budget and refine position control using the PC Budget (Position Control) software. Reconciling of Staffing per budget, HRS and Personnel records.

**Annual Update:** Using PC Budget software to improve position control. Still searching for electronic position control to supplement county system.

- Develop a 5+ year Deferred Maintenance Plan of projects including project descriptions, not limited to roofing, paving and painting. Annual review ensuring scheduled projects were complete.

**Annual Update:** Will complete 5+ year Deferred Maintenance Plan in 2015-16. Have hired Executive Director of Facilities and Operational Services to ensure transition from major construction/modernization to effective maintenance and operation of all facilities.

- Three-year plan to replace old Printshop equipment with digital equipment and be able to provide more services to the schools at a lower cost.

**Annual Update:** Began implementation of the plan. Purchased new production color copier for Printshop.

- Higher levels of support for AUSD schools through Peoplesoft.

**Annual Update:** New Purchasing Technician training and assisting schools in data input.

- Expanded vendor list and better quality contracts for school supplies.

**Annual Update:** Started review of site vendors to identify those providing best value for dollar.

- Hiring of a full-time Purchasing Technician.

**Annual Update:** Hired Purchasing Technician in March 2015.

- Survey of district copiers and printers for quality and fit, and consideration of print management services for efficiency of service.

**Annual Update:** Survey began in March 2015 and is expected to be completed by June 30.

- Combine resources in Risk Management to better manage work and student injuries.

**Annual Update:** This has been accomplished.

- Work more closely with our insurance company, treating physicians, and consultants to make sure injured employees get the treatment they need to be able to resume their duties, and to make sure Ed Code benefits are being followed.

**Annual Update:** Staff is receiving training from both legal counsel and claims administrator.

- Improvement of accident investigation procedures and increased trainings for supervisors on safety procedures and inspections.

**Annual Update:** Supervisors taking on-line and other training on safety procedures and inspections.

- Refinement of the work order system to provide timely data on Routine Repair and Maintenance (RRM), to assist in deploying appropriate resources, and in

developing RRM plans. Annual review and revision of Work Order Request forms and procedures.

**Annual Update:** Work order data is being used to evaluate effectiveness and efficiency of resources.

- Work Order System data analysis and planning.

**Annual Update:** 2014-15 work order baseline data will be used for comparison and analysis in subsequent years.

- Provide Professional Development and develop training programs for specific equipment. Cross train workers.

**Annual Update:** Maintenance staff training for specific equipment continues. Staff is partnered with various trade specialists to grow and cross train workers.

- Hire a new Senior Maintenance Mechanic with training and skills.

**Annual Update:** Hired Senior Maintenance Mechanic in February 2015.

- Continue to assist with Facilities Master Plan implementation including training and gaining work experience on new systems and equipment.

**Annual Update:** Major construction at all schools is expected to be completed in the fall of 2015. Additional projects are being determined and planned. Training on new systems continues as they are installed.