



ARCADIA
Unified School District

Local Control and Accountability Plan 2017-18

Governing Board Presentation
June 27, 2017

Local Control and Accountability Plan

- Direct link between the educational program and the fiscal expenditure
- A three-year LCAP must be developed, updated and adopted annually by the Governing Board
- LCAP must include:
 - Annual Goals/Updates
 - Specific Actions/Services and Related Expenditures
 - Measurable Outcomes



Local Control Funding Formula

Local Control and Accountability Plan

- Directs local decision making with stakeholder input to address student needs and close achievement gaps with budget accountability
 - Funding for ALL students (Base)
 - Targeted funding for Targeted Student Groups
 - Supplemental
 - Concentration



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Targeted Student Populations

- Supplemental & Concentration grants are based on a percentage of total enrollment accounted for by:
 - English Learners
 - Low Income
 - Foster Youth




- LCFF = Base Grant + Supplemental (20%) + Concentration (50%)

AUSD receives only the supplemental grant for 30% of its students and no concentration grant funds.

Engagement & Consultation

- Meetings, discussion and communication with District Stakeholder Group(s) including Significant Subgroups:
 - All Stakeholder Groups
 - Parents, including required groups:
 - Parent Advisory Committee (PAC)
 - District English Language Advisory Committee (DELAC)
 - Teachers, Staff and Administration
 - Represented Units
 - Students
 - Community



**“Alone we
are smart.
Together we
are brilliant.”**

Engagement & Consultation

No.	Sample Engagement Activities & Meetings	Students	Parents	Community Members	Teachers & Staff	Board & Admin
1	LCFF Senior Citizens Outreach			X		X
2	AVID for Parents		X			
3	Staff LCFF & Other Local Revenue Budget Presentations				X	X
4	AEF/APAF/Booster Monthly Meetings & Events	X	X	X	X	X
5	Monthly ATA & CSEA Meeting				X	X
6	DELAC & ELAC Meeting		X			
7	PTA Monthly Meeting		X	X	X	X
8	Board Meetings - Study Sessions/Presentations etc.	X	X	X	X	X
9	Supt Neighborhood Budget Chats		X			X
10	5th Grade Family Information Meetings at Middle Schools	X	X		X	X
11	School Site Council	X	X		X	
12	PAC- Parent Advisory Committee		X			X
13	Special Education Parent Coffees		X			
14	BS & HA Walk to School & Health Event	X	X	X	X	X
15	Staff Meetings 2x per month				X	X
16	Elementary Collaboration 1x week				X	
17	SWaG groups 7x per year			X	X	
18	PTA Legislative Conference	X	X		X	X
19	FA Cross Curricular Collaboration Presentations				X	X
20	Measure A & I COC Meetings Quarterly		X	X	X	

Engagement & Consultation

No.	Sample of Surveys	Students	Parents	Community Members	Teachers & Staff	Board & Admin
1	District Purpose/Values Interviews/Surveys				X	X
2	SWaG Feedback				X	
3	Thought Exchange	X	X	X	X	X
4	Bargaining Unit				X	
5	Healthy Kids	X				
6	Elem Menu Items & NS Service Survey	X				
7	Personalized Learning - Thought Exchange	X	X		X	X
8	Counseling Services Needs Assessment				X	X
9	Technology Use at Middle School	X				
10	ELA K-8 (Tchrs & 4-8 Ss)	X			X	
11	Parent sense of involvement in IEP process		X			
12	SBAC Feedback				X	
13	Selpa Spec Ed Service Satisfaction Survey		X		X	
14	Community Satisfaction/Value Polling Survey		X	X		
15	San Gabriel Valley Instructional Coaches Consortium Feedback			X	X	
16	Algebra 1 Adoption Survey				X	
17	School Student Handbook Survey				X	

LCAP Must Address the 8 State Priorities

Pupil Achievement (4)

- » Performance on statewide standardized tests.
- » Score on Academic Performance Index.
- » Share of pupils that meet the requirements for entrance to the University of California and the California State University or complete career technical education sequences or programs.
- » 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.

Pupil Engagement (5)

- » School attendance rates.
- » Chronic absenteeism rates.
- » Middle school dropout rates.
- » High school dropout rates.
- » High school graduation rates.

Other Pupil Outcomes (8)

- » Other indicators of pupil performance in required areas of study.

School Climate (6)

- » Pupil suspension rates.
- » Pupil expulsion rates.
- » Other local measures.

Parental Involvement (3)

- » Efforts to seek parent input.
- » Promotion of parental participation.

Basic Services (1)

- » Rate of teachers appropriately assigned and fully credentialed.
- » Pupil access to standards-aligned instructional materials.
- » Facilities maintained in good repair.

Implementation of State Standards (2)

- » Implementation of State Board of Education-adopted academic content and performance standards for all pupils, including English learners.

Course Access (7)

- » Pupils access and enrollment in all required areas of study.

Local Control Accountability Plan Summary

- The Story

- “In the Arcadia Unified School District, we champion our students to imagine, inquire, and inspire so that they may have a positive and profound impact on their world. This is only possible if we continue to examine and reimagine learning as something that starts with each student and is truly personalized to their learning style, strengths, and passions.”



Dr. David Vannasdall

Superintendent, Arcadia Unified School District

Local Control Accountability Plan Summary

•AUSD's Greatest Progress Examples:

–Significant progress made on the state and local performance indicators by working together with state advisors to implement California frameworks.

–Built community to help foster relationships and increase student achievement via Restorative Practices.

–Arcadia High School received a six-year Western Association of Schools and Colleges (WASC) accreditation after a Fall review.






–Community voted by a super-majority to renew the parcel tax for an 18 year period for a total of \$4.3 million annually and AUSD saved taxpayers \$80 million by re-financing previous general obligation bonds.



Local Control Accountability Plan Summary

•Greatest Needs:

<https://www.caschooldashboard.org/#/Details/1964261000000/1/EquityReport>

- AUSD's State Dashboard Indicators are notable on the Equity Report:
 - Four highest level 
 - One second highest level 
 - None at middle or lowest levels   
- Continue to explore options and resources to provide *personalized learning* for students including but not limited to:
 - Use of instructional coaches to assist with developing and modeling innovative strategies in the classroom so students are inspired to imagine real world applications
 - Expand, examine, reflect and refine an articulated Advancement Via Individual Determination (AVID) program
 - Investigate online and hybrid courses
 - Adopt the philosophy of Universal Design for Learning (UDL)



Local Control Accountability Plan Summary

• Performance Gaps

<https://www.caschooldashboard.org/#/Details/19642610000000/1/StudentGroupReport>

• State Dashboard Student Group Report:

– Graduation Rate: All student 97.4%; very high

- English Learners at 92.9% status: High (yellow)
- Socioeconomically Disadvantaged at 94.1% status: High (yellow)
- Hispanic at 93.6% status: High (yellow)
- White at 94.8% status: High (yellow)

**Statewide all student graduation rate 83%*

– Mathematics (grades 3-8): All student proficiency; very high

- Students with Disabilities; Low

– English Language Arts (grades 3-8): All student proficiency; very high

- Students with Disabilities; Low
- Hispanic; Medium

- Plan: Targeted intervention, Latino Literacy, Prof. Development & UDL support in ELA and Math



AUSD LCAP Goals



Through an engaging & collaborative process:

- Provide high quality, effective instruction that ensures college & career readiness by addressing the unique needs and abilities of ALL students
- Ensure strong fiscal responsibility and maintain fiscal integrity by aligning resources effectively to support student success
- Recruit, develop and retain high quality, effective staff committed to all students
- Develop the “whole child” so that every student is healthy, safe, connected, supported and challenged

Goal 1: Through a collaborative and engaging process:
Provide high quality, effective instruction that ensures college & career readiness by addressing the unique needs and abilities of ALL students

Sample Action Steps:

- Train staff in the implementation of new materials for ELA/ELD and Algebra/Geometry adoptions
- Enhance instruction for unduplicated students:

Instructional coaches mentor teachers, provide model lessons, co-teach with classroom teachers to implement innovative strategies, and ensure the implementation of the new frameworks: 10.0 FTE Ongoing (5-CAS, 1 -UDL, 1-AVID, 3-Tech).

- Provide an articulated program in Visual and Performing Arts (VPA). Expand to all grade levels/schools. Begin to review and define standards for VPA. Individual sites will explore site specific programs.
- Metrics are continuing to be reviewed by TIS & Ed Services staff & work is being done to track, report, and present various metrics representing data from across the district

Expenditures: \$62,150,299

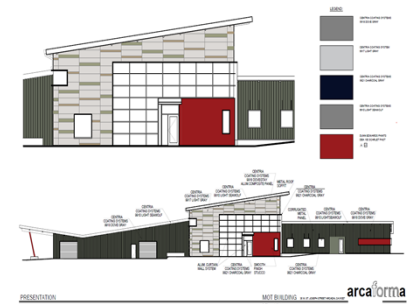


Goal 2: Through a collaborative and engaging process:
Ensure strong fiscal responsibility and maintain fiscal integrity by aligning resources to effectively support student success

Sample Action Steps:

Expenditures: \$18,118,233

- For Facilities, Maintenance and Operations:
 - Continue to maintain clean safe schools and "exemplary" facilities
 - Continue to progress and/or complete projects identified a scope 220 and begin major construction of the FMOT & Central Kitchen project
 - Continue transition from major construction and modernization to effective and efficient maintenance and operation of all facilities, including development of a five-year deferred maintenance plan
- Continue and improve practices that maintain fiscal integrity of and align resources to improve student performance:
 - Continue implementation of LCFF funding & LCAP planning model, including proper use of supplemental funding
 - Multi-year planning options based on potentially volatile state/federal revenue in upcoming years
 - Purchase & use fiscal data analytics program



Goal 3: Through a collaborative and engaging process:
Recruit, develop and retain high quality, effective staff committed to all students

Sample Action Steps:

Expenditures: \$921,211

- Continue to support professional/curriculum development, and collaboration using the Small Working Groups (SWaGs) by continuing the added three work days as outlined in the Strategic Professional Development Plan
- Continue to plan the Arcadia Innovation Summit as a forum to explore innovative ideas in the classroom, to further the implementation of the Academic Standards
- Staff from Ed Services, Pupil Services and Special Ed will meet three times annually to review data and collaborate to develop supports for unduplicated students, including those with disabilities. A focus will be on students with disabilities since 40% of students with IEPs are also unduplicated students



Goal 4: Through a collaborative and engaging process:

Develop the "whole child" so that every student is healthy, safe, connected, supported and challenged.

Sample Action Steps:

Expenditures: \$3,300,412

- Continue establishment, training, and support for school-wide character education programs, including formalized programs at elementary (Leader in Me) and other leadership groups for middle and high school. Activities include but not limited to ASB, Link Crew and WEB
- Investigate, study & begin to implement successful teaching models and classroom practices related to inclusion. District leaders will seek more in-depth professional development related to Universal Design for Learning (UDL)
- Training and implementation of restorative practices across the district to support the social and emotional needs of students while offering staff and admin an alternative to suspensions and expulsions
- Conduct Healthy Kids Survey for grades 5, 7, and 9, including site staff



Examples

Expected Measurable Outcomes

- State Indicators

Metrics/Indicators	Baseline	2017-18
High School Graduation Rate	15-16: 98.24%	Maintain 97% plus
Attendance Rate	15-16: 97%	Maintain 97% plus
CAASPP (SBAC) Math - Overall	15-16: 77%	Maintain 75% plus

- Local Indicators

Thought Exchange participation (Overall)	16-17: 1457 participants	Increase participation to 1500 plus.
Healthy Kids Survey participation rate	15-16: 79.2%	Increase to 80% plus
Advanced Placement exams with a score of 3 or higher	15-16: 85.67%	Maintain 80% plus

Increased or Improved Services For Unduplicated Students

- Limited to Unduplicated Students

- Additional English Language Development teachers (ELD) 6 FTE
- Selection of supplemental ELD Instructional Materials As ELA program is implemented
- Maintenance and Support of Language Translation Services
- Monitoring ELD students as they matriculate through Proficiency levels
- Monitoring and arranging intervention services for foster and homeless students as needed

- District-Wide

- AVID certification training



- Implementing state standards using Teacher collaboration through the district Professional Development Master Plan with 7 minimum days (SWaGs/with the addition of 3 calendar days) in-service and collaboration opportunities and 10.0 FTE State Academic Standards Teacher coaches

- School-Wide

- 6.16 FTE teaching positions were added at middle schools and at the high school to reduce pupil teacher ratios
- Elementary Academic Program Coaches (APC) 3 FTE
- Rancho Learning Center Programs because of it's flexibility serving unduplicated students (Counseling, Credit Recovery, English Language Development Program, Independent Study, and online career and college planning services)
- 3.0 Counselors; 1.5 FTE at TK-5 and 1.5 FTE at 6-8

- Estimated Supplemental Fund of \$4,481,461 or 6.15%

Engagement – Review & Comment

- Presented Plan and Update for Review & Comment
 - Parent Advisory Committee (PAC)
 - District English Language Development Committee (DELAC)
- Superintendent Provided Written Responses
 - PAC & DELAC (If submitted by committee)

–Example:



- How are the measurable outcomes of the LCAP used to gauge the success of the programs being implemented to address the state priorities?
- *The state and local metrics are used to establish a baseline and target as listed under each of the four LCAP goals. The District analyzes and reviews, at least once per year, the targets and programs for appropriateness and feasibility and makes adjustments to the programs as necessary over the three years of the LCAP.*

- LCAP & AUSD Budget

- Board Public Hearing on June 13, 2017
- Presented for Board approval on June 27, 2017



Thank You Stakeholders!!

- Governing Board
- District Stakeholder Committee
 - Parents (including PAC & DELAC)
 - Teachers, staff & administration
 - Represented Units
 - Students
- Principals
- Cabinet Executive Council (CEC)
- Various other groups
- District LCAP Writing Team
 - Principals & Asst Principals (4)
 - Education Services (5)
 - Technology & Innovation (2+)
 - Business & Fiscal Services (3)



Other Resources

- Arcadia Unified School District - LCFF/LCAP
 - www.ausd.net
- E-mail Christina Aragon, Assistant Supt., Business Services
 - caragon@ausd.net
- Los Angeles County Office of Education
 - <http://www.lacoe.edu/SchoolImprovement/LCAP.aspx>
- California Department of Education
 - <http://www.cde.ca.gov/fg/aa/lc/>