

# Local Control and Accountability Plan

Arcadia Unified

July 1, 2014 - June 30, 2017

*edit in progress*

Introduction:

LEA: Arcadia  
Unified

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LCAP Year: 2014

*Local Control and Accountability Plan and Annual Update Template*

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

#### A. Conditions of Learning:

*Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

*Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

*Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

*Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

*Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### B. Pupil Outcomes:

*Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

*Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

#### C. Engagement:

*Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

*Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

*School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The AUSD Board of Education and School District Leadership see the creation of the district 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 (described below) 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.</p> <p>1. Creation of LCAP Stakeholder Committee: In December of 2013 the Superintendent solicited input from school site principals, administrative Cabinet, and the Arcadia Board of Education and invited members from school site as well as staff to become members of the Arcadia LCAP Stakeholder Committee. It was our intention to use this committee made up of various stakeholder groups including parents, teachers (bargaining team representatives), classified employees (bargaining team representatives), administration, Board of Education members, and community members to shape the creation of our plan in a dynamic fashion.</p> <p>2. Scheduling of six meetings: A series of six meetings were scheduled for the LCAP Stakeholder Committee. The dates of these meetings were: December 16, 2013, February 5, 2014, February 19, 2014, March 4, 2014, March 18, 2014, and April 2, 2014. Background about the school district, the Local Control Funding Formula law, and the Local Control Accountability Plan was shared at the first meeting (and each subsequent meeting for any newcomer to the group). Background about the LCFF/LCAP and school district data was shared at the first meeting (and subsequently provided for newcomers to each additional meeting). Members were asked to provide feedback about the eight state priorities and what the school district might do to address needs in this area. Members were asked to analyze School Accountability Report Card data for schools and to suggest goals and actions to address needs surfaced as a result of this analysis. Members were asked review and analyze data from the Superintendent's LCAP Surveys. Members reviewed early and late drafts of the district LCAP and provided input for revisions.</p> <p>3. District LCFF/LCAP website and Superintendents BLOG: A LCFF/LCAP website was established (accessible from the school district's website front page) specifically for the use of the LCAP Stakeholder Committee (and anyone else who was interested in participating in the work but who could not physically attend meetings). "Homework" was posted on the website prior to each meeting</p>	<p>Subsequent to final receipt of written and oral comments solicited from the public and other groups final edits to the LCAP were made prior to submission to the Board of Education for approval in June 2014.</p>

date to facilitate work. A link was established between the dedicated LCFF/LCAP website and the Superintendent's Blog which enabled committee members and others to leave comments or suggestions related to the LCAP development.

4. The district has held Common Core information and input nights at all ten of its schools. Parents were exposed to the components of the new standards and their implications for changes to curriculum and assessment (they sampled the Smarter Balanced test). Questions about these changes were solicited from participants and used as input for the development of the LCAP.

5. The district annually has a strategic planning meeting with its school-site PTA/PTSA Presidents and the school principals. Fall of 2013's meeting was spent on providing background to the LCAP/LCFF processes and collecting input from principals and PTA/PTSA presidents for inclusion in the 2014-2015 LCAP.

6. LCAP Stakeholder Survey – a survey was developed in English and Mandarin. The school district's phone and email communication system (along with promotion through the school district website and other social media outlets) was utilized to solicit participants to complete the survey. 1200 parents, students, and staff members have completed the survey. These data have been used to establish priorities, evaluate baseline impressions, and to set targets for improvements within the LCAP.

7. Parent Advisory Committee - A Parent Advisory Committee made up of parents representing all students, English Language Learner students, and Low Income students was reestablished by soliciting names from each school site (compliant with education coded sections 52062, 52068, 47606.5 and 42238.01 as relevant to the Arcadia Unified School District). The Arcadia Board of Education approved the membership of the AUSD PAC at the March 25, 2014 Board of Education meeting. In April 2014 the Superintendent met with the members of the PAC and provided background information about the school district and the requirements of the LCFF and the creation of the LCAP. A draft of the LCAP (along with access to it online) was distributed. PAC members were asked to review the draft and to provide written comments to the Superintendent either in writing or through a district established LCAP Written Comment website.

8. DELAC – In April 2014 school district staff met with the members of the PAC and provided background information about the school district and the requirements of the LCFF and the creation of the LCAP. A draft of the LCAP (along with access to it online) was distributed. DELAC members were asked to review the draft and to provide written comments to the Superintendent either in writing or through a district established LCAP Written Comment website and actions.

## Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

### Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement"(e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Alignment of current curriculum resources and instructional strategies with Common Core and 21st Century Skills, preparing all students for college and career. Teachers and staff need time, data, and support to organize a comprehensive instructional program that meets the needs of all students and addresses achievement gaps for Low Income students, English Learners, Foster Youth, Hispanic and Students with Disabilities.</p> <p>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.</p> <p>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.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized test</li> <li>2) Academic Performance Index (AP)</li> <li>3) Advanced Placement Exams - As defined in state measures as a 3+ score on AP exams</li> <li>4) Implementation of Common Core standards</li> <li>5) School attendance rates</li> <li>6) School dropout rates</li> <li>7) High school graduation rates</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) <b>Quantitative:</b> Advanced Placement (AP) access for all and success in AP classes; Participation in curriculum development; Data from standardized tests and common assessments will</li> </ol>	<p>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.</p>	<p>All: Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</p>	All	<p>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.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests</li> <li>2) Academic Performance Index (AP)</li> <li>3) Advanced Placement Exams - As defined in state measures as a 3+ score on AP exams</li> <li>4) Implementation of Common Core standards</li> <li>5) School attendance rates</li> <li>6) School dropout rates</li> <li>7) High school graduation rates</li> </ol> <p><b>Local Metric:</b></p> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>■ Advanced Placement (AP) access for all and success in AP classes;</li> <li>■ Participation in curriculum development;</li> <li>■ Data from standardized tests and common assessments will inform practice K-12 and support services to students needing additional intervention;</li> <li>■ Data from standardized assessments (including SBAC, PISA, SAT, ACT and AP tests), common assessments, teacher-made assessments, student projects/portfolios, and report cards/grades;</li> <li>■ High school graduation rates, college application, acceptance and graduation rate;</li> <li>■ Progress monitoring using common and classroom assessments, student grades, attendance,</li> <li>■ Credit monitoring (for high school graduation).</li> </ul> <p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>■ Adoption of instructional materials, learning walks,</li> </ul>	<p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests</li> <li>2) Academic Performance Index (AP)</li> <li>3) Advanced Placement Exams - As defined in state measures as a 3+ score on AP exams</li> <li>4) Implementation of Common Core standards</li> <li>5) School attendance rates</li> <li>6) School dropout rates</li> <li>7) High school graduation rates</li> </ol> <p><b>Local Metric:</b></p> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>■ Advanced Placement (AP) access for all and success in AP classes;</li> <li>■ Participation in curriculum development;</li> <li>■ Data from standardized tests and common assessments will inform practice K-12 and support services to students needing additional intervention;</li> <li>■ Data from standardized assessments (including SBAC, PISA, SAT, ACT and AP tests), common assessments, teacher-made assessments, student projects/portfolios, and report cards/grades;</li> <li>■ High school graduation rates, college application, acceptance and graduation rate;</li> <li>■ Progress monitoring using common and classroom assessments, student grades, attendance,</li> <li>■ Credit monitoring (for high school graduation).</li> </ul> <p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>■ Adoption of instructional materials, learning walks,</li> </ul>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement</p>		

<p>inform practice K-12 and support services to students needing additional intervention; data from standardized assessments (including SBAC, PISA, SAT, ACT and AP tests), common assessments, teacher-made assessments, student projects/portfolios, and report cards/grades; High school graduation rates, college application, acceptance and graduation rate; Progress monitoring using common and classroom assessments, student grades, attendance, and credit monitoring (for high school graduation).</p> <p>2) <b>Qualitative:</b> Adoption of instructional materials, learning walks, professional development; Evidence of transition/implementation of CCSS in classrooms; use of technology and CCSS-based materials and resources; Observations and surveys to determine level of student attitudes, attention and perseverance while completing traditional and online assessments; Observations (student engagement, student responses and participation in lessons, student attitudes toward learning, etc.) and Survey Data; Observations and student surveys that measure attitude, participation, response to intervention.</p>					<p>assessments, student grades, attendance,</p> <ul style="list-style-type: none"> <li>■ Credit monitoring (for high school graduation).</li> </ul> <p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>■ Adoption of instructional materials, learning walks, professional development;</li> <li>■ Evidence of transition/implementation of CCSS in classrooms;</li> <li>■ Use of technology and CCSS-based materials and resources;</li> <li>■ Observations and surveys to determine level of student attitudes, attention and perseverance while completing traditional and online assessments;</li> <li>■ Observations (student engagement, student responses and participation in lessons, student attitudes toward learning, etc.) and Survey Data;</li> <li>■ Observations and student surveys that measure attitude, participation, response to intervention.</li> </ul>	<p>professional development;</p> <ul style="list-style-type: none"> <li>■ Evidence of transition/implementation of CCSS in classrooms;</li> <li>■ Use of technology and CCSS-based materials and resources;</li> <li>■ Observations and surveys to determine level of student attitudes, attention and perseverance while completing traditional and online assessments;</li> <li>■ Observations (student engagement, student responses and participation in lessons, student attitudes toward learning, etc.) and Survey Data;</li> <li>■ Observations and student surveys that measure attitude, participation, response to intervention.</li> </ul>	<p>professional development;</p> <ul style="list-style-type: none"> <li>■ Evidence of transition/implementation of CCSS in classrooms;</li> <li>■ Use of technology and CCSS-based materials and resources;</li> <li>■ Observations and surveys to determine level of student attitudes, attention and perseverance while completing traditional and online assessments;</li> <li>■ Observations (student engagement, student responses and participation in lessons, student attitudes toward learning, etc.) and Survey Data;</li> <li>■ Observations and student surveys that measure attitude, participation, response to intervention.</li> </ul>	
<ul style="list-style-type: none"> <li>■ Arcadia Unified School District did not meet 2013 Adequate Yearly Progress (AYP) expectations in English-Language Arts for English Learners (EL), Special Education, Socio-Economically Disadvantaged (SED) and a significant subgroup (Hispanic).</li> <li>■ AUSD doesn't currently have</li> </ul>	<p>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</p>	<p>All; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners</p>	<p>All</p>		<p>Create 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.</p> <ol style="list-style-type: none"> <li>1) Percentage of EL students meeting proficiency on CELDT will increase by 2%.</li> <li>2) Percentage of all students meeting proficiency on District ELA common assessments will increase by 2%.</li> </ol>	<p>Create 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.</p> <ol style="list-style-type: none"> <li>1) Percentage of EL students meeting proficiency on CELDT will increase by 2%.</li> <li>2) Percentage of all students meeting proficiency on District ELA common assessments will increase by 2%.</li> </ol>	<p>Create 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.</p> <ol style="list-style-type: none"> <li>1) Percentage of EL students meeting proficiency on CELDT will increase by 2%.</li> <li>2) Percentage of all students meeting proficiency on District ELA common assessments will increase by 2%.</li> </ol>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>

<p>TK-12 cohesive, research based programs for the above populations.</p> <ul style="list-style-type: none"> <li>AUSD wants to build shared ownership amongst the staff for all students and programs, including English Language Development (ELD).</li> </ul> <p>Create 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.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests including but not limited to: California English Language Development Test (CELDT), Smarter Balanced Assessment Consortium (SBAC), common assessments, teacher-made tests and observations.</li> <li>2) Implementation of Common Core State Standards (CCSS).</li> <li>3) School attendance rates.</li> <li>4) School dropout rates.</li> <li>5) High school graduation rates.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) English Learner students will increase proficiency on the CELDT by a minimum of one performance level annually.</li> <li>2) Craft a baseline/post survey to determine teacher attitudes (confidence) and comfort levels in working with target student populations following staff development.</li> </ol>	<p>learner (EL) students, as they acquire academic English.</p>				<ol style="list-style-type: none"> <li>3) Percentage of economically disadvantaged students passing ELA section of CAHSEE will increase by 2%.</li> <li>4) Percentage of EL students passing ELA section of CAHSEE will increase by 4%.</li> </ol>	<ol style="list-style-type: none"> <li>3) Percentage of economically disadvantaged students passing ELA section of CAHSEE will increase by 2%.</li> <li>4) Percentage of EL students passing ELA section of CAHSEE will increase by 4%.</li> </ol>	<ol style="list-style-type: none"> <li>3) Percentage of economically disadvantaged students passing ELA section of CAHSEE will increase by 2%.</li> <li>4) Percentage of EL students passing ELA section of CAHSEE will increase by 4%.</li> </ol>	
<ul style="list-style-type: none"> <li>Previous data indicate most students demonstrate strong mathematical understanding and skills based on California State Standards for Mathematics.</li> <li>Arcadia Unified School District will address changes in focus,</li> </ul>	<p>Understand, analyze and transition to the Common Core Standards of Mathematical Content and</p>	<p>All</p>	<p>All</p>		<p><b>Qualitative:</b></p> <ol style="list-style-type: none"> <li>1) Observation of implementation of mathematical content and instructional strategies including Learning Walks.</li> <li>2) Participation in professional development and collaboration.</li> <li>3) Adoption of instructional materials.</li> <li>4) Implementation of online and</li> </ol>	<p><b>Qualitative:</b></p> <ol style="list-style-type: none"> <li>1) Observation of implementation of mathematical content and instructional strategies including Learning Walks.</li> <li>2) Participation in professional development and collaboration.</li> <li>3) Adoption of instructional materials.</li> <li>4) Implementation of online and</li> </ol>	<p><b>Qualitative:</b></p> <ol style="list-style-type: none"> <li>1) Observation of implementation of mathematical content and instructional strategies including Learning Walks.</li> <li>2) Participation in professional development and collaboration.</li> <li>3) Adoption of instructional materials.</li> <li>4) Implementation of online and</li> </ol>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>

<p>coherence and rigor found in the new mathematical content and practice standards aligned to the state adopted Common Core. Implementation of CCSS Mathematics will prepare students for the Smarter Balanced assessment as well as for college and career.</p> <p><b>Qualitative:</b></p> <ol style="list-style-type: none"> <li>1) Observation of implementation of mathematical content and instructional strategies including Learning Walks.</li> <li>2) Participation in professional development and collaboration.</li> <li>3) Adoption of instructional materials.</li> <li>4) Implementation of online and supplemental resources.</li> </ol> <p><b>Quantitative:</b></p> <ol style="list-style-type: none"> <li>1) Smarter Balanced Assessment results.</li> <li>2) Common and classroom assessments.</li> <li>3) Grades.</li> <li>4) Surveys measuring teacher and student attitudes (confidence).</li> </ol>	<p>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.</p>				<p>supplemental resources.</p> <p><b>Quantitative:</b></p> <ol style="list-style-type: none"> <li>1) Smarter Balanced Assessment results.</li> <li>2) Common and classroom assessments.</li> <li>3) Grades.</li> <li>4) Surveys measuring teacher and student attitudes (confidence).</li> </ol>	<p>supplemental resources.</p> <p><b>Quantitative:</b></p> <ol style="list-style-type: none"> <li>1) Smarter Balanced Assessment results.</li> <li>2) Common and classroom assessments.</li> <li>3) Grades.</li> <li>4) Surveys measuring teacher and student attitudes (confidence).</li> </ol>	<p>supplemental resources.</p> <p><b>Quantitative:</b></p> <ol style="list-style-type: none"> <li>1) Smarter Balanced Assessment results.</li> <li>2) Common and classroom assessments.</li> <li>3) Grades.</li> <li>4) Surveys measuring teacher and student attitudes (confidence).</li> </ol>	
<p>In order to provide a high quality instructional program for students with disabilities, special education teachers need time to regularly collaborate across levels and subjects to discuss best educational practices, implementation of Common Core Standards, and student work related to their goals.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests.</li> <li>2) Implementation of Common Core State Standards (CCSS).</li> <li>3) School attendance rates.</li> <li>4) School dropout rates.</li> <li>5) High school graduation rates.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Common assessments and teacher-generated tests.</li> <li>2) Individual Education Plan (IEP) goals.</li> <li>3) Ongoing review of meeting</li> </ol>	<p>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.</p>	<p>Pupils with disabilities</p>	<p>All</p>		<p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests.</li> <li>2) Implementation of Common Core State Standards (CCSS).</li> <li>3) School attendance rates.</li> <li>4) School dropout rates.</li> <li>5) High school graduation rates.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Common assessments and teacher-generated tests.</li> <li>2) Individual Education Plan (IEP) goals.</li> <li>3) Ongoing review of meeting agenda topics, minutes and outcomes.</li> </ol>	<p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests.</li> <li>2) Implementation of Common Core State Standards (CCSS).</li> <li>3) School attendance rates.</li> <li>4) School dropout rates.</li> <li>5) High school graduation rates.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Common assessments and teacher-generated tests.</li> <li>2) Individual Education Plan (IEP) goals.</li> <li>3) Ongoing review of meeting agenda topics, minutes and outcomes.</li> </ol>	<p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests.</li> <li>2) Implementation of Common Core State Standards (CCSS).</li> <li>3) School attendance rates.</li> <li>4) School dropout rates.</li> <li>5) High school graduation rates.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Common assessments and teacher-generated tests.</li> <li>2) Individual Education Plan (IEP) goals.</li> <li>3) Ongoing review of meeting agenda topics, minutes and outcomes.</li> </ol>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement; School climate</p>

<p>agenda topics, minutes and outcomes.</p>								
<p>■ Survey data indicates the need for maintaining and/or expanding visual and performing arts programs and restoration of some form of gifted program for qualified students.</p> <p>■ Concerns were noted that there appears to be an inequitable focus on high achieving and/or struggling students. Some stakeholders were concerned that students in the middle have been forgotten or ignored.</p> <p>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.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) School attendance rates.</li> <li>2) High School dropout rate.</li> <li>3) High School graduation rate.</li> <li>4) Student suspension/expulsion rates.</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Ongoing survey data.</li> <li>2) Parent Advisory Council input.</li> <li>3) Focus groups.</li> </ol>	<p>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.</p>	<p>All</p>	<p>All</p>		<p>Students will experience higher levels of connectedness to school as their individual needs and interests are addressed through meaningful and differentiated engagement. A 5% increase in meaningful student connections as measured by a rating of "Excellent" in the area of student participation (from 47% to 52%), from the Superintendent's Survey.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) School attendance rates.</li> <li>2) High School dropout rate.</li> <li>3) High School graduation rate.</li> <li>4) Student suspension/expulsion rates.</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Ongoing survey data.</li> <li>2) Parent Advisory Council input.</li> <li>3) Focus groups.</li> </ol>	<p>Students will experience higher levels of connectedness to school as their individual needs and interests are addressed through meaningful and differentiated engagement. A 5% increase in meaningful student connections as measured by a rating of "Excellent" in the area of student participation (from 52% to 57%), from the Superintendent's Survey.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) School attendance rates.</li> <li>2) High School dropout rate.</li> <li>3) High School graduation rate.</li> <li>4) Student suspension/expulsion rates.</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Ongoing survey data.</li> <li>2) Parent Advisory Council input.</li> <li>3) Focus groups.</li> </ol>	<p>Students will experience higher levels of connectedness to school as their individual needs and interests are addressed through meaningful and differentiated engagement. A 5% increase in meaningful student connections as measured by a rating of "Excellent" in the area of student participation (from 57% to 62%), from the Superintendent's Survey.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) School attendance rates.</li> <li>2) High School dropout rate.</li> <li>3) High School graduation rate.</li> <li>4) Student suspension/expulsion rates.</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Ongoing survey data.</li> <li>2) Parent Advisory Council input.</li> <li>3) Focus groups.</li> </ol>	<p>Other pupil outcomes; School climate Student connectedness</p>
<p>Meeting the needs of all students with specific emphasis on unduplicated pupils. The TK-12 counseling program will continue to evolve in order to reflect an increased emphasis on college and career readiness. Counselors will engage in professional practices that assist teachers as they prepare students for college and career.</p> <p>Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.</p>	<p>Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.</p>	<p>All; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; Pupils with disabilities</p>	<p>All</p>		<p>Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.</p> <ol style="list-style-type: none"> <li>1) 1. Current levels of performance are at 95% or greater for school attendance rate, high school dropout rate and high school graduation rate. Maintenance of these performance levels will continue for 2014-15.</li> <li>2) 2. 100% of school counselors will attend the CASC</li> </ol>	<p>Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.</p> <ol style="list-style-type: none"> <li>1) 1. Current levels of performance are at 95% or greater for school attendance rate, high school dropout rate and high school graduation rate. Maintenance of these performance levels will continue for 2015-16.</li> <li>2) 2. 100% of school counselors</li> </ol>	<p>Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.</p> <ol style="list-style-type: none"> <li>1) 1. Current levels of performance are at 95% or greater for school attendance rate, high school dropout rate and high school graduation rate. Maintenance of these performance levels will continue for 2014-15.</li> <li>2) 2. 100% of school counselors will attend the CASC</li> </ol>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>

<p><u>State Metric</u></p> <ol style="list-style-type: none"> <li>1) School attendance rates</li> <li>2) High school dropout rate</li> <li>3) High school graduation rate</li> </ol> <p><u>Local Metric</u></p> <ol style="list-style-type: none"> <li>1) Professional development attendance</li> <li>2) Share of students completing UC/CSU entrance requirements: In 2011-2012 33.3% of Hispanic males had completed all courses required for UC/CSU entrance; 74.5% of all students had completed all courses required for UC/CSU entrance</li> <li>3) Academic improvement of students enrolled in the AVID Program</li> </ol>					<p>conference.</p> <ol style="list-style-type: none"> <li>3) 3. The discrepancy between all students and Hispanic subgroup completing all courses required for UC/CSU Entrance will decrease by 1% in the 2014-15.</li> <li>4) 4. Improvement of academic achievement of students enrolled in Achievement Via Individual Determination (AVID).</li> </ol> <p><u>State Metric</u></p> <ol style="list-style-type: none"> <li>1) School attendance rate</li> <li>2) High school dropout rate</li> <li>3) High school graduation rate</li> </ol> <p><u>Local Metric</u></p> <ol style="list-style-type: none"> <li>1) Professional development attendance</li> <li>2) Share of students completing UC/CSU entrance requirements</li> <li>3) Academic improvement of students enrolled in the AVID Program</li> </ol>	<p>will attend the CASC conference.</p> <ol style="list-style-type: none"> <li>3) The discrepancy between all students and Hispanic subgroup completing all courses required for UC/CSU Entrance will decrease by 3% in the 2015-16.</li> <li>4) Improvement of academic achievement of students enrolled in Achievement Via Individual Determination (AVID).</li> </ol> <p><u>State Metric</u></p> <ol style="list-style-type: none"> <li>1) School attendance rate</li> <li>2) High school dropout rate</li> <li>3) High school graduation rate</li> </ol> <p><u>Local Metric</u></p> <ol style="list-style-type: none"> <li>1) Professional development attendance</li> <li>2) Share of students completing UC/CSU entrance requirements</li> <li>3) Academic improvement of students enrolled in the AVID Program</li> </ol>	<p>conference.</p> <ol style="list-style-type: none"> <li>3) 3. The discrepancy between all students and Hispanic subgroup completing all courses required for UC/CSU Entrance will decrease by 5% in the 2016-17.</li> <li>4) 4. Improvement of academic achievement of students enrolled in Achievement Via Individual Determination (AVID).</li> </ol> <p><u>State Metric</u></p> <ol style="list-style-type: none"> <li>1) School attendance rate</li> <li>2) High school dropout rate</li> <li>3) High school graduation rate</li> </ol> <p><u>Local Metric</u></p> <ol style="list-style-type: none"> <li>1) Professional development attendance</li> <li>2) Share of students completing UC/CSU entrance requirements</li> <li>3) Academic improvement of students enrolled in the AVID Program</li> </ol>	
<p>Transitioning to full implementation of the CCSS requires teachers to understand the content deeply, utilize a variety of research-based instructional strategies and instructional resources, administer assessments and analyze data to inform instruction, and determine support for struggling students and those needing a challenge, to prepare all students for college and career.</p> <p><b>District-wide Professional Development (P.D.) Plan addressing:</b></p> <p><u>State Metric:</u></p> <ol style="list-style-type: none"> <li>1) 1. Implementation of CCSS for all students, including EL (Implementation of CCSS).</li> <li>2) 2. Student access and enrollment in all required areas of study (Course Access).</li> </ol>	<p>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</p>	<p>All; Socioeconomically disadvantaged; English learners; Foster youth</p>	<p>All</p>		<ol style="list-style-type: none"> <li>1) 1. Implementation of CCSS for all students, including EL (Implementation of CCSS). <ol style="list-style-type: none"> <li>1)a. Elementary <ul style="list-style-type: none"> <li>English-Language Arts - Full implementation, P.D. ongoing.</li> <li>Mathematics - Progressing towards full implementation, P.D. ongoing.</li> <li>Science - Study and training on Next Generation Science Standards (NGSS), P.D. offered.</li> <li>Social Science - CCSS strategies progressively implemented, P.D. ongoing.</li> </ul> </li> <li>2)b. Middle School</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) 1. Implementation of CCSS for all students, including EL (Implementation of CCSS). <ol style="list-style-type: none"> <li>1)a. Elementary <ul style="list-style-type: none"> <li>English-Language Arts - Full implementation, P.D. ongoing.</li> <li>Mathematics - Progressing towards full implementation, P.D. ongoing.</li> <li>Science - Study and training on Next Generation Science Standards (NGSS), P.D. offered.</li> <li>Social Science - CCSS strategies progressively implemented, P.D. ongoing.</li> </ul> </li> <li>2)b. Middle School</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1) 1. Implementation of CCSS for all students, including EL (Implementation of CCSS). <ol style="list-style-type: none"> <li>1)a. Elementary <ul style="list-style-type: none"> <li>English-Language Arts - Full implementation, P.D. ongoing.</li> <li>Mathematics - Progressing towards full implementation, P.D. ongoing.</li> <li>Science - Study and training on Next Generation Science Standards (NGSS), P.D. offered.</li> <li>Social Science - CCSS strategies progressively implemented, P.D. ongoing.</li> </ul> </li> <li>2)b. Middle School</li> </ol> </li> </ol>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate</p>

- 3) 3. Improving student achievement and outcomes along multiple measures, including test scores, API, English proficiency and college and career preparedness (Pupil Achievement).
- 4) 4. Measuring other important student outcomes related to required areas of study, including physical education and the arts (Other Pupil Outcomes).
- 5) 5. Supporting student engagement, including whether students attend school or are chronically absent (Pupil Engagement).
- 6) 6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means (School Climate).

**Local Metric:**

**Quantitative:** Participation rate in professional development opportunities, Assessment data used to monitor student progress.

**Qualitative:** Learning Walks, Observation, Self-Assessment and Survey Data related to implementation of strategies, instructional materials, and data to inform instruction and student support.

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.

- English-Language Arts - Full implementation, P.D. ongoing.
- Mathematics - Full implementation, P.D. ongoing.
- Science - Study and training on Next Generation Science Standards (NGSS), P.D. ongoing.
- Social Science - CCSS strategies progressively implemented, P.D. ongoing.
- 3)c. High School
  - English-Language Arts - Course offerings changing, P.D. ongoing.
  - Mathematics - CCSS shifts identified, P.D. ongoing.
  - Science - Study and training on Next Generation Science Standards (NGSS), P.D. ongoing.
  - Social Science - CCSS strategies progressively implemented, P.D. ongoing.
- 2) 2. Student access and enrollment in all required areas of study (Course Access).
  - 1)a. Middle School - Professional Development supporting:
    - Access to Honors Algebra in grade 7 leading to Honors Geometry 8.
    -

- English-Language Arts - Full implementation, P.D. ongoing.
- Mathematics - Full implementation, P.D. ongoing.
- Science - Study and training on Next Generation Science Standards (NGSS), P.D. ongoing.
- Social Science - CCSS strategies progressively implemented, P.D. ongoing.
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- English-Language Arts - Full implementation, P.D. ongoing.
- Mathematics - Full implementation, P.D. ongoing.
- Science - Study and training on Next Generation Science Standards (NGSS), P.D. ongoing.
- Social Science - CCSS strategies progressively implemented, P.D. ongoing.
- 3)c. High School
  - English-Language Arts - Course offerings changing, P.D. ongoing.
  - Mathematics - CCSS shifts identified, P.D. ongoing.
  - Science - Study and training on Next Generation Science Standards (NGSS), P.D. ongoing.
  - Social Science - CCSS strategies progressively implemented, P.D. ongoing.
- 2) 2. Student access and enrollment in all required areas of study (Course Access).
  - 1)a. Middle School - Professional Development supporting:
    - Access to Honors Algebra in grade 7 leading to Honors Geometry 8.
    -

Access to Honors Algebra in grade 8.

- Modified coursework in Mathematics and ELA for students with special needs.
- Access to grade level Science for students with special needs using a push-in.

2)b. High School - Professional Development supporting:

- Access to honors courses in grade 10 and Advanced Placement courses in grade 11 for all students.

3) 3. Improving student achievement and outcomes along multiple measures, including test scores, API, English proficiency and college and career preparedness (Pupil Achievement).

4) 4. Measuring other important student outcomes related to required areas of study, including physical education and the arts (Other Pupil Outcomes).

5) 5. Supporting student engagement, including whether students attend school or are chronically absent. (Pupil Engagement).

6) 6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means (School Climate).

**Local Metric:**

**Quantitative:** Participation rate in professional development opportunities, Assessment data used to monitor student progress.



Access to Honors Algebra in grade 8.

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**Local Metric:**

**Quantitative:** Participation rate in professional development opportunities, Assessment data used to monitor student progress.



				<p>Professional Development opportunities to support CCSS implementation.</p> <ul style="list-style-type: none"> <li>Increase participation rates in voluntary P.D. days across the board by 10%.</li> </ul> <p><b>Qualitative:</b> Learning Walks, Observation, Self-Assessment and Survey Data related to implementation of strategies, instructional materials, and data to inform instruction and student support.</p> <ul style="list-style-type: none"> <li>Continue to expand vertical and horizontal collaborations giving teachers and leaders opportunities to observe colleague practices and to communicate about best practices.</li> <li><i>Common Core Coaches</i> utilized in a variety of ways to support instructional development including researching, modeling, co-teaching, and resource identification.</li> </ul>	<p>Professional Development opportunities to support CCSS implementation.</p> <ul style="list-style-type: none"> <li>Increase participation rates in voluntary P.D. days across the board by 10%.</li> </ul> <p><b>Qualitative:</b> Learning Walks, Observation, Self-Assessment and Survey Data related to implementation of strategies, instructional materials, and data to inform instruction and student support.</p> <ul style="list-style-type: none"> <li>Continue to expand vertical and horizontal collaborations giving teachers and leaders opportunities to observe colleague practices and to communicate about best practices.</li> <li><i>Common Core Coaches</i> utilized in a variety of ways to support instructional development including researching, modeling, co-teaching, and resource identification.</li> </ul>	<p>Professional Development opportunities to support CCSS implementation.</p> <ul style="list-style-type: none"> <li>Increase participation rates in voluntary P.D. days across the board by 10%.</li> </ul> <p><b>Qualitative:</b> Learning Walks, Observation, Self-Assessment and Survey Data related to implementation of strategies, instructional materials, and data to inform instruction and student support.</p> <ul style="list-style-type: none"> <li>Continue to expand vertical and horizontal collaborations giving teachers and leaders opportunities to observe colleague practices and to communicate about best practices.</li> <li><i>Common Core Coaches</i> utilized in a variety of ways to support instructional development including researching, modeling, co-teaching, and resource identification.</li> </ul>	
<p>In order to be adequately prepared for college and career, students must have authentic educational experiences that maximize the use of 21st Century technology. Students take the Smarter Balanced Assessment through online computer access. A variety of technologies support the way in which students communicate, collaborate, think critically, and express creativity. The effectiveness of these tools change as new technologies are developed over time. Provision of technology for students and staff must be dynamic and up-to-date.</p> <p>All students will have access to a curriculum that is enhanced by the use of 21st</p>	<p>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 <i>Model Technology</i> program, innovative technology tools will be piloted,</p>	AII	AII	<p>Current levels of performance are at 90% or greater for all data sets. Maintenance of these performance levels will continue for 2014-15. Percentage of classrooms with adequate infrastructure to support state testing and common core standards (including number of devices per classroom) will be at 90%. Percentage of classrooms with 1 to 1 computer technology will be at 30%.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests</li> <li>2) Evaluation of Common Core standarads implementation</li> </ol>	<p>Current levels of performance are at 90% or greater for all data sets. Maintenance of these performance levels will continue for 2015-16. Percentage of classrooms with adequate infrastructure to support state testing and common core standards (including number of devices per classroom) will be at 95%. Percentage of classrooms with 1 to 1 computer technology will be at 50%.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests</li> <li>2) Evaluation of Common Core standarads</li> </ol>	<p>Current levels of performance are at 90% or greater for all data sets. Maintenance of these performance levels will continue for 2016-17. Percentage of classrooms with adequate infrastructure to support state testing and common core standards (including number of devices per classroom) will be at 100%. Percentage of classrooms with 1 to 1 computer technology will be at 100%.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests</li> <li>2) Evaluation of Common</li> </ol>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>

<p>Century technologies. Teachers will develop and deliver instruction using 21st Century tools.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Student performance on standardized tests</li> <li>2) Implementation of Common Core standards</li> <li>3) School attendance rates</li> <li>4) School dropout rate</li> <li>5) High school graduation rate</li> </ol> <p><b>Local Metrics:</b></p> <ol style="list-style-type: none"> <li>1) Longitudinal awareness of impact of model tech implementation</li> <li>2) Percent of classrooms with completed implementation of Classroom of the Future equipment.</li> <li>3) Usage amounts for Classroom of the Future components.</li> <li>4) Student and staff surveys</li> <li>5) Percentage of classrooms with adequate infrastructure to support state testing and Common Core State Standards, including number of devices per classrooms.)</li> <li>6) Percentage of classrooms with 1:1 computer technology</li> </ol>	<p>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).</p>				<ol style="list-style-type: none"> <li>3) School attendance rates</li> <li>4) School dropout rate</li> <li>5) High school graduation rate</li> </ol> <p><b>Local Metrics:</b></p> <ol style="list-style-type: none"> <li>1) Longitudinal awareness of impact of model tech implementation</li> <li>2) Percent of classrooms with completed implementation of Classroom of the Future equipment.</li> <li>3) Usage amounts for Classroom of the Future components.</li> <li>4) Student and staff surveys</li> </ol>	<p>implementation</p> <ol style="list-style-type: none"> <li>3) School attendance rates</li> <li>4) School dropout rate</li> <li>5) High school graduation rate</li> </ol> <p><b>Local Metrics:</b></p> <ol style="list-style-type: none"> <li>1) Longitudinal awareness of impact of model tech implementation</li> <li>2) Percent of classrooms with completed implementation of Classroom of the Future equipment.</li> <li>3) Usage amounts for Classroom of the Future components.</li> <li>4) Student and staff surveys</li> </ol>	<p>Core standards implementation</p> <ol style="list-style-type: none"> <li>3) School attendance rates</li> <li>4) School dropout rate</li> <li>5) High school graduation rate</li> </ol> <p><b>Local Metrics:</b></p> <ol style="list-style-type: none"> <li>1) Longitudinal awareness of impact of model tech implementation</li> <li>2) Percent of classrooms with completed implementation of Classroom of the Future equipment.</li> <li>3) Usage amounts for Classroom of the Future components.</li> <li>4) Student and staff surveys</li> </ol>	
<p>In order to be adequately prepared for college and career, students must have authentic educational experiences that maximize the use of 21st Century technology. TIS supports users in all areas of AUSD using a wide array of hardware and software. Many users rely on technology to do their work, and when they have problems it is essential to provide timely support. To address the goals of <i>Classroom of the Future</i>, the Model Technology program (a program piloting, evaluating and implementing innovative technology tools), and the Smarter Balanced implementation, it is essential to expand support services for these goals.</p> <p>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.</p> <p><b>State Metric:</b></p>	<p>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.</p>	<p>All; Socioeconomically disadvantaged; English learners</p>	<p>All</p>		<p>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.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Evaluation of Common Core Standards implementation</li> <li>2) Enrollment in courses required for UC/CSU entrance</li> <li>3) Student performance on standardized tests</li> <li>4) Score on Academic Performance Index (API)</li> <li>5) School Attendance rates</li> <li>6) School dropout rates</li> <li>7) High school graduation rate</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Number of helpdesk tickets open over time</li> <li>2) Number of helpdesk tickets created per day</li> <li>3) Number of helpdesk tickets closed per day</li> <li>4) Time until first response in ticket</li> <li>5) Time until a ticket is closed</li> <li>6) Review of helpdesk ticket</li> </ol>	<p>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.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Evaluation of Common Core Standards implementation</li> <li>2) Enrollment in courses required for UC/CSU entrance</li> <li>3) Student performance on standardized tests</li> <li>4) Score on Academic Performance Index (API)</li> <li>5) School Attendance rates</li> <li>6) School dropout rates</li> <li>7) High school graduation rate</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Number of helpdesk tickets open over time</li> <li>2) Number of helpdesk tickets created per day</li> <li>3) Number of helpdesk tickets closed per day</li> <li>4) Time until first response in ticket</li> <li>5) Time until a ticket is closed</li> <li>6) Review of helpdesk ticket</li> </ol>	<p>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.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Evaluation of Common Core Standards implementation</li> <li>2) Enrollment in courses required for UC/CSU entrance</li> <li>3) Student performance on standardized tests</li> <li>4) Score on Academic Performance Index (API)</li> <li>5) School Attendance rates</li> <li>6) School dropout rates</li> <li>7) High school graduation rate</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Number of helpdesk tickets open over time</li> <li>2) Number of helpdesk tickets created per day</li> <li>3) Number of helpdesk tickets closed per day</li> <li>4) Time until first response in ticket</li> <li>5) Time until a ticket is closed</li> <li>6) Review of helpdesk ticket</li> </ol>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>

<ol style="list-style-type: none"> <li>1) Evaluation of Common Core Standards implementation</li> <li>2) Enrollment in courses required for UC/CSU entrance</li> <li>3) Student performance on standardized tests</li> <li>4) Score on Academic Performance Index (API)</li> <li>5) School Attendance rates</li> <li>6) School dropout rates</li> <li>7) High school graduation rate</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Number of helpdesk tickets open over time</li> <li>2) Number of helpdesk tickets created per day</li> <li>3) Number of helpdesk tickets closed per day</li> <li>4) Time until first response in ticket</li> <li>5) Time until a ticket is closed</li> <li>6) Review of helpdesk ticket history</li> <li>7) Post-Meeting Surveys and qualitative interviews with staff</li> </ol>					<p>history</p> <ol style="list-style-type: none"> <li>7) Post-Meeting Surveys and qualitative interviews with staff</li> </ol>	<p>history</p> <ol style="list-style-type: none"> <li>7) Post-Meeting Surveys and qualitative interviews with staff</li> </ol>	<p>history</p> <ol style="list-style-type: none"> <li>7) Post-Meeting Surveys and qualitative interviews with staff</li> </ol>	
<p>Students need a variety of non-cognitive skills to successfully engage with a rigorous instructional program and to effectively prepare for college and career. These skills include those that promote trustworthiness, respect, responsibility, fairness, caring, and citizenship.</p> <p>Develop a comprehensive TK-12 character education program that addresses the development of non-cognitive skills</p> <p><u>State metric</u></p> <ol style="list-style-type: none"> <li>1) School attendance rates</li> <li>2) High school dropout rate</li> <li>3) Student suspension rates</li> <li>4) Student expulsion rates</li> </ol> <p><u>Local metric</u></p> <ol style="list-style-type: none"> <li>1) At the elementary level, decrease the number of 'needs improvement' marks on student progress reports,</li> <li>2) At the middle school level. decrease the number of Unsatisfactory Citizenship marks on student report cards.</li> <li>3) At all levels, decrease their feelings of discomfort with bullying and increase their</li> </ol>	<p>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.</p>	<p>All</p>	<p>All</p>		<p>Develop a comprehensive TK-12 character education program that addresses the development of non-cognitive skills</p> <p><u>State metric</u></p> <ol style="list-style-type: none"> <li>1) School attendance rates</li> <li>2) High school dropout rate</li> <li>3) Student suspension rates</li> <li>4) Student expulsion rates</li> </ol> <p><u>Local metric</u></p> <ol style="list-style-type: none"> <li>1) At the elementary level, decrease the number of 'needs improvement' marks on student progress reports,</li> <li>2) At the middle school level. decrease the number of Unsatisfactory Citizenship marks on student report cards.</li> <li>3) At all levels, decrease their feelings of discomfort with bullying and increase their sense of safety over three years by 5% as measured in student survey data and the California Health Kids Survey.</li> </ol>	<p>Develop a comprehensive TK-12 character education program that addresses the development of non-cognitive skills</p> <p><u>State metric</u></p> <ol style="list-style-type: none"> <li>1) School attendance rates</li> <li>2) High school dropout rate</li> <li>3) Student suspension rates</li> <li>4) Student expulsion rates</li> </ol> <p><u>Local metric</u></p> <ol style="list-style-type: none"> <li>1) At the elementary level, decrease the number of 'needs improvement' marks on student progress reports,</li> <li>2) At the middle school level. decrease the number of Unsatisfactory Citizenship marks on student report cards.</li> <li>3) At all levels, decrease their feelings of discomfort with bullying and increase their sense of safety over three years by 5% as measured in student survey data and the California Health Kids Survey.</li> </ol>	<p>Develop a comprehensive TK-12 character education program that addresses the development of non-cognitive skills</p> <p><u>State metric</u></p> <ol style="list-style-type: none"> <li>1) School attendance rates</li> <li>2) High school dropout rate</li> <li>3) Student suspension rates</li> <li>4) Student expulsion rates</li> </ol> <p><u>Local metric</u></p> <ol style="list-style-type: none"> <li>1) At the elementary level, decrease the number of 'needs improvement' marks on student progress reports,</li> <li>2) At the middle school level. decrease the number of Unsatisfactory Citizenship marks on student report cards.</li> <li>3) At all levels, decrease their feelings of discomfort with bullying and increase their sense of safety over three years by 5% as measured in student survey data and the California Health Kids Survey.</li> </ol>	<p>Pupil engagement; School climate</p>

sense of safety over three years by 5% as measured in student survey data and the California Health Kids Survey.								
<p>Survey data indicates the need for broader input by all parents, but especially those who speak native languages at home. Parents noted that support and community action groups (such as PTA) should be more inclusive of parents from different cultural backgrounds and ethnicities. The need for improved communication with all families was articulated. The need for broader numeric involvement of parents and the scaffolding of opportunities for deeper involvement, accompanied by targeted training for effective participation.</p> <p>Arcadia Unified School District will increase efforts to seek parent input and promote parent participation.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Efforts to seek parent input.</li> <li>2) Promotion of parental participation.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) PTSA membership and involvement data.</li> <li>2) Parent and student surveys.</li> <li>3) Parent Advisory Council. Focus groups.</li> <li>4) English Language Advisory Councils.</li> </ol>	<p>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).</p>	All	All		<p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Efforts to seek parent input.</li> <li>2) Promotion of parental participation.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) PTSA membership and involvement data.</li> <li>2) Parent and student surveys.</li> <li>3) Parent Advisory Council. Focus groups.</li> <li>4) English Language Advisory Councils.</li> </ol> <p>Greater access to and communication about parent involvement groups like PTSA, booster clubs, and other volunteer organizations. A 5% increase in meaningful parent participation as measured by a rating of "Excellent" in the areas of parent input (from 29% to 34%), from the Superintendent's Survey. Increasingly higher levels of participation by our Chinese community in parent and community groups such as PTSA, boosters, English Language Advisory Council (ELAC), SSLT, and School Site Council (SSC).</p>	<p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Efforts to seek parent input.</li> <li>2) Promotion of parental participation.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) PTSA membership and involvement data.</li> <li>2) Parent and student surveys.</li> <li>3) Parent Advisory Council. Focus groups.</li> <li>4) English Language Advisory Councils.</li> </ol> <p>Greater access to and communication about parent involvement groups like PTSA, booster clubs, and other volunteer organizations. A 5% increase in meaningful parent participation as measured by a rating of "Excellent" in the areas of parent input (from 34% to 39%), from the Superintendent's Survey. Increasingly higher levels of participation by our Chinese community in parent and community groups such as PTSA, boosters, English Language Advisory Council (ELAC), SSLT, and School Site Council (SSC).</p>	<p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) Efforts to seek parent input.</li> <li>2) Promotion of parental participation.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) PTSA membership and involvement data.</li> <li>2) Parent and student surveys.</li> <li>3) Parent Advisory Council. Focus groups.</li> <li>4) English Language Advisory Councils.</li> </ol> <p>Greater access to and communication about parent involvement groups like PTSA, booster clubs, and other volunteer organizations. A 5% increase in meaningful parent participation as measured by a rating of "Excellent" in the areas of parent input (from 39% to 44%), from the Superintendent's Survey. Increasingly higher levels of participation by our Chinese community in parent and community groups such as PTSA, boosters, English Language Advisory Council (ELAC), SSLT, and School Site Council (SSC).</p>	Parent involvement Parent Participation.
<p>Clean schools increase positive school climate and eliminate distractions which allow teachers and students to focus on student engagement and academic achievement. With the pending completion of Measure I construction and renovation projects, and the addition of large new facilities; it will be necessary to maintain high levels of facility maintenance and cleanliness. Well maintained and specific equipment is needed to utilize resources and maintain facilities to the district standard and to maintain a safe and secure campus. In order to provide safe transportation for sites and activities, vehicles and service equipment must be in good working order and meet State and Federal</p>	<p>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.</p>	All	All		<p>All school facilities will be safe, clean, and in good repair. Vehicles and equipment will be maintained, repaired, or replaced as needed. F.I.T. scores will indicate 95% compliance at all schools.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) Facilities in Good Repair</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Campuses will be inspected by lead custodians, operations supervisor, and site administrators. Site inspection forms will be used by the Operations supervisor as part of employee job performance feedback, goal setting, and progress reports. As required by the Williams Act, <i>Facilities Inspection Tool</i> (F.I.T.) reports will be completed annually to measure campus cleanliness.</li> </ol>	<p>All school facilities will be safe, clean, and in good repair. Vehicles and equipment will be maintained, repaired, or replaced as needed. F.I.T. scores will indicate 96% compliance at all schools.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) Facilities in Good Repair</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Campuses will be inspected by lead custodians, operations supervisor, and site administrators. Site inspection forms will be used by the Operations supervisor as part of employee job performance feedback, goal setting, and progress reports. As required by the Williams Act, <i>Facilities Inspection Tool</i> (F.I.T.) reports will be completed annually to measure campus cleanliness.</li> </ol>	<p>All school facilities will be safe, clean, and in good repair. Vehicles and equipment will be maintained, repaired, or replaced as needed. F.I.T. scores will indicate 97% compliance at all schools.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) Facilities in Good Repair</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Campuses will be inspected by lead custodians, operations supervisor, and site administrators. Site inspection forms will be used by the Operations supervisor as part of employee job performance feedback, goal setting, and progress reports. As required by the Williams Act, <i>Facilities Inspection Tool</i> (F.I.T.) reports will be completed annually to measure campus cleanliness.</li> </ol>	Basic Basic Services.

<p>guidelines.</p> <p>All school facilities will be safe, clean, and in good repair. Vehicles and equipment will be maintained, repaired, or replaced as needed. F.I.T. scores will indicate 95% compliance at all schools.</p> <p><b>State Metric</b></p> <p>1) Facilities in Good Repair</p> <p><b>Local Metric</b></p> <p>1) Campuses will be inspected by lead custodians, operations supervisor, and site administrators. Site inspection forms will be used by the Operations supervisor as part of employee job performance feedback, goal setting, and progress reports. As required by the Williams Act, <i>Facilities Inspection Tool</i> (F.I.T.) reports will be completed annually to measure campus cleanliness. Playgrounds will be inspected weekly for cleanliness and safety.</p> <p>2) Equipment Maintenance -- Work-orders -- Triage, exercise, report. Attend industry workshops and review publications to remain current on procedures and laws. Use a Google-Form with site employees to provide an avenue to report the condition of equipment. Continue regular site observations.</p> <p>3) Report Building Maintenance Needs -- Through site feedback and supervisor observations. Alarm reports.</p> <p>4) Vehicles - Work orders. Fire department inspections annual report. Bureau Veritas annual inspection and report. Bi-annual playground inspection report. Custodian weekly playground inspection report. FIT inspection tool as reported in <i>School Accountability Report Card</i> (SARC). Service records are maintained. Purchase orders. Equipment replacement cycle. Daily vehicle inspections (pre-trips).</p>					<p>Playgrounds will be inspected weekly for cleanliness and safety.</p> <p>2) Equipment Maintenance -- Work-orders -- Triage, exercise, report. Attend industry workshops and review publications to remain current on procedures and laws. Use a Google-Form with site employees to provide an avenue to report the condition of equipment. Continue regular site observations.</p> <p>3) Report Building Maintenance Needs -- Through site feedback and supervisor observations. Alarm reports.</p> <p>4) Vehicles - Work orders. Fire department inspections annual report. Bureau Veritas annual inspection and report. Bi-annual playground inspection report. Custodian weekly playground inspection report. FIT inspection tool as reported in <i>School Accountability Report Card</i> (SARC). Service records are maintained. Purchase orders. Equipment replacement cycle. Daily vehicle inspections (pre-trips).</p>	<p>Playgrounds will be inspected weekly for cleanliness and safety.</p> <p>2) Equipment Maintenance -- Work-orders -- Triage, exercise, report. Attend industry workshops and review publications to remain current on procedures and laws. Use a Google-Form with site employees to provide an avenue to report the condition of equipment. Continue regular site observations.</p> <p>3) Report Building Maintenance Needs -- Through site feedback and supervisor observations. Alarm reports.</p> <p>4) Vehicles - Work orders. Fire department inspections annual report. Bureau Veritas annual inspection and report. Bi-annual playground inspection report. Custodian weekly playground inspection report. FIT inspection tool as reported in <i>School Accountability Report Card</i> (SARC). Service records are maintained. Purchase orders. Equipment replacement cycle. Daily vehicle inspections (pre-trips).</p>	<p>Playgrounds will be inspected weekly for cleanliness and safety.</p> <p>2) Equipment Maintenance -- Work-orders -- Triage, exercise, report. Attend industry workshops and review publications to remain current on procedures and laws. Use a Google-Form with site employees to provide an avenue to report the condition of equipment. Continue regular site observations.</p> <p>3) Report Building Maintenance Needs -- Through site feedback and supervisor observations. Alarm reports.</p> <p>4) Vehicles - Work orders. Fire department inspections annual report. Bureau Veritas annual inspection and report. Bi-annual playground inspection report. Custodian weekly playground inspection report. FIT inspection tool as reported in <i>School Accountability Report Card</i> (SARC). Service records are maintained. Purchase orders. Equipment replacement cycle. Daily vehicle inspections (pre-trips).</p>	
<p>AUSD Transportation provides and arranges transportation to field trips, academic programs, and athletic events to support the overall</p>	<p>Our goals for AUSD transportation include safely</p>	<p>All</p>	<p>All</p>		<p>All students will be provided with a comprehensive, safe transportation system. Current levels of performance are at 95% or greater</p>	<p>All students will be provided with a comprehensive, safe transportation system. Current levels of performance are at 95% or greater</p>	<p>All students will be provided with a comprehensive, safe transportation system. Current levels of performance are at 95% or greater</p>	<p>Basic: Pupil engagement</p>

<p>academic experience offered to students. These opportunities increase student engagement and provide meaningful learning experiences required in CCSS.</p> <p>Safely transporting our students to and from school in a timely manner; enabling field trips; supporting extra curricular activities including sporting events, club competitions, curriculum based activities, and performing arts experiences.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) School Attendance Rates</li> <li>2) Middle School Dropout Rates</li> <li>3) High School Dropout Rates</li> <li>4) Facilities in Good Repair</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Site request for transportation - 5% annual increase in timely submissions.</li> <li>2) Board approval of field trips - 5% annual decrease in field trip requests being approved post-deadline.</li> <li>3) Trans-track data.</li> <li>4) Invoices.</li> <li>5) Superintendent's Survey - 5% annual decrease in client complaints.</li> </ol>	<p>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.</p>				<p>for the following metrics. Maintenance of these performance levels will continue for 2014-15:</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) School Attendance Rates</li> <li>2) Middle School Dropout Rates</li> <li>3) High School Dropout Rates</li> <li>4) Facilities in Good Repair</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Site request for transportation - 5% annual increase in timely submissions.</li> <li>2) Board approval of field trips - 5% annual decrease in field trip requests being approved post-deadline.</li> <li>3) Trans-track data.</li> <li>4) Invoices.</li> <li>5) Superintendent's Survey - 5% annual decrease in client complaints.</li> </ol>	<p>for the following metrics. Maintenance of these performance levels will continue for 2015-16:</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) School Attendance Rates</li> <li>2) Middle School Dropout Rates</li> <li>3) High School Dropout Rates</li> <li>4) Facilities in Good Repair</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Site request for transportation - 5% annual increase in timely submissions.</li> <li>2) Board approval of field trips - 5% annual decrease in field trip requests being approved post-deadline.</li> <li>3) Trans-track data.</li> <li>4) Invoices.</li> <li>5) Superintendent's Survey - 5% annual decrease in client complaints.</li> </ol>	<p>for the following metrics. Maintenance of these performance levels will continue for 2016-17:</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) School Attendance Rates</li> <li>2) Middle School Dropout Rates</li> <li>3) High School Dropout Rates</li> <li>4) Facilities in Good Repair</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Site request for transportation - 5% annual increase in timely submissions.</li> <li>2) Board approval of field trips - 5% annual decrease in field trip requests being approved post-deadline.</li> <li>3) Trans-track data.</li> <li>4) Invoices.</li> <li>5) Superintendent's Survey - 5% annual decrease in client complaints.</li> </ol>	
<p>A need for improved and tasty food options was noted by 2% of respondents to the Superintendent's Survey (2014). The new emphasis through state and federal regulations to promote nutrition in schools has created the need to promote healthier food choices and education to students, parents, and staff. The need for our low income students to have access to healthy breakfast and lunch items, especially those who are newly arrived to Arcadia, as soon as possible.</p> <p>To identify and serve our low income students, ensuring that they are provided a healthy and substantial breakfast and lunch on a daily basis.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) School Attendance Rates (Pupil Engagement)</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Increase in student participation in the national</li> </ol>	<p>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</p>	All	All		<p>To identify and serve our low income students, ensuring that they are provided a healthy and substantial breakfast and lunch on a daily basis.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) School Attendance Rates (Pupil Engagement)</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Increase of 5% student participation in the national school lunch program.</li> <li>2) Increase number of students applying for the free and reduced program.</li> <li>3) Student input data.</li> <li>4) Meeting agendas and minutes from parent groups.</li> <li>5) Web-site response data.</li> <li>6) Superintendent's Survey.</li> </ol>	<p>To identify and serve our low income students, ensuring that they are provided a healthy and substantial breakfast and lunch on a daily basis.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) School Attendance Rates (Pupil Engagement)</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Increase of 3% student participation in the national school lunch program.</li> <li>2) Increase number of students applying for the free and reduced program.</li> <li>3) Student input data.</li> <li>4) Meeting agendas and minutes from parent groups.</li> <li>5) Web-site response data.</li> <li>6) Superintendent's Survey.</li> </ol>	<p>To identify and serve our low income students, ensuring that they are provided a healthy and substantial breakfast and lunch on a daily basis.</p> <p><b>State Metric</b></p> <ol style="list-style-type: none"> <li>1) School Attendance Rates (Pupil Engagement)</li> </ol> <p><b>Local Metric</b></p> <ol style="list-style-type: none"> <li>1) Increase of 2% student participation in the national school lunch program.</li> <li>2) Increase number of students applying for the free and reduced program.</li> <li>3) Student input data.</li> <li>4) Meeting agendas and minutes from parent groups.</li> <li>5) Web-site response data.</li> <li>6) Superintendent's Survey.</li> </ol>	Basic; Pupil engagement

<p>school lunch program.</p> <p>2) Increase number of students applying for the free and reduced program.</p> <p>3) Student input data.</p> <p>4) Meeting agendas and minutes from parent groups.</p> <p>5) Web-site response data.</p> <p>6) Superintendent's Survey.</p>	<p>the environment. AUSD Nutrition Services has committed to market the idea of "Healthy Meals, Healthy Minds."</p>							
<p>As described by CTC, all of California's diverse learners, preschool through grade 12, are inspired and prepared to achieve their highest potential by a well-prepared and exceptionally qualified educator workforce.</p> <p>Making progress toward highly qualified standards as determined by NCLB. A decrease in 2013-14 levels as measured by the local metric will indicate progress toward this goal.</p> <p><b>State Metric</b></p> <p>1) 1. Rate of teacher misassignment</p> <p><b>Local Metric</b></p> <p>1) 1. Two Special Education teachers without Autism Authorization will obtain it by July 31, 2014.</p> <p>2) 2. Six teachers without English Learner Authorization will obtain it by July 31, 2014.</p> <p>3) 3. Six teachers are currently not NCLB compliant.</p>	<p>To make progress toward credential compliance as determined by CTC and meeting highly qualified teacher standards as determined by NCLB.</p>	<p>All</p>			<p>Making progress toward highly qualified standards as determined by NCLB. A decrease in 2013-14 levels as measured by the local metric will indicate progress toward this goal.</p> <p><b>State Metric:</b></p> <p>1) 1. Rate of teacher misassignment</p> <p><b>Local Metric:</b></p> <p>1) 1. All Special Education teachers will have an Autism Authorization.</p> <p>2) 2. All teachers will be English Language Authorized.</p> <p>3) 3. All teachers will be NCLB compliant.</p>	<p>Making progress toward highly qualified standards as determined by NCLB. A decrease in 2014-15 levels as measured by the local metric will indicate progress toward this goal</p> <p><b>State Metric:</b></p> <p>1) 1. Rate of teacher misassignment</p> <p><b>Local Metric:</b></p> <p>1) 1. All Special Education teachers will have an Autism Authorization.</p> <p>2) 2. All teachers will be English Language Authorized.</p> <p>3) 3. All teachers will be NCLB compliant.</p>	<p>Making progress toward highly qualified standards as determined by NCLB. A decrease in 2015-16 levels as measured by the local metric will indicate progress toward this goal</p> <p><b>State Metric:</b></p> <p>1) 1. Rate of teacher misassignment</p> <p><b>Local Metric:</b></p> <p>1) 1. All Special Education teachers will have an Autism Authorization.</p> <p>2) 2. All teachers will be English Language Authorized.</p> <p>3) 3. All teachers will be NCLB compliant.</p>	<p>Basic; Implementation of State Standards; Course access</p>
<p>Success of our student learning and instructional programs are directly related to the quality employees that we recruit and retain.</p> <p>Successful recruitment, selection, and retention of qualified employees.</p> <p>Current levels of performance are at 95% or greater for the following metrics. Maintenance of these performance levels will continue for 2014-2015.</p> <p><b>State Metric:</b></p> <p>Rate of teacher misassignment</p> <p><b>Local Metric</b></p>	<p>Successful recruitment, selection, and retention of qualified employees in all job classifications including certificated, classified, management, confidential-supervisory and non-represented.</p>	<p>All</p>	<p>All</p>		<p>Successful recruitment, selection, and retention of qualified employees. Current levels of performance are at 95% or greater for the following metrics. Maintenance of these performance levels will continue for 2014-2015.</p> <p><b>State Metric:</b></p> <p>Rate of teacher misassignment</p> <p><b>Local Metric:</b></p> <p>Weekly analysis and timely approval of job vacancies</p>	<p>Successful recruitment, selection, and retention of qualified employees. Current levels of performance are at 95% or greater for the following metrics. Maintenance of these performance levels will continue for 2014-2016</p> <p><b>State Metric:</b></p> <p>Rate of teacher misassignment</p> <p><b>Local Metric:</b></p> <p>Weekly analysis and timely approval of job vacancies</p>	<p>Successful recruitment, selection, and retention of qualified employees. Current levels of performance are at 95% or greater for the following metrics. Maintenance of these performance levels will continue for 2016-2017</p> <p><b>State Metric:</b></p> <p>Rate of teacher misassignment</p> <p><b>Local Metric:</b></p> <p>Weekly analysis and timely approval of job vacancies</p>	<p>Basic; Implementation of State Standards</p>

<p>Currently have an effective and efficient system of job vacancy review and approval that is analyzed weekly in CEC which allows for prompt posting of vacancies.</p>								
<p>Student learning is most effective when the students are healthy and attend school regularly.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1) School attendance rate.</li> <li>2) Chronic absenteeism rates.</li> <li>3) Performance on standardized tests.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Currently LVN's are staffed 1 full time at the high school and each of the middle schools. The elementary schools are staffed by an LVN for 3 hrs per day.</li> </ol> <p>Health Services data collected Feb 2014 in relation to how many times students were served in a 1 month period:  BS 233/671  CG 283/654  HO 246/674  HA 426/726*  HR 317/552*  LW 216/452*  DA 262/806*  FA 228/806*  FH 272/884  AHS 260/3415*  *Title I school</p>	<p>To provide health services to all students, with a focus on serving low income students and Title I schools.</p>	<p>All; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged</p>	<p>All</p>		<p>All students will be provided with appropriate health services. Student attendance and student achievement will improve for all socio-economically disadvantaged students.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1)1. School attendance rates.</li> <li>2)2. Chronic absenteeism rates.</li> <li>3)3. Performance on standardized tests.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Level of health service provided at a school commensurate to number of health office visits.</li> </ol>	<p>All students will be provided with appropriate health services. Student attendance and student achievement will improve for all socio-economically disadvantaged students.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1)1. School attendance rates.</li> <li>2)2. Chronic absenteeism rates.</li> <li>3)3. Performance on standardized tests.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Level of health service provided at a school commensurate to number of health office visits.</li> </ol>	<p>All students will be provided with appropriate health services. Student attendance and student achievement will improve for all socio-economically disadvantaged students.</p> <p><b>State Metric:</b></p> <ol style="list-style-type: none"> <li>1)1. School attendance rates.</li> <li>2)2. Chronic absenteeism rates.</li> <li>3)3. Performance on standardized tests.</li> </ol> <p><b>Local Metric:</b></p> <ol style="list-style-type: none"> <li>1) Level of health service provided at a school commensurate to number of health office visits.</li> </ol>	<p>Pupil achievement; Pupil engagement</p>
<p>There is a need for the Arcadia Unified School District's Business Services Department to enhance and restructure and/or provide business personnel and practices to improve support for all schools and students because:</p> <ul style="list-style-type: none"> <li>■ The new Local Control Funding Formula (LCFF) model requires a Local Control Accountability Plan (LCAP),</li> <li>■ The Education Code and State School Building Plan has requirements related to the Arcadia Unified School District (AUSD) enacting and operationalizing a substantial local construction bond measure for modernization and building,</li> <li>■ New and modernized buildings require new systems and</li> </ul>	<p>Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.</p>	<p>All</p>	<p>All</p>		<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>■ Reports generated by the Electronic Tracking System (ETS) to track production demands.</li> <li>■ Data from an ETS regarding processing time, savings, school support, purchases, vendors, and pricing.</li> <li>■ Decrease in workplace injuries.</li> <li>■ Facilities Master Plan - Five-plus year plan of development.</li> <li>■ Scheduled and completed training on all new mechanical and HVAC systems leading to an ability to operate, maintain and repair systems with less use of outside consultants.</li> <li>■ Efficiency data related to work orders (numbers and cost).</li> <li>■ Facilities Inspection Tool (FIT).</li> </ul>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>■ Reports generated by the Electronic Tracking System (ETS) to track production demands.</li> <li>■ Data from an ETS regarding processing time, savings, school support, purchases, vendors, and pricing.</li> <li>■ Decrease in workplace injuries.</li> <li>■ Facilities Master Plan - Five-plus year plan of development.</li> <li>■ Scheduled and completed training on all new mechanical and HVAC systems leading to an ability to operate, maintain and repair systems with less use of outside consultants.</li> <li>■ Efficiency data related to work orders (numbers and cost).</li> <li>■ Facilities Inspection Tool (FIT).</li> </ul>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>■ Reports generated by the Electronic Tracking System (ETS) to track production demands.</li> <li>■ Data from an ETS regarding processing time, savings, school support, purchases, vendors, and pricing.</li> <li>■ Decrease in workplace injuries.</li> <li>■ Facilities Master Plan - Five-plus year plan of development.</li> <li>■ Scheduled and completed training on all new mechanical and HVAC systems leading to an ability to operate, maintain and repair systems with less use of outside consultants.</li> <li>■ Efficiency data related to work orders (numbers and cost).</li> <li>■ Facilities Inspection Tool (FIT).</li> </ul>	<p>Basic</p>

equipment for routine repair and deferred maintenance,

- The AUSD has taken on additional SELPA programs (such as the Emotionally Disturbed program) which has increased incidents of workplace injuries, and
- The implementation of the Common Core State Standards (CCSS) demands new programs and accountability structures with new purchasing and printing needs.

Progress will be monitored using:

- Reports generated by the Electronic Tracking System (ETS) to track production demands.
- Data from an ETS regarding processing time, savings, school support, purchases, vendors, and pricing.
- Decrease in workplace injuries.
- Facilities Master Plan - Five-plus year plan of development.
- Scheduled and completed training on all new mechanical and HVAC systems leading to an ability to operate, maintain and repair systems with less use of outside consultants.
- Efficiency data related to work orders (numbers and cost).
- Facilities Inspection Tool (FIT).
- Bi-annual meetings with Principals and site visits.
- Completion of an annual LCAP over 3 years.

- Bi-annual meetings with Principals and site visits.
- Completion of an annual LCAP over 3 years.

- Bi-annual meetings with Principals and site visits.
- Completion of an annual LCAP over 3 years.

- Bi-annual meetings with Principals and site visits.
- Completion of an annual LCAP over 3 years.

### Section 3: Actions, Services, and Expenditures

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.*

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?				
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17		
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.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Instruction: Identify (new) instructional strategies and programs 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) *Support from Advanced Placement Coordinator *Professional Development (in house and via conferences) *Programs including: AVID, Great Books, MY Access,	LEA-Wide	<p>My Access: \$20,000 Funding Source: General Fund/Supplemental (Education Services Department) Note: Online writing program.</p>	<p>My Access: \$20,000 Funding Source: General Fund/Supplemental (Education Services Department) Note: Online writing program.</p>	<p>My Access: \$20,000 Funding Source: General Fund/Supplemental (Education Services Department) Note: Online writing program.</p>			
							<p>Synced Solutions: \$60,000 Funding Source: General Fund/Supplemental (Education Services Department) Note: Synced Solutions is an online resource synching existing textbooks &amp; materials to standards and objectives. Syncs with district and school calendars with customized course pacing. Syncs all grade-level/subject-area instructional planning and conversations. Included CCSS-aligned interim assessments to gauge student mastery.</p>	<p>Synced Solutions: \$60,000 Funding Source: General Fund/Supplemental (Education Services Department) Note: Synced Solutions is an online resource synching existing textbooks &amp; materials to standards and objectives. Syncs with district and school calendars with customized course pacing. Syncs all grade-level/subject-area instructional planning and conversations. Included CCSS-aligned interim assessments to gauge student mastery.</p>	<p>Synced Solutions: \$60,000 Funding Source: General Fund/Supplemental (Education Services Department) Note: Synced Solutions is an online resource synching existing textbooks &amp; materials to standards and objectives. Syncs with district and school calendars with customized course pacing. Syncs all grade-level/subject-area instructional planning and conversations. Included CCSS-aligned interim assessments to gauge student mastery.</p>
							<p>Conference and Travel: \$150,000 Funding Source: General Fund/Supplemental/ Common Core (Education Services Department) Note: Conferences (may include AP, AVID, CUE, ELA and Math, NGSS, History/Social Science).</p>	<p>Conference and Travel: \$150,000 Funding Source: General Fund/Supplemental/ Common Core (Education Services Department) Note: Conferences (may include AP, AVID, CUE, ELA and Math, NGSS, History/Social Science).</p>	<p>Conference and Travel: \$150,000 Funding Source: General Fund/Supplemental/ Common Core (Education Services Department) Note: Conferences (may include AP, AVID, CUE, ELA and Math, NGSS, History/Social Science).</p>
							<p>Consultants: \$20,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Consultants (Write from the Beginning, CCSS Math).</p>	<p>Consultants: \$20,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Consultants (Write from the Beginning, CCSS Math).</p>	<p>Consultants: \$20,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Consultants (Write from the Beginning, CCSS Math).</p>
							<p>Release Time: \$30,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Teacher Release Time</p>	<p>Release Time: \$30,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Teacher Release Time</p>	<p>Release Time: \$30,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Teacher Release Time</p>

		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 *Explore an articulated TK-12 Physical Education program *Explore opportunities for online education.				
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.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	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	LEA-Wide	DIBELS - Dynamic Indicators of Basic Early Literacy Skills: \$10,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: DIBELS is an assessment of student reading, fluency and comprehension given three times per year to all students and also used for progress monitoring for targeted students.	DIBELS - Dynamic Indicators of Basic Early Literacy Skills: \$10,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: DIBELS is an assessment of student reading, fluency and comprehension given three times per year to all students and also used for progress monitoring for targeted students.	DIBELS - Dynamic Indicators of Basic Early Literacy Skills: \$10,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: DIBELS is an assessment of student reading, fluency and comprehension given three times per year to all students and also used for progress monitoring for targeted students.
				PSAT - Preliminary SAT/National Merit Scholarship Qualifying Test: \$15,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Preliminary SAT/National Merit Scholarship Qualifying Test	PSAT - Preliminary SAT/National Merit Scholarship Qualifying Test: \$15,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Preliminary SAT/National Merit Scholarship Qualifying Test	PSAT - Preliminary SAT/National Merit Scholarship Qualifying Test: \$15,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Preliminary SAT/National Merit Scholarship Qualifying Test
				PISA - Program for International Student Assessment: \$10,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Program for International Student Assessment	PISA - Program for International Student Assessment: \$10,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Program for International Student Assessment	PISA - Program for International Student Assessment: \$10,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Program for International Student Assessment
				SRI - Scholastic Reading Inventory: \$20,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Scholastic Reading Inventory	SRI - Scholastic Reading Inventory: \$20,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Scholastic Reading Inventory	SRI - Scholastic Reading Inventory: \$20,000 Funding Source: General Fund/ Supplemental (Education Services Department) Note: Scholastic Reading Inventory

<p>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.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement</p>	<p>student success (career and college ready)</p> <p>Intervention: Use a variety of data to identify at-risk students (inc 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) This includes programs and software. *Employ Elementary Academic Program Coaches</p>	<p>LEA-Wide</p>		<p>Counselors: \$1,850,000 Funding Source: General Fund and Supplemental Note: TK-12</p> <hr/> <p>Live Tutoring Through Arcadia Public Library: \$12,000 Funding Source: General Fund and Supplemental Note: Online program for AUSD students. \$24,000 shared Expense with City of Arcadia</p> <hr/> <p>Intervention Materials: \$250,000 Funding Source: Supplemental Note: Read 180, System 44, Imagine Learning, Scholastic Reach, Latino Literacy</p> <hr/> <p>Academic Program Coaches: \$550,000 Funding Source: Common Core/ General Fund/ Supplemental Note: K-5</p>	<p>Counselors: \$1,850,000 Funding Source: General Fund and Supplemental Note: TK-12</p> <hr/> <p>Live Tutoring Through Arcadia Public Library: \$12,000 Funding Source: General Fund and Supplemental Note: Online program for AUSD students. \$24,000 shared Expense with City of Arcadia</p> <hr/> <p>Intervention Materials: \$250,000 Funding Source: Supplemental Note: Read 180, System 44, Imagine Learning, Scholastic Reach, Latino Literacy</p>	<p>Counselors: \$1,850,000 Funding Source: General Fund and Supplemental Note: TK-12</p> <hr/> <p>Live Tutoring Through Arcadia Public Library: \$12,000 Funding Source: General Fund and Supplemental Note: Online program for AUSD students. \$24,000 shared Expense with City of Arcadia</p> <hr/> <p>Intervention Materials: \$250,000 Funding Source: Supplemental Note: Read 180, System 44, Imagine Learning, Scholastic Reach, Latino Literacy</p>
<p>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.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>A TK-12 plan will be developed to address English Language Arts/English Language Development instructional materials, strategies, assessment and personnel.</p>	<p>LEA-Wide</p>		<p>TK-12 plan to address English Arts/English Language Development: \$10,000 Funding Source: General Fund/ Supplemental/Common Core (Included in Curriculum &amp; instruction travel, conference and release time budgets) Note: Release time/ food/ travel</p>	<p>TK-12 plan to address English Arts/English Language Development: \$10,000 Funding Source: General Fund/ Supplemental/Common Core (Included in Curriculum &amp; instruction travel, conference and release time budgets) Note: Release time/ food/ travel</p>	<p>TK-12 plan to address English Arts/English Language Development: \$10,000 Funding Source: General Fund/ Supplemental/Common Core (Included in Curriculum &amp; instruction travel, conference and release time budgets) Note: Release time/ food/ travel</p>

<p>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.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>Investigate research based and CA Board approved instructional materials.</p>	<p>LEA-Wide</p>		<p>Investigate researched based and Ca. Board approved instructional materials: \$20,000 Funding Source: Common Core Note: Also incorporated in Goal #1 (Curriculum, Instruction &amp; Assessment (CI&amp;A)) above</p>		
<p>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.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>Provide professional development to support implementation of Common Core aligned instructional materials and strategies.</p>	<p>LEA-Wide</p>		<p>Professional Development for Common Core aligned instructional Materials and strategies: \$20,000 Funding Source: Supplemental/ Common Core Note: Also included in Curriculum, Instruction and Assessment Goal.</p>		
<p>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,</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>Support teacher implementation of an articulated TK-12 ELA program through collaboration; monitor student progress using a variety of data.</p>	<p>LEA-Wide</p>			<p>Support Teacher implementation TK-12 ELA Program: \$20,000 Funding Source: General Fund Note: Education Services will use various sources for implementation and monitoring of progress.</p>	

including English learner (EL) students, as they acquire academic English.							
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.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	Provide Professional Development opportunities, including summer curriculum institutes and AVID training. Make progress towards common collaboration time district-wide. Common collaboration time.	LEA-Wide		Provide professional development opportunities including summer curriculum institutes and AVID training. Make use of common collaboration time district-wide.: \$150,000 Funding Source: Common Core/ General Fund (Budgeted in Curriculum, Instruction & Assessment Goals)-Maount included in Curriculum & Instruction travel & conference budget Note: Actions will be funded as part of common core goals		
Understand, analyze and transition to the Common Core Standards of Mathematical Content and Standards of	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	K-12 (vertical and lateral) Learning Walks.	LEA-Wide		K-12 vertical and lateral Learning Walks: \$25,000 Funding Source: Common Core		

<p>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.</p>							
<p>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</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>Adoption of instructional materials and creation of instructional units.</p>	<p>LEA-Wide</p>			<p>Adoption of Instructional Materials and creation of instructional units: \$450,000 Funding Source: General Fund/ Supplemental</p>	

collaboration and support for teachers as they shift to Common Core.							
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.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	Realignment and/or revision of TK-5 standards-based report cards.	LEA-Wide		Realignment/Revision of TK-5 standards-based report cards: \$30,000 Funding Source: General Fund existing budgets (amounts included in Curriculum & Instruction Release time budget)		
Understand, analyze and transition to the Common Core Standards of Mathematical Content and	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	Implementation of Synced Solutions (online catalog of approved lessons, resources and assessments), starting in the middle schools.	LEA-Wide		Implementation of synced solutions (online catalog of approved lessons, resources and assessments): \$60,000 Funding Source: General Fund/ Supplemental (Included in Curriculum, Instruction & Assessment Goals) Note: Will start in middle schools. Amount included in C&I Synced Solution Budget.	Implementation of synced solutions (online catalog of approved lessons, resources and assessments): \$60,000 Funding Source: General Fund/ Supplemental (Included in Curriculum, Instruction & Assessment Goals) Note: Will start in middle schools. Amount included in C&I Synced Solution Budget.	Implementation of synced solutions (online catalog of approved lessons, resources and assessments): \$60,000 Funding Source: General Fund/ Supplemental (Included in Curriculum, Instruction & Assessment Goals) Note: Will start in middle schools. Amount included in C&I Synced Solution Budget.

<p>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.</p>							
<p>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,</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>Support from Common Core Coaches through resource development, research, instructional modeling, and other classroom support.</p>	<p>LEA-Wide</p>				

opportunities for collaboration and support for teachers as they shift to Common Core.							
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.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement; School climate	The three levels of special education teachers (elementary, middle school, high school) will meet 6 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.	LEA-Wide		Substitute teachers: \$32,250 Funding Source: Special Education/ Supplemental/ General Fund (Costs shared with the elementary, middle, and high school curriculum) Note: 01.0-65000.0-57700-11100-1163-0000716	Substitute teachers: \$32,250 Funding Source: Special Education/ Supplemental/ General Fund (Costs shared with the elementary, middle, and high school curriculum) Note: 01.0-65000.0-57700-11100-1163-0000716	Substitute teachers: \$32,250 Funding Source: Special Education/ Supplemental/ General Fund (Costs shared with the elementary, middle, and high school curriculum) Note: 01.0-65000.0-57700-11100-1163-0000716
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	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement; School climate	Consider creating 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.	School-Wide			Teacher salary: \$75,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 57700 1110 0000716 Instructional assistant: \$62,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 33100.0 57700 11100 2110 0000716 SLP salary: \$45,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 57700 11900 1110 0000716 APE salary: \$11,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 57700 11900 1110 0000716	Teacher salary: \$75,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 57700 1110 0000716 Instructional assistant: \$62,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 33100.0 57700 11100 2110 0000716 SLP salary: \$45,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 57700 11900 1110 0000716 APE salary: \$11,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 57700 11900 1110 0000716

goal of maximum student achievement.						Psychologist salary: \$30,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 00000.0 00000 31200 1210 0000717	Psychologist salary: \$30,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 00000.0 00000 31200 1210 0000717
						Counselor salary: \$6,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 50010 31100 1210 0000716	Counselor salary: \$6,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 50010 31100 1210 0000716
						Administrator salary: \$17,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 00000.0 00000 76000 2410 0000717	Administrator salary: \$17,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 00000.0 00000 76000 2410 0000717
						Supplies: \$800 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 57700 11100 4310 0000716	Supplies: \$800 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 57700 11100 4310 0000716
						Furniture: \$10,000 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: 01.0 65000.0 57700 11100 4400 0000716	Indirect costs: \$18,700 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education
						Facilities: \$9,300 Funding Source: SELPA/ Supplemental/ General Fund/ Special Education Note: Facilities: (\$9,300)	
						Indirect costs: \$18,700 Funding Source: SELPA/ Supplemental/ General Fund/ 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	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement; School climate	Integration of special education staff into departments at the high school. Affiliated actions may include shift in supervision and attendance at department meetings.	School-Wide				

goal of maximum student achievement.						
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.	Other pupil outcomes; School climate Student connectedness	1. Investigate options that address the needs of gifted students. 2. Continue to provide professional development in differentiated instruction for all levels.	LEA-Wide		Investigate options that address needs of gifted students and continue to provide professional development in differentiated instruction at all levels.: \$5,000 Funding Source: Common Core (Included in English Language Arts and Mathematics Goals) Note: Also included in ELA and main budget	
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.	Other pupil outcomes; School climate Student connectedness	1. Support and maintain the present music programs at all schools. 2. Explore options allowing greater access to performing arts programs. 3. Explore options to expand services related to the performing arts program.	LEA-Wide		Support present music programs and explore options to allow greater access to performing arts programs. Explore options to expand services related to performing arts program: \$29,700 Funding Source: General Fund (Addition for district support of performing arts and for elementary & middle school transportation to programs)	Support present music programs and explore options to allow greater access to performing arts programs. Explore options to expand services related to performing arts program: \$29,700 Funding Source: General Fund (Addition for district support of performing arts and for elementary & middle school transportation to programs)
All students will experience a sense of connectedness to school as their individual needs and interests are addressed through meaningful and differentiated engagement with	Other pupil outcomes; School climate Student connectedness	1. Identify students who are disconnected from their school. 2. Explore and build programs addressing the needs of these underserved students. 3. Design and implement transitional programs between levels, i.e. 5th to 6th	LEA-Wide		1. identify students who are disconnected from their school and explore programs meeting the needs of these students. 2. Explore transitional programs between 5th to 6th grade & 8th to 9th grade. 3. Explore "new corner" programs for pupils entering after 5: \$171,000 Funding Source: AEF/ General Fund/ Supplemental (Counseling goal includes two additional counselors. Also part of Curriculum, Instruction and Assessment Goal) Note: Amount funded with AEF donation for 2 counselors	

the curriculum and authentic extracurricular experiences.		and 8th to 9th grades. 4. Explore transitional report cards that would link standards-based grade reporting in elementary school to traditional grades in middle school. 5. Design and implement "newcomer" programs for students entering the district after the 5th grade. 6. Explore opportunities for online education.					
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.	Other pupil outcomes; School climate Student connectedness	1. Support and improve Achievement Via Individual Determination (AVID) at schools that currently offer the program. 2. Expand AVID to all middle schools and targeted elementary schools	LEA-Wide		Support and improve Achievement Via Individual Determination (AVID) at schools. Expand to all middle schools and targeted elementary schools: \$74,000 Funding Source: Common Core/ General Fund/ Supplemental (Included in Curriculum, Instruction & Assessment Goal) Note: Also included in C&I release time budget		
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	Other pupil outcomes; School climate Student connectedness	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.	LEA-Wide		Six additional teachers for class-size reduction to enhance student connectedness and education experiences: \$420,000 Funding Source: General Fund/ Supplemental	Six additional teachers for class-size reduction to enhance student connectedness and education experiences: \$420,000 Funding Source: General Fund/ Supplemental	Six additional teachers for class-size reduction to enhance student connectedness and education experiences: \$420,000 Funding Source: General Fund/ Supplemental

extracurricular experiences.							
Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	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.	LEA-Wide		Conference fees: \$6,500 Funding Source: Common Core/ General Fund	Conference fees: \$6,500 Funding Source: Common Core/ General Fund	Conference fees: \$6,500 Funding Source: Common Core/ General Fund
Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	College and career program will increase to two activities per grade level per year at the middle school level.	School-Wide				
Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	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.	School-Wide				
Development of a comprehensive	Implementation of State Standards;	Counseling standards for each grade level	School-Wide				

counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.	Course access; Pupil achievement; Pupil engagement	in middle school will be developed.				
Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	Explore the options for providing increased transitional student services between levels.	LEA-Wide		Explore options for providing increased transitional services to students between levels: \$160,000 Funding Source: AEF (Provides two counselors to address both School Connectedness and Counseling Goals) Note: AEF will fund two additional counselors. Also included in Student Connectedness Budget	
Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	Add one additional elementary counseling position to serve the needs of all students, but specifically to ensure service for the greater proportional needs of unduplicated pupils.	LEA-Wide		Additional Elementary Counselor: \$85,000 Funding Source: General Fund/ Supplemental Note: This is reflected in both the A and B action steps.	Additional Elementary Counselor: \$85,000 Funding Source: General Fund/ Supplemental Note: This is reflected in both the A and B action steps.
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,	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Strategic Plan for District-level Professional Development will be developed for district-wide minimum days.	LEA-Wide		Development of strategic plan for district-wide minimum days: \$5,000 Funding Source: General Fund Note: Included in Educational services budget.	

<p>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.</p>							
<p>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</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate</p>	<p>Alignment of professional development to Common Core State Standards (CCSS - ELA, Math, Literacy) and Next Generation Science Standards (NGSS).</p>	<p>LEA-Wide</p>		<p>Alignment of professional development to Common Core State Standards: \$761,606 Funding Source: General Fund and Supplemental (added 3 instructional days and 6 minimum days)</p>	<p>Alignment of professional development to Common Core State Standards: \$773,000 Funding Source: General Fund and Supplemental (added 3 instructional days and 6 minimum days)</p>	

<p>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.</p>							
<p>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</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate</p>	<p>Support from Common Core Coaches.</p>	<p>LEA-Wide</p>		<p>Support from Common Core Coaches: \$550,000 Funding Source: Common Core (Coaches budgeted in Curriculum, Instruction &amp; Assessment Goal) Note: Amount included in CIA Budget</p>		

increase their school attendance, academic achievement and school connectedness.							
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.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Collaboration (vertically and laterally aligned across the District) through: 1. Learning Walks; 2. Departmental programs and objectives (i.e., Synced Solution, Thinking Maps, Write From the Beginning, CCSS Math); 3. Level P.D. where teachers from different schools attend together; 4. Negotiated collaborative time (3 days).	LEA-Wide		Collaboration vertically and laterally aligned across district (increased school year by three days to provide six minimum days for teacher collaboration): \$761,606 Funding Source: All funding sources Note: Negotiated 3 additional instructional days with six minimum student days to allow for enhanced collaboration on added minimum days. Agreement is for 2014-15 and 2015-16. Also included in alignment of professional Development above	Collaboration vertically and laterally aligned across district (increased school year by three days to provide six minimum days for teacher collaboration): \$773,000 Funding Source: All funding sources Note: Negotiated 3 additional instructional days with six minimum student days to allow for enhanced collaboration on added minimum days. Agreement is for 2014-15 and 2015-16. Also included in alignment of professional Development above	

<p>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.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate</p>	<p>Attend outside conferences and bring the learning back to the district and individual sites.</p>	<p>LEA- Wide</p>		<p>Attend outside conferences and bring learning back to district and individual sites.: \$500,000 Funding Source: all funds Note: Amounts included in various budgets- includes travel &amp; Conference and release time.</p>		
<p>All students will have access to a curriculum and assessment that is enhanced by the use of 21st Century technologies.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>Implement all AUSD classrooms with and the upgrade of Classroom of the Future devices: presentation computers, interactive whiteboards,</p>	<p>LEA- Wide</p>		<p>Classroom of the Future: \$2,000,000 Funding Source: Building Fund and Tech Special Reserve Note: \$20,000 per classroom.</p>	<p>Classroom of the Future: \$1,000,000 Funding Source: Building Fund and Tech Special Reserve Note: \$20,000 per classroom.</p>	

<p>Teachers will develop and deliver instruction using 21st Century tools. Under AUSD's <i>Model Technology</i> 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).</p>		<p>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.</p>					
<p>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 <i>Model Technology</i> program, innovative</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>Continue the use of our Model Technology Program to pilot and evaluate new technology.</p>	<p>LEA-Wide</p>		<p>Continue Model Technology Program to pilot and evaluate new technology: \$67,000 Funding Source: General Fund and Supplemental (Tech coach stipends and equipment replacement)</p>	<p>Continue Model Technology Program to pilot and evaluate new technology: \$67,000 Funding Source: General Fund and Supplemental (Tech coach stipends and equipment replacement)</p>	<p>Continue Model Technology Program to pilot and evaluate new technology: \$67,000 Funding Source: General Fund and Supplemental (Tech coach stipends and equipment replacement)</p>

<p>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).</p>							
<p>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 <i>Model Technology</i> 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</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>1:1 device access for all students. Enhance network infrastructure to support 1:1 wireless computing.</p>	<p>LEA-Wide</p>		<p>Model Technology: \$350,000 Funding Source: Special Reserve Technology Fund</p> <hr/> <p>Technology Classroom Sets: \$1,800,000 Funding Source: Special Reserve Technology Fund (Based on \$18,200 per classroom. 2015-16 and 2016-17 subject to available funding) Note: Based on \$18,197 per classroom. Possible additional years funding subject to availability.</p>	<p>Model Technology: \$350,000 Funding Source: Special Reserve Technology Fund</p> <hr/> <p>Technology Classroom Sets: \$1 Funding Source: Special Reserve Technology Fund (Based on \$18,200 per classroom. 2015-16 and 2016-17 subject to available funding) Note: Based on \$18,197 per classroom. Possible additional years funding subject to availability.</p>	<p>Model Technology: \$350,000 Funding Source: Special Reserve Technology Fund</p> <hr/> <p>Technology Classroom Sets: \$1 Funding Source: Special Reserve Technology Fund (Based on \$18,200 per classroom. 2015-16 and 2016-17 subject to available funding) Note: Based on \$18,197 per classroom. Possible additional years funding subject to availability.</p>

computers, interactive whiteboards, sound amplification and media resources).							
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 <i>Model Technology</i> 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).	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	Plan widespread rollout of technology based on Model Tech experience. Analyze feedback to make purchase and implementation decisions regarding future tech use in AUSD.	LEA-Wide		Plan wide-spread rollout of technology based on Model Tech experience. Analyze feedback to make purchasing and implementation decisions regarding future tech use in AUSD: \$471,000 Funding Source: Tech Special Reserve Fund	Plan wide-spread rollout of technology based on Model Tech experience. Analyze feedback to make purchasing and implementation decisions regarding future tech use in AUSD: \$321,000 Funding Source: Tech Special Reserve Fund	Plan wide-spread rollout of technology based on Model Tech experience. Analyze feedback to make purchasing and implementation decisions regarding future tech use in AUSD: \$321,000 Funding Source: Tech Special Reserve Fund
AUSD's Technology and Information	Implementation of State Standards; Course access;	Expand District Instructional Technology Coach and Site	LEA-Wide		Add an instructional coach for 2014-15. Consider further additions in 2015-16 and 2016-17: \$89,000 Funding Source:	Add an instructional coach for 2014-15. Consider further additions in 2015-16 and 2016-17: \$89,000 Funding Source:	Add an instructional coach for 2014-15. Consider further additions in 2015-16 and 2016-17: \$89,000 Funding Source:

<p>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.</p>	<p>Pupil achievement; Pupil engagement</p>	<p>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.</p>			<p>General Fund</p>	<p>General Fund</p>	<p>General Fund</p>
<p>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.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>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.</p>	<p>LEA-Wide</p>				
<p>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</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>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.</p>	<p>LEA-Wide</p>		<p>TIS Support for educational hardware, software and information services: \$121,000 Funding Source: General Fund (Included in TIS Budget). Note: Also included in tech plan rollout</p>	<p>TIS Support for educational hardware, software and information services: \$121,000 Funding Source: General Fund (Included in TIS Budget). Note: Also included in tech plan rollout</p>	<p>TIS Support for educational hardware, software and information services: \$121,000 Funding Source: General Fund (Included in TIS Budget). Note: Also included in tech plan rollout</p>

preparation for college and career.							
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.	Pupil engagement; School climate	Character student recognition assemblies and/or awards.	LEA-Wide		Character student recognition assemblies and awards: \$1,000 Funding Source: Supplemental/ General Fund (District allocations to schools used at site discretion) Note: \$100 per site.	Character student recognition assemblies and awards: \$1,000 Funding Source: Supplemental/ General Fund (District allocations to schools used at site discretion) Note: \$100 per site.	Character student recognition assemblies and awards: \$1,000 Funding Source: Supplemental/ General Fund (District allocations to schools used at site discretion) Note: \$100 per site.
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.	Pupil engagement; School climate	Red Ribbon week.	LEA-Wide		Red Ribbon Week: \$1,000 Funding Source: Supplemental/ General Fund (District allocations to schools used at site discretion) Note: Determined by each site PTSA and ASB.	Red Ribbon Week: \$1,000 Funding Source: Supplemental/ General Fund (District allocations to schools used at site discretion) Note: Determined by each site PTSA and ASB.	Red Ribbon Week: \$1,000 Funding Source: Supplemental/ General Fund (District allocations to schools used at site discretion) Note: Determined by each site PTSA and ASB.
Develop a comprehensive TK-12 character education program that addresses the development of non-cognitive skills. The outcome will be well-balanced	Pupil engagement; School climate	Student leadership opportunities including but not limited to student Council, Associated Student Body, student mentor programs, Men of Distinction, Positive Girls 13.	School-Wide				

students who demonstrate perseverance, self-efficacy and the behaviors and attitudes to become engaged 21st Century citizens.							
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.	Pupil engagement; School climate	Assemblies on topics including Character education, anti-bullying and Patriotic themes.	LEA-Wide		Assemblies on character education, anti-bullying and patriotic themes: \$5,000 Funding Source: Supplemental/ General Fund (District allocations to schools used at site discretion) Note: \$500 per site.	Assemblies on character education, anti-bullying and patriotic themes: \$5,000 Funding Source: Supplemental/ General Fund (District allocations to schools used at site discretion) Note: \$500 per site.	Assemblies on character education, anti-bullying and patriotic themes: \$5,000 Funding Source: Supplemental/ General Fund (District allocations to schools used at site discretion) Note: \$500 per site.
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.	Pupil engagement; School climate	Explore character education related curriculum by level, that teaches topics including, but not limited to, classroom behaviors, time management, and organizational skills.	LEA-Wide		Curriculum that teaches positive classroom behaviors, time management and organizational skills: \$30,000 Funding Source: General Fund/ Common Core (Included in Curriculum, Instruction and Assessment Goal (e.g. AVID) Note: Curriculum specific to character development.	Curriculum that teaches positive classroom behaviors, time management and organizational skills: \$30,000 Funding Source: General Fund/ Common Core (Included in Curriculum, Instruction and Assessment Goal (e.g. AVID) Note: Curriculum specific to character development.	Curriculum that teaches positive classroom behaviors, time management and organizational skills: \$30,000 Funding Source: General Fund/ Common Core (Included in Curriculum, Instruction and Assessment Goal (e.g. AVID) Note: Curriculum specific to character development.
The District and individual school sites will increase efforts to seek parent	Parent involvement Parent Participation.	Increased outreach using electronic media and alternative meeting times and formats.	LEA-Wide				

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).							
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).	Parent involvement Parent Participation.	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.	LEA-Wide				
Arcadia Unified School District will provide clean, safe and well-maintained	Basic Basic Services.	1. All areas will be cleaned and maintained to district standards. 2. Soap, paper towels, and toilet	LEA-Wide		Supplies and services: \$623,000 Funding Source: General Fund (Operations budget)	Supplies and services: \$655,000 Funding Source: General Fund (Operations budget)	Supplies and services: \$690,000 Funding Source: General Fund (Operations budget)

classrooms, common areas, campuses, and vehicles to promote positive learning environments that facilitate optimal student engagement with minimal distractions.		paper dispensers will be maintained in working condition and stocked for use. 3. Lighting will be monitored and bulbs are replaced as needed. 4. Trash and litter will be picked up and disposed of daily.					
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.	Basic Basic Services.	1. Equipment is routinely monitored and reported if not in good working condition. 2. Equipment is repaired, or replaced as needed. 3. Annual industry workshops will be attended by Operation's staff. 4. Staff development and training is on-going.	LEA-Wide		Equipment Maintenance and Repair: \$50,000 Funding Source: General Fund (Included in Operations, Maintenance and dept and site budgets) Note: Sweeper		
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.	Basic Basic Services.	1. Custodians unlock, lock, campuses. 2. Custodians make minor repairs or report needed repairs to maintain a safe environment. 3. Custodians monitor proper use and tracking of hazardous materials. 4. Operations conducts various inspections and report conditions.	LEA-Wide		Cutodial Staff: \$2,516,115 Funding Source: General Fund (Operations Budget)	Cutodial Staff: \$2,620,000 Funding Source: General Fund (Operations Budget)	Cutodial Staff: \$2,720,000 Funding Source: General Fund (Operations Budget)
Our goals for AUSD transportation include safely	Basic; Pupil engagement	Each year the Transportation meets with each site to review the process to	LEA-Wide		AUSD will maintain, repair, and purchase equipment as needed to ensure safe and efficient transportation.: \$208,000 Funding Source: General Fund/ Supplemental/ Special Education	AUSD will maintain, repair, and purchase equipment as needed to ensure safe and efficient transportation.: \$208,000 Funding Source: General Fund/ Supplemental/ Special Education	AUSD will maintain, repair, and purchase equipment as needed to ensure safe and efficient transportation.: \$208,000 Funding Source: General Fund/ Supplemental/ Special Education

<p>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.</p>		<p>request transportation. We review the best practices to be cost effective and ensure their transportation are met.</p>			<p>Note: Equipment: \$20,000 36000-4400 Bus Replacement \$43,000 per year + 36000-? Supplies: \$185,000 36009-5634,4380,4360, 4361, 4362 Staff: \$ 448,288 72300.0</p> <p>Field trips and athletic transportation: \$680,000 Funding Source: General Fund/ Supplemental/ Special Education/ ASBs Note: Athletics yearly transportation costs: \$130,000 5880-36003 School Field Trips \$150,000 5624, -36003 Maintenance/service costs \$25,000 5624, 4380-36003 Outside vendors \$375,000 -36003</p>	<p>Note: Equipment: \$20,000 36000-4400 Bus Replacement \$43,000 per year + 36000-? Supplies: \$185,000 36009-5634,4380,4360, 4361, 4362 Staff: \$ 448,288 72300.0</p> <p>Field trips and athletic transportation: \$680,000 Funding Source: General Fund/ Supplemental/ Special Education/ ASBs Note: Athletics yearly transportation costs: \$130,000 5880-36003 School Field Trips \$150,000 5624, -36003 Maintenance/service costs \$25,000 5624, 4380-36003 Outside vendors \$375,000 -36003</p>	<p>Note: Equipment: \$20,000 36000-4400 Bus Replacement \$43,000 per year + 36000-? Supplies: \$185,000 36009-5634,4380,4360, 4361, 4362 Staff: \$ 448,288 72300.0</p> <p>Field trips and athletic transportation: \$680,000 Funding Source: General Fund/ Supplemental/ Special Education/ ASBs Note: Athletics yearly transportation costs: \$130,000 5880-36003 School Field Trips \$150,000 5624, -36003 Maintenance/service costs \$25,000 5624, 4380-36003 Outside vendors \$375,000 -36003</p>
<p>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.</p>	<p>Basic: Pupil engagement</p>	<p>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 with our current staffing and facilities.</p>	<p>LEA-Wide</p>		<p>Equipment and maintenance: \$160,000 Funding Source: Special education</p>	<p>Equipment and maintenance: \$160,000 Funding Source: Special education</p>	<p>Equipment and maintenance: \$160,000 Funding Source: Special education</p>
<p>To serve more nutritious and delicious, freshly-prepared meals</p>	<p>Basic: Pupil engagement</p>	<p>Nutritional Services will maintain their web-site by providing</p>	<p>LEA-Wide</p>				

<p>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."</p>		<p>monthly updates with articles relating to nutrition.</p>					
<p>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</p>	<p>Basic; Pupil engagement</p>	<p>By September 2014 all data will be inputted for on-line menus that parents can see nutritional values of meals served at the site.</p>	<p>LEA-Wide</p>				

<p>Services has committed to market the idea of "Healthy Meals, Healthy Minds."</p>							
<p>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."</p>	<p>Basic; Pupil engagement</p>	<p>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.</p>	<p>LEA-Wide</p>				
<p>To make progress toward credential compliance as determined by CTC and meeting highly qualified teacher standards as determined by NCLB.</p>	<p>Basic; Implementation of State Standards; Course access</p>	<p>Yearly internal credential monitoring though the Human Resources Credentials Analyst; CTC audit (currently every 4th year); annual CDE CMIS monitoring; annual Board Resolution No. 1277: Authorization to Assign Elementary And</p>	<p>LEA-Wide</p>				

		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 item Declaration of Need for Fully Qualified Educators for the following school year. Student Teaching Agreement With Universities - State And Private for following year.				
Successful recruitment, selection, and retention of qualified employees in all job classifications including certificated, classified, management, confidential-supervisory and non-represented.	Basic; Implementation of State Standards	Vacancy review and approval, recruitment process that involves job postings, pre-employment testing (when needed), interviewing, reference checking, etc.	LEA-Wide	Advertisement: \$6,075 Funding Source: General Fund (Human Resources Budget) Conference Recruitment- to attend job fairs and recruitment events: \$1 Funding Source: General Fund (Human Resources Budget) Note: budget currently at \$0...may need to add to this as the economy changes, baby boomers retire, and District compete for teachers in an era of teacher shortage.	Advertisement: \$6,075 Funding Source: General Fund (Human Resources Budget) Conference Recruitment- to attend job fairs and recruitment events: \$1 Funding Source: General Fund (Human Resources Budget) Note: budget currently at \$0...may need to add to this as the economy changes, baby boomers retire, and District compete for teachers in an era of teacher shortage.	Advertisement: \$6,075 Funding Source: General Fund (Human Resources Budget) Conference Recruitment- to attend job fairs and recruitment events: \$1 Funding Source: General Fund (Human Resources Budget) Note: budget currently at \$0...may need to add to this as the economy changes, baby boomers retire, and District compete for teachers in an era of teacher shortage.
To provide health services to all students, with a focus on serving low income students and Title I schools.	Pupil achievement; Pupil engagement	Increase health services at all elementary schools. Add 6 three hour health-assistant positions.	School-Wide	Add one three hour Health Assistant to each elementary school site (total of 6): \$83,000 Funding Source: General Fund/ Supplemental	Add one three hour Health Assistant to each elementary school site (total of 6): \$83,000 Funding Source: General Fund/ Supplemental	Add one three hour Health Assistant to each elementary school site (total of 6): \$83,000 Funding Source: General Fund/ Supplemental
Enhance, restructure and provide Business and Operations practices and personnel to	Basic	Overhaul budget development process to incorporate the Local Control Funding Formula (LCFF) and budgeting	LEA-Wide	Ongoing: \$10,000 Funding Source: General Fund		

improve support for all schools and students.		practices to support the Local Control Accountability Plan (LCAP), including but not limited to allocations, coding, tracking and monitoring.					
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	Improve Position control using the PC Budget (Position Control) software. Reconciling of Staffing per budget, HRS and Personnel records.	LEA-Wide		Digital Schools Program: \$75,000 Funding Source: General Fund (Business and Fiscal Services Department Budgets)	Digital Schools Program: \$75,000 Funding Source: General Fund (Business and Fiscal Services Department Budgets)	Digital Schools Program: \$75,000 Funding Source: General Fund (Business and Fiscal Services Department Budgets)
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	Develop a five+ year Deferred Maintenance Plan of projects to including project descriptions, not limited to roofing, paving & painting. Annual review ensuring scheduled projects were complete.	LEA-Wide		Deferred Maintenance Fund Budget: \$390,000 Funding Source: Deferred Maintenance Fund	Deferred Maintenance Fund Budget: \$500,000 Funding Source: Deferred Maintenance Fund	Deferred Maintenance Fund Budget: \$800,000 Funding Source: Deferred Maintenance Fund
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	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.	LEA-Wide			Digital Print Equipment: \$25,000 Funding Source: General Fund (Equipment Replacement Account)	Digital Print Equipment: \$25,000 Funding Source: General Fund (Equipment Replacement Account)
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	Higher levels of support to AUSD schools through Peoplesoft.	LEA-Wide				
Enhance, restructure and provide Business and Operations	Basic	Expanded vendor list and better quality contracts for school supplies.	LEA-Wide				

practices and personnel to improve support for all schools and students.						
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	Hiring of a full time Purchasing Technician.	LEA-Wide		Shift from part-time to full-time Purchasing Technician: \$45,932 Funding Source: General Fund (Purchasing Department)	Shift from part-time to full-time Purchasing Technician: \$45,932 Funding Source: General Fund (Purchasing Department)
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	Survey of district copiers and printers for quality and fit and consideration of print management services for efficiency of service.	LEA-Wide			
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	Combine resources in Risk Management to better manage work and student injuries.	LEA-Wide		Improve ongoing coordination of treatment of work and student injuries: \$10,000 Funding Source: All Funds (includes Workers Compensation and Liability Insurance) Note: Included in cost of Workers Compensation and Liability insurance through West San Gabriel Joint Powers Authority coordinated through district risk manager	Improve ongoing coordination of treatment of work and student injuries: \$10,000 Funding Source: All Funds (includes Workers Compensation and Liability Insurance) Note: Included in cost of Workers Compensation and Liability insurance through West San Gabriel Joint Powers Authority coordinated through district risk manager
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	Work more closely with our insurance Joint Powers Authority, 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.	LEA-Wide			
Enhance, restructure and provide Business	Basic	Improvement of accident investigation procedures and	LEA-Wide			

and Operations practices and personnel to improve support for all schools and students.		increased trainings for supervisors on safety procedures and inspections.					
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	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.	LEA-Wide		Maintenance Work Order System Improvements: \$6,500 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program) Note: Included in RRM budget	Maintenance Work Order System Improvements: \$6,500 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program) Note: Included in RRM budget	Maintenance Work Order System Improvements: \$6,500 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program) Note: Included in RRM budget
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	Work Order System data analysis and planning.	LEA-Wide		Improving Services Through Work Order Data Analysis & Planning: \$1,000 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program)	Improving Services Through Work Order Data Analysis & Planning: \$1,000 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program)	Improving Services Through Work Order Data Analysis & Planning: \$1,000 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program)
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	Provide Professional Development and develop training programs for specific equipment. Cross train workers.	LEA-Wide		Training: \$2,000 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program)	Training: \$2,000 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program)	Training: \$2,000 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program)
Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.	Basic	Hire a new senior maintenance mechanic with training and skills.	LEA-Wide		Add Senior Maintenance Mechanic: \$69,884 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program)	Add Senior Maintenance Mechanic: \$69,884 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program)	Add Senior Maintenance Mechanic: \$69,884 Funding Source: General Fund-Restricted (Routine Repair and Maintenance Program)
Enhance, restructure and provide Business	Basic	Budget Development Process will incorporate	LEA-Wide				

<p>and Operations practices and personnel to improve support for all schools and students.</p>		<p>LCAP into budget and accounting processes including but not limited to allocations, coding, tracking and monitoring. Processes will be developed and refined over the next three years. Activities Include:  1)Standard discussion item on CEC, B-Team, Individual Director's meetings' agendas.  2)Working closely with county office of education on LCFF/LCAP  3)Ongoing study of state guidelines on budget matters  4)maintaining networks of other districts and support organizations to determine best practices.</p>					
<p>Enhance, restructure and provide Business and Operations practices and personnel to improve support for all schools and students.</p>	<p>Basic</p>	<p>Facilities Master Plan implementation, including training and gaining work experience on new systems and equipment.</p>	<p>LEA-Wide</p>		<p>Facilities &amp; Capital Outlay Expenditures: \$26,000,000  Funding Source: Bond Fund/ Capital Facilities/ State School Building &amp; Other Capital Outlay Funds</p>	<p>Facilities &amp; Capital Outlay Expenditures: \$5,000,000  Funding Source: Bond Fund/ Capital Facilities/ State School Building &amp; Other Capital Outlay Funds</p>	<p>Facilities &amp; Capital Outlay Expenditures: \$1  Funding Source: Bond Fund/ Capital Facilities/ State School Building &amp; Other Capital Outlay Funds</p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; Redesignated fluent English proficient pupils; Instruction: Identify (new) instructional strategies and programs 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 including AVID.	LEA-Wide		My Access: \$20,000 Funding Source: General Fund/supplemental Education Services Department	My Access: \$20,000 Funding Source: General Fund/supplemental Education Services Department	My Access: \$20,000 Funding Source: General Fund/supplemental Education Services Department
					Synced Solutions: \$60,000 Funding Source: General/Supplemental Education Services Department	Synced Solutions: \$60,000 Funding Source: General/Supplemental Education Services Department	Synced Solutions: \$60,000 Funding Source: General/Supplemental Education Services Department
					Conference and Travel: \$150,000 Funding Source: General/Supplemental Education Services Department	Conference and Travel: \$150,000 Funding Source: General/Supplemental Education Services Department	Conference and Travel: \$150,000 Funding Source: General/Supplemental Education Services Department
					Consultants: \$20,000 Funding Source: General/Supplemental Education Services Department	Consultants: \$20,000 Funding Source: General/Supplemental Education Services Department	Consultants: \$20,000 Funding Source: General/Supplemental Education Services Department
					Release Time: \$30,000 Funding Source: General/Supplemental Education Services Department	Release Time: \$30,000 Funding Source: General/Supplemental Education Services Department	Release Time: \$30,000 Funding Source: General/Supplemental Education Services Department
Through a quality instructional program, Arcadia Unified School District students will be provided equitable access to a rigorous curriculum preparing them	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Use a variety of data to identify at-risk students (inc low-income, EL, foster youth); develop support systems to meet their academic and socio/emotional	LEA-Wide		Counselors: \$1,300,000 Funding Source: General Fund and Supplemental Note: TK-12	Counselors: \$1,300,000 Funding Source: General Fund and Supplemental Note: TK-12	Counselors: \$1,300,000 Funding Source: General Fund and Supplemental Note: TK-12
					Live Tutoring Through Arcadia Public Library: \$12,000 Funding Source: General Fund and Supplemental Note: Online program for AUSD students. \$24,000 shared	Live Tutoring Through Arcadia Public Library: \$12,000 Funding Source: General Fund and Supplemental Note: Online program for AUSD students. \$24,000 shared	Live Tutoring Through Arcadia Public Library: \$12,000 Funding Source: General Fund and Supplemental Note: Online program for AUSD students. \$24,000 shared

for success in college and career.		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) This includes programs and software. *Employ Elementary Academic Program Coaches.			Expense with City of Arcadia Intervention Materials: \$250,000 Funding Source: Supplemental Note: Read 180, System 44, Imagine Learning, Scholastic Reach, Latino Literacy	Expense with City of Arcadia Intervention Materials: \$250,000 Funding Source: Supplemental Note: Read 180, System 44, Imagine Learning, Scholastic Reach, Latino Literacy	Expense with City of Arcadia Intervention Materials: \$250,000 Funding Source: Supplemental Note: Read 180, System 44, Imagine Learning, Scholastic Reach, Latino Literacy
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.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	English learners; Redesignated fluent English proficient pupils: A TK-12 plan will be developed to address English Language Arts/English Language Development instructional materials, strategies, assessment and personnel.			TK-12 Plan Development: \$10,000 Funding Source: Common Core/ General Fund/ Supplemental Note: C&I Release time and conference and travel budget.	TK-12 Plan Development: \$10,000 Funding Source: Common Core/ General Fund/ Supplemental Note: C&I Release time and conference and travel budget.	TK-12 Plan Development: \$10,000 Funding Source: Common Core/ General Fund/ Supplemental Note: C&I Release time and conference and travel budget.
Create a TK-12 vertically aligned English Language Arts (ELA) program that uses research-based resources and strategies to address and meet the	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	English learners; Ongoing support of English Language Development teachers serving targeted English Learner students.	LEA-Wide		Professional development for ELD teachers: \$10,000 Funding Source: Supplemental Note: Amount included in C&I budget	Professional development for ELD teachers: \$10,000 Funding Source: Supplemental Note: Amount included in C&I budget	Professional development for ELD teachers: \$10,000 Funding Source: Supplemental Note: Amount included in C&I budget

needs of all students, including English learner (EL) students, as they acquire academic English.						
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.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide site-based professional development to support teacher awareness of all populations and significant subgroup needs.	LEA-Wide		Professional Development for Common Core alligned instructional Materials and strategies: \$20,000 Funding Source: Supplemental/ Common Core Note: Also included in Curriculum, Instruction and Assessment Goal	
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.	Other pupil outcomes; School climate Student connectedness	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: 1. Identify students who are disconnected from their school. 2. Explore and build programs addressing the needs of these underserved students. 3. Design and implement transitional programs between levels, i.e. 5th to 6th and 8th to 9th grades. 4. Explore transitional report cards that	LEA-Wide		Investigate options that adress student needs: \$5,000 Funding Source: Common Core/ Supplemental	

		would link standards-based grade reporting in elementary school to traditional grades in middle school. 5. Design and implement "newcomer" programs for students entering the district after the 5th grade. 6. Explore opportunities for online education.					
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.	Other pupil outcomes; School climate Student connectedness	Low income pupils; Foster youth; Redesignated fluent English proficient pupils: 1. Support and improve Achievement Via Individual Determination (AVID) at schools that currently offer the program. 2. Expand AVID to all middle schools and targeted elementary schools	LEA-Wide		AVID: \$74,000 Funding Source: General Fund/ Supplemental		
Development of a comprehensive counseling program that fully integrates Common Core expectations and that ensures that all students are college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Add one additional elementary counseling position to serve the needs of all students, but specifically to ensure service for the greater proportional needs of unduplicated pupils.	LEA-Wide		Additional Elementary Counselor: \$80,000 Funding Source: General Fund/ Supplemental Note: This is reflected in the A and B action steps.	Additional Elementary Counselor: \$80,000 Funding Source: General Fund/ Supplemental Note: This is reflected in the A and B action steps.	Additional Elementary Counselor: \$80,000 Funding Source: General Fund/ Supplemental Note: This is reflected in the A and B action steps.

<p>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 <i>Model Technology</i> 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).</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Pupil engagement</p>	<p>Low income pupils; Foster youth; Continued purchases of technology and infrastructure to ensure that targeted students have access to curriculum, instruction and support materials at school and home.</p>	<p>LEA- Wide</p>		<p>Mod Tech Program: \$471,000 Funding Source: General Fund/ Tech Reserve Fund</p>	<p>Mod Tech Program: \$350,000 Funding Source: General Fund/ Tech Reserve Fund</p>	<p>Mod Tech Program: \$350,000 Funding Source: General Fund/ Tech Reserve Fund</p>
<p>The District and individual school sites will increase efforts to seek parent input and promote parent</p>	<p>Parent involvement Parent Participation.</p>	<p>Low income pupils; English learners; Redesignated fluent English proficient pupils; Maintenance and expansion of language support services</p>	<p>LEA- Wide</p>		<p>Maintenance and support of language support services: \$31,000 Funding Source: General Fund/ Supplemental Note: Education Services Budget</p>	<p>Maintenance and support of language support services: \$31,000 Funding Source: General Fund/ Supplemental Note: Education Services Budget</p>	<p>Maintenance and support of language support services: \$31,000 Funding Source: General Fund/ Supplemental Note: Education Services Budget</p>

<p>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).</p>		<p>including language translation services, written communication, video support of parent meetings, training in using PowerSchool.</p>					
<p>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</p>	<p>Basic; Pupil engagement</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Early access to National School Lunch applications with an emphasis on reaching families of unduplicated pupils will be conducted each March, prior to the application process in August.</p>	<p>LEA-Wide</p>				

"Healthy Meals, Healthy Minds."							
To provide health services to all students, with a focus on serving low income students and Title I schools.	Pupil achievement; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Increase health services at all elementary schools targeting unduplicated pupils as identified through data collection. Add 6 three hour health-assistant positions.	LEA-Wide		Add one three-hour Health Assistant to each elementary site (total of 6): \$83,000 Funding Source: General Fund/ Supplemental	Add one three-hour Health Assistant to each elementary site (total of 6): \$83,000 Funding Source: General Fund/ Supplemental	Add one three-hour Health Assistant to each elementary site (total of 6): \$83,000 Funding Source: General Fund/ Supplemental

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

In 2013-2014 Arcadia Unified received \$701,952 in supplemental funds to service targeted students. The district is anticipating a total supplemental grant at full implementation (Target) of \$4,165,883). A 28% reduction in the target will net the district an increase of \$971,633 in supplemental funds for a total of \$1,673,585. **(Use of funds in a district- or schoolwide basis):** The following describes and justifies the use of the \$971,633 in 2014-2015. These goals, actions, expenditures demonstrate a mix of adding proportionally more services and expenditures for our targeted, non-duplicated students. In some cases additional services and expenditures are specific to target students. In other cases the best way to meet the needs of our target services was to add services/expenditures that affect all students. For example, the addition of six health assistants to elementary schools will serve all students but will proportionally provide more additional services to our targeted students (as demonstrated by the data collected. Conversely, the development of a new English Language Development program, TK-12 grades, will specifically and only serve our English Learner population.

**(Arcadia does not meet the 40% thresholds. Why is using supplemental funds in a district- or schoolwide manner the best use of those funds?):** For the Arcadia Unified School District the annual (2014-2015) increase of \$971,633 is best used in combination with other programs. Standing by itself these funds would not have the same impact on the targeted students as when combined with district – or schoolwide programs. Again, AVID is a great example of such and expenditure. By supporting and expanding this program for all students, but clearly setting program goals that ensure that targeted students are included and counseled to apply for admission to AVID we are making the best use of a limited increase in funds designed to improve the performance of Targeted students.

(c)

Goal: English Language Arts and Closing Learning Gaps with EL, Low Income Students:

\$701,952 ongoing support of English Language Development Teachers serving English Learner Targeted (unduplicated) Students

Goal: Implementation of State Standards

Actions: Identify new instructional strategies and programs that support implementation of the CCSS that meet the specific needs of targeted students. Use a variety of data to identify at-risk students (inc low-income, EL, foster youth); develop support systems to meet their academic and socio/emotional needs and prepare them for college and career.

Expenditures: \$2,356,000 for My Access, Synced Solutions, Conference and Travel, Consultants, release time for teachers, Counselors, Live Tutoring, Intervention materials, Academic Program Coaches

Goal: 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.

Actions: Professional Development - TK-12 plan will be developed to address ELA and ELD instructional materials, strategies, assessment and personnel.

Expenditures: \$20,000

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

Actions: Add additional elementary counseling position

Expenditures: \$80,000 to add counseling position

Goal: 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).

Actions: Expand and support language support services for parents/community members of English language learners

Expenditures: \$31,000 Maintenance and support of language support services.

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

Actions: Add six three hour health assistants at all elementary school sites

Expenditures: \$83,000 for six three hour health assistants

Goal: All students will have access to a curriculum that is enhanced by the use of 21st century tools

Expenditures: \$533,633 phase one of continued purchases of technology and infrastructure to ensure that targeted students have access to curriculum, instruction and support materials. This is especially important and will target those unduplicated students who do not have access to technology and the internet at home.

Goal: 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.

Actions: substitute teachers to provide release time for special education staff to collaborate six times during the year to focus on implementation of common core state standards and collaboration with regular education staff and programs. A high percentage of our special education students are targeted students.



D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Required Proportionality Formula	2/1/2014	Activity/Services to Support Targeted Students - Use of Supplemental Funds	2013-2014	2014-2015
	Amount			
2014-2015 Total LCFF Funding	\$64,627,992.00	English Language Development Teachers	\$701,952.00	\$701,952.00
2014-2015 Transportation and TIIG Funding	\$782,555.00	Implementation of CCSS		\$2,356,000.00
2014-15 Supplemental and Concentration Grants at Target	\$4,165,883.00	Professional Development - Create Aligned ELA/ELD TK-12 Program		\$20,000.00
Prior Year Funds Spent on Unduplicated Pupils	\$701,952.00	Comprehensive Counseling Program		\$80,000.00
Diference B-1 - B-2	\$3,463,931.00	Parent Input and Participation		\$31,000.00
Funded Portion of the Increase in Supplemental and Concentration Grants	\$971,632.65	Increase health services at six elementary schools		\$83,000.00
Total funding for Unduplicated Pupils	\$1,673,584.65	Technology to support one:one implementation		\$533,633.00
Current Year LCFF Funding Available for all Students	\$62,171,852.35	Coordination of Special Education Services		\$32,250.00
Proportionality Percentage for Unduplicated Pupils	2.69%			
LCFF Target Excluding TIIG and Transportation	\$78,850,060.00			
Minimum Proportionality % at Full Implementation	5.28%	Total		\$3,837,835.00
		note: Required expenditure to meet proportionality is \$1,673,584.35 projected expenditures that support needs of targeted students of \$3,837,385.00 includes district/school wide and targeted expenditures		

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code: 20 U.S.C. Section 6312.