



Local Control Accountability Plan

Executive Summary

July 1, 2014 - June 30, 2017

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Introduction

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

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

State Priorities

1. Basic Services: Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.

4. Pupil achievement: improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college/career preparedness.
5. Student Engagement: supporting student engagement, including whether students attend school or are chronically absent
6. School Climate: highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Course Access: ensuring all students have access to classes that prepare them for college and careers
8. Other outcomes: measuring other important student outcomes related to required areas of study, including physical education and the arts.

Arcadia Unified School District Goals

Goal: Curriculum, Instruction and Assessment

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

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

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

School(s) Affected: All

Actions and Services:

- Instruction: Identify (new) instructional strategies 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, 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.

- Assessment: Understand, address and implement changes to standardized, common and classroom assessments that align to Common Core State Standards and 21st Century Skills. AUSD will: *Build strong understanding and implementation of formative and summative assessments and data generated by both types
*Identify and implement quality common assessments that align to CCSS *Analyze data from interim and annual assessments to determine student progress; use data to support student success (career and college ready)
- 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

Additional Actions for Unduplicated 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.

- 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

Goal: English Language Arts

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

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

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

School(s) Affected: All

Actions and Services:

- A TK-12 plan will be developed to address English Language Arts/English Language Development instructional materials, strategies, assessment and personnel.
- Investigate research based and CA Board approved instructional materials.
- Provide professional development to support implementation of Common Core aligned instructional materials and strategies.
- Support teacher implementation of an articulated TK-12 ELA program through collaboration; monitor student progress using a variety of data.

Additional Actions for Unduplicated Pupils

- A TK-12 plan will be developed to address English Language Arts/English Language Development instructional materials, strategies, assessment and personnel.
- Ongoing support of English Language Development teachers serving targeted English Learner students.
- Provide site-based professional development to support teacher awareness of all populations and significant subgroup needs.

Goal: Mathematics

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

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

Applicable Student Subgroup(s): All.

School(s) Affected: All.

Actions and Services:

- Provide Professional Development opportunities, including summer curriculum institutes and AVID training. Make progress towards common collaboration time district-wide.
- K-12 (vertical and lateral) Learning Walks.
- Adoption of instructional materials and creation of instructional units.
- Realignment and/or revision of TK-5 standards-based report cards.

- Implementation of Synced Solutions (online catalog of approved lessons, resources and assessments), starting in the middle schools.
 - Support from Common Core Coaches through resource development, research, instructional modeling, and other classroom support.
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Goal: Special Education

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

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

Applicable Student Subgroup(s): Pupils with disabilities.

School(s) Affected: All

Actions and Services:

- The three levels of special education teachers (elementary, middle school, high school) will meet 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.
- Create a new SELPA autism grades 1-2 class beginning school year 2015-16, with the plan of opening three new autism classes in the next five years in order to appropriately serve our grades Pre-K-5 autism population.
- Integration of special education staff into departments at the high school. Affiliated actions may include shift in supervision and attendance at department meetings.

Goal: School Connectedness

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

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

Applicable Student Subgroup(s): All

School(s) Affected: All

Actions and Services:

- Increase instructional staffing by 6.0 FTEs -- 2.0 at the elementary, middle and high school levels each, to reduce class sizes and more effectively connect students to their teachers and schools.
- Investigate options that address the needs of gifted students. Continue to provide professional development in differentiated instruction for all levels. Explore an Algebra Honors Boot Camp to prepare qualified students for the accelerated Mathematics pathway.
- Support and maintain the present music programs at all schools. Explore options allowing greater access to performing arts programs. Explore options to expand services related to the performing arts program.
- Identify students who are disconnected from their school. Explore and build programs addressing the needs of these underserved students. Design and implement transitional programs between levels, i.e. 5th to 6th and 8th to 9th grades. Explore transitional report cards that would link standards-based grade reporting in elementary school to traditional grades in middle school. Design and implement "newcomer" programs for students entering the district after the 5th grade. Explore opportunities for online education.

- 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.

Additional Actions for Unduplicated Pupils:

- Identify students who are disconnected from their school. Explore and build programs addressing the needs of these underserved students. Design and implement transitional programs between levels, i.e. 5th to 6th and 8th to 9th grades. Explore transitional report cards that would link standards-based grade reporting in elementary school to traditional grades in middle school. Design and implement "newcomer" programs for students entering the district after the 5th grade. Explore opportunities for online education.
- 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.

Goal: Counseling

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

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

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

School(s) Affected: All.

Actions and Services:

- All AUSD school counselors will attend the annual California Association of School Counselors (CASC) conference for the next three years. After each conference, the school counselors will collaborate to make adjustments to the TK-12 Counseling

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

- College and career program will increase to two activities per grade level per year at the middle school level.
- 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.
- A sixth grade transition program addressing achievement across the challenging passage from elementary to middle school.
- Counseling standards for each grade level in middle school will be developed.
- Explore the options for providing increased transitional student services bridging the 8th to 9th grade levels.
- 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.

Additional Actions for Unduplicated 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.

Goal: Professional Development

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

addressing the needs of unduplicated pupils in order to increase their school attendance, academic achievement and school connectedness.

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

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

School(s) Affected: All.

Actions and Services:

- Strategic Plan for District-level Professional Development will be developed.
- Alignment of professional development to Common Core State Standards (CCSS-ELA, Math, Literacy) and Next Generation Science Standards (NGSS).
- Support from Common Core Coaches.
- Collaboration (vertically and laterally aligned across the District) through: Learning Walks, Departmental programs and objectives (i.e., Synced Solution, Thinking Maps, Write From the Beginning, CCSS Math), Level P.D. where teachers from different schools attend together, Negotiated collaborative time (3 days).
- Attend outside conferences and bring the learning back to the district and individual sites.

Goal: Technology for Teaching and Learning

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

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

Applicable Student Subgroup(s): All.

School(s) Affected: All.

Actions and Services

- Implement all AUSD classrooms with and the upgrade of Classroom of the Future devices: presentation computers, interactive whiteboards, sound amplification and media resources Continue the use of our Model Technology Program to pilot and evaluate new technology. Evaluation of new technology for programs such as 1:1 student devices are essential to making wise decisions on technology purchases. Also the evaluation and testing of new network infrastructure prior to large scale investments. Implement "Classroom of the Future" technology in all AUSD classrooms including the upgrade and implementation of presentation computers, interactive whiteboards, sound amplification and media resources.
- Continue the use of our Model Technology Program to pilot and evaluate new technology.
- 1:1 device access for all students. Enhance network infrastructure to support 1:1 wireless computing.
- Plan widespread rollout of technology based on Model Tech experience. Analyze feedback to make purchase and implementation decisions regarding future tech use in AUSD.

Additional Actions for Unduplicated Pupils:

- Continue purchases of technology and infrastructure to ensure that targeted students have access to curriculum, instruction and support materials at school and home.

Goal: Technology Support

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

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

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

School(s) Affected: All.

Actions and Services:

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

Goal: Character Education

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

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

Applicable Student Subgroup(s): All.

School(s) Affected: All

Actions and Services:

- Character student recognition assemblies and/or awards.
- Red Ribbon week.
- Student leadership opportunities including but not limited to student Council, Associated Student Body, student mentor programs, Men of Distinction, Positive Girls 13.
- Assemblies on topics including Character education, anti-bullying, Patriotic themes
- Explore character education related curriculum by level, that teaches topics including, but not limited to, classroom behaviors, time management, and organizational skills.

Goal: Parent Participation and Involvement

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

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

Applicable Student Subgroup(s): All.

School(s) Affected: All.

Actions and Services:

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

Additional Actions for Unduplicated Pupils:

- Maintenance and expansion of language support services including language translation services, written communication, video support of parent meetings, training in using PowerSchool.
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Goal: Clean and Safe Schools and Facilities

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

Related State and Local Priorities:: Basic Services.

Applicable Student Subgroup(s): All.

School(s) Affected: All.

Actions and Services:

- All areas will be cleaned and maintained to district standards. Soap, paper towels, and toilet paper dispensers will be maintained in working condition and stocked for use. Lighting will be monitored and bulbs are replaced as needed. Trash and litter will be picked up and disposed of daily.
 - Equipment is routinely monitored and reported if not in good working condition. Equipment is repaired, or replaced as needed. Annual industry workshops will be attended by Operation's staff. Staff development and training is on-going.
 - Custodians unlock, lock, campuses. Custodians make minor repairs or report needed repairs to maintain a safe environment. Custodians monitor proper use and tracking of hazardous materials. Operations conducts various inspections and report conditions.
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Goal: Transportation Services

Our goals for AUSD transportation include safely transporting our students to and from school in a timely manner; enabling field trips that support and enhance the academic

experience for all students; supporting extra curricular activities including sporting events, club competitions, curriculum based activities, and performing arts experiences.

Related State and Local Priorities: Basic; Pupil engagement.

Applicable Student Subgroup(s): All.

School(s) Affected: All.

Actions and Services:

- Each year the Transportation meets with each site to review the process to request transportation. We review the best practices to be cost effective and ensure their transportation are met.
- 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 we are not able to meet their need due with our current staffing and facilities.

Goal: Nutritional Services

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

Related State and Local Priorities: Basic; Pupil engagement.

Applicable Student Subgroup(s): All

School(s) Affected: All

Actions and Services:

- Nutritional Services will maintain their web-site by providing monthly updates with articles relating to nutrition.

- By September 2014 all data will be inputted for on-line menus that parents can see nutritional values of meals served at the site.
- 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.

Additional Actions for Unduplicated 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.

Goal: Highly Qualified Teachers

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

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

Applicable Student Subgroup(s): All

School(s) Affected: All

Actions and Services:

- Yearly internal credential monitoring through the Human Resources Credentials Analyst; CTC audit (currently every 4th year); annual CDE CMIS monitoring; annual Board Resolution No. 1277: Authorization to Assign Elementary And Secondary Teachers to Teach Subject(s) Not Listed On Teaching Credentials Under Board Resolution During The current year School Year And During current year Summer School; annual Board item Declaration of Need for Fully Qualified Educators for the following school year (Action) Student Teaching Agreement With Universities - State And Private for following year.

Goal: Quality Staffing

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

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

Applicable Student Subgroup(s): All.

School(s) Affected: All.

Actions and Services:

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

Goal: Health Services

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

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

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

School(s) Affected: All

Actions and Services:

- Increase health services at all elementary schools. Add 6 three hour health-assistant positions.

Additional Actions for Unduplicated Pupils:

- Increase health services at all elementary schools. Add 6 three hour health-assistant positions.

Goal: Business Services

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

Related State and Local Priorities: Basic.

Applicable Student Subgroup(s): All.

School(s) Affected: All

Actions and Services:

- Overhaul budget development process to incorporate the Local Control Funding Formula (LCFF) and budgeting practices to support the Local Control Accountability Plan (LCAP), including but not limited to allocations, coding, tracking and monitoring.
- Developing budget and refine position control using the PC Budget (Position Control) software. Reconciling of Staffing per budget, HRS and Personnel records.
- 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.
- 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.
- Higher levels of support to AUSD schools through Peoplesoft.
- Expanded vendor list and better quality contracts for school supplies.
- Hiring of a full time Purchasing Technician.
- Survey of district copiers and printers for quality and fit and consideration of print management services for efficiency of service.
- Combine resources in Risk Management to better manage work and student injuries.
- Work more closely with our insurance company, treating physicians, and consultants to make sure injured employees get the treatment they need to be able to resume their duties, and to make sure Ed Code benefits are being followed.
- Improvement of accident investigation procedures and increased trainings for supervisors on safety procedures and inspections.

- Refinement of the work order system to provide timely data on Routine Repair and Maintenance (RRM), to assist in deploying appropriate resources, and in developing RRM plans. Annual review and revision of Work Order Request forms and procedures.
- Work Order System data analysis and planning.
- Provide Professional Development and develop training programs for specific equipment. Cross train workers.
- Hire a new senior maintenance mechanic with training and skills.
- Standard discussion item on CEC, B-Team, Individual Director Meetings' agendas.
- Correspond and work closely with County Office of Education.
- Ongoing study of state guidelines regarding budgeting matters.
- Maintain a network of other Districts and support organizations to determine best practices.
- Continue to assist with Facilities Master Plan implementation, including training and gaining work experience on new systems and equipment.