



# ARCADIA

Unified School District

Imagine • Inquire • Inspire

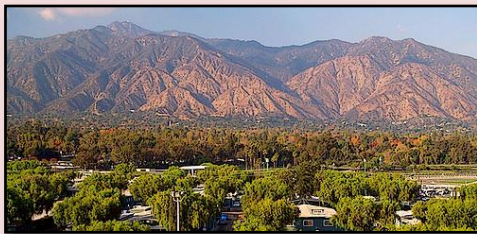
## 2017-2018 LCAP OVERVIEW

### Purpose Statement & Values

To challenge and inspire all students to make a positive and a profound impact on their world.

- Collaborate
- Think Critically
- Be Creative
- Offer Empathy
- Learn from Failure

### OVERVIEW



Communities Served: Arcadia



9,525 Students



11 Schools



918 Full- and Part-time Staff

### Student Ethnicity

African American	1.8%
Asian	65.0%
Filipino	3.0%
Hispanic/Latino	14.5%
White	13.5%
Multiracial	0.7%

### Student Groups

13.07%	26.17%	<1%
English Learners	Low Income	Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

### 2017-18 LCAP AT-A-GLANCE



4 LCAP Goals



51 LCAP Actions & Services



38 LCAP Measures



93,961,674 LCAP Budget

### LCAP Goals

#### 1 Through a collaborative and engaging process:

Provide high quality effective instruction that ensures college and career readiness by addressing the unique needs and abilities of all students

#### 2 Through a collaborative and engaging process:

Ensure strong financial responsibility and maintain fiscal integrity by aligning resources effectively to support student success

#### 3 Through a collaborative and engaging process:

Recruit, develop and retain high quality, effective staff committed to all students

#### 4 Through a collaborative and engaging process:

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

**NEW 2017-18 BUDGET ONE PAGERS**

**Funding for LCAP Goals**

One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals generally including:

- 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

**Goal 1 is supported by \$67,304,828.00 in total funding**

**Goal 2 is supported by \$19,087,494.00 in total funding**

**Goal 3 is supported by \$851,801.00 in total funding**

**Goal 4 is supported by \$6,717,551.00 in total funding**

**Supplementary & Concentration in the above goals**  
 \$\$4,481,461 or 6.15%

**Local Control Funding Formula (LCFF)**

**8 State Priorities**

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes



California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low-income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

**LCAP Goal 1:**

**Through a collaborative and engaging process:**

**Provide high quality effective instruction that ensures college and career readiness by addressing the unique needs and abilities of all students**

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**Goal 1 Budget =**  
**\$67,304,828.00**

**Related State Priorities:**

- Basic Services
- Academic Standards
- Student Achievement
- School Climate
- Course Access

Train staff in the implementation of new materials for Algebra/Geometry adoption.

Refine process and communication with families regarding the acceleration of students into advanced math courses.

Train staff in the implementation of new ELA/ELD materials.

All Schools

Continue to search for instructional materials that will serve the needs of the ELD Designated time for 6-8 grade levels.

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)

Continue to empower early adopter teachers with resources and support as they investigate cutting edge instructional pedagogy with 3.0 FTE Instructional Coaches: 3.0 FTE from 1x funds through 2018-19 (1-Math, 1-ELD, 1-SE).	<input checked="" type="checkbox"/> All Schools
Provide an articulated TK-12 instructional program that helps all students meet California Academic Standards, resulting in college and career readiness.	<input checked="" type="checkbox"/> All Schools
Continue to use targeted ELD teacher services.	
The district will evaluate touch screen implementation and Chromebook refresh process.	<input checked="" type="checkbox"/> All Schools
Review and update Career and Technology Education (CTE) Pathways as an alternative option for unduplicated students and others, thereby improving graduation rates, Pass/Fail rates, and reclassification rates (for EL students) of our various subgroups of students. Meet with specific administrators to brainstorm and design alternative pathways of graduation for the future. Develop recommendations and pilot programs in 2017-18.	
6-8 teachers will begin to create common writing assessments to provide teachers and students feedback in regards to students' writing skills. Elementary staff will explore Renaissance so they may use it to its full potential and thereby improve student achievement.	
Academic Program Coaches (APC) provide intervention services in ELA and, in some cases, Math support for students working below grade level. Students are identified through multiple measures and provide small group intervention. APCs collaborate district-wide in order to calibrate services for all elementary students.	
Data will be collected as to the success of the unduplicated students in their academic courses. Students will also be surveyed to provide feedback. Program will be modified and improved based on the survey feedback and the academic achievement of the students.  Changes will be made for the 2018 summer program.	
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.	<input checked="" type="checkbox"/> All Schools
Contract with Naviance will end in June 2018. Counselors and leadership teams will assess the success of the platform and will make recommendation as to the possible renewal of the contract.	
Provide support for students in the academic middle. Continue to provide AVID training for additional teachers to become AVID certified.	
Begin implementation and communication of the new Homework Board Policy with staff, students, and parents. Take recommendation for the Grading Policy to the Board summer of 2017.	
Continuing implementation of the math benchmarks 6-8. K-5 will implement Interim Assessments from CAASPP.	
Continue to offer Alternative Education students increased opportunities to access visual and performing arts programs (i.e., percussion).	
A new grade 3-5 Autism Class will be created at Camino Grove ES in 2017-18.	

**LCAP Goal 2:**

**Through a collaborative and engaging process:**

**Ensure strong financial responsibility and maintain fiscal integrity by aligning resources effectively to support student success**

To challenge and inspire all students to make a positive and a profound impact on their world.

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**Goal 2 Budget = \$19,087,494.00**

**Related State Priorities:**

- Basic Services**
- Other Outcomes**

Utilize Information Services Project Manager (added in 2016-17) to improve processes across the district, implement best practices, and help develop new systems to assist AUSD stakeholders.

All Schools

For Facilities, Maintenance and Operations:

1) Continue to maintain clean safe schools and "exemplary" facilities. 2) Continue to progress and/or complete projects identified as additional projects scope 220 for facilities master plan and begin major construction of the FMOT & Central Kitchen project. 3) 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. Begin review of operational efficiencies in all departments.

All Schools

Continue and improve practices that maintain fiscal integrity and align resources to improve student performance. These include:

1) Continued implementation of LCFF funding and LCAP planning model, including proper use of supplemental funding. 2) Multi-year planning options based on potentially volatile state/federal revenue in upcoming years. 3) Purchase and use fiscal data analytics program.

All Schools

Advocate at state level for adequate funding for schools and for AUSD.

All Schools

**LCAP Goal 3:**

**Through a collaborative and engaging process:**

**Recruit, develop and retain high quality, effective staff committed to all students**

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**Goal 3 Budget = \$851,801.00**

**Related State Priorities:**

- Basic Services**

Continue to support professional development, curriculum development, and collaboration using the Small Working Groups (SWaGs) and the added three work days as outlined in the Strategic Professional Development Plan.

Provide conference opportunities and training in-house and out around district goals in accordance with multi-year strategic plan for professional development, including collaboration and October staff development days to ensure a coherent implementation of California Academic Standards TK-12.	<input checked="" type="checkbox"/> All Schools
Staff from Educational Services, Pupil Services and Special Education departments will meet three times annually to review data and collaborate to develop supports for unduplicated students, including students with disabilities. A focus will be on students with disabilities since 40% of students with IEPs are also unduplicated students.	<input checked="" type="checkbox"/> All Schools
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.	<input checked="" type="checkbox"/> All Schools
School schedules district-wide that expand, support and encourage site collaboration and collaboration across the district TK-12.	<input checked="" type="checkbox"/> All Schools

**LCAP Goal 4:**  
**Through a collaborative and engaging process:**  
**Develop the "whole child" so that every student is healthy, safe, connected, supported and challenged.**



**Goal 4 Budget =**  
**\$6,717,551.00**

**Related State Priorities:**

- Basic Services
- Academic Standards
- Parent Involvement
- Student Engagement
- School Climate
- Course Access
- Other Outcomes

Provide articulated counseling services TK-12, including social and emotional support. Use Skuta and other resources to gather data and monitor counselor services, in an effort to assess the effectiveness of TK-12 support.	<input checked="" type="checkbox"/> All Schools
	Specific Schools: AHS and Rancho
Provide and analyze counseling services, including social and emotional needs for students on a 504 plan and Special Education students. Review results and needs with counselors and principals.	
Additional services to support students' social and emotional needs: Elementary Counselor 1.5 FTE Middle School Counselor 1.5 FTE. Review existing FTEs based on needs assessment and conversations with counselors and principals.	
Continue additional Class-size reduction and refine intervention services to specifically targeted at-risk students at the middle school and high school levels.	
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.	<input checked="" type="checkbox"/> All Schools
Improve "Connection to School" for new students and students in transition years (5th to 6th grade, 8th to 9th grade).	
AUSD will use Data Tracking Systems (DTS) to host SPSAs, creating alignment with LCAP, State Priorities, and consistent district indicators.	<input checked="" type="checkbox"/> All Schools
Continue collecting and refining data on student participation while supporting a broad spectrum of visual and performing arts at individual sites in TK-12.	<input checked="" type="checkbox"/> All Schools
Continue to provide a full year articulated after school competitive program to feed	

into the HS Athletics Program. Expand/build upon participation in athletics.	
Inform parents of district and school programs. Provide ongoing parent and community nights, especially for our unduplicated students and families.	<input checked="" type="checkbox"/> All Schools
Board and District Administration representatives are assigned and attend meetings to collaborate with district support groups and fundraising efforts.	<input checked="" type="checkbox"/> All Schools
Continue to improve communication with unduplicated families and others using School Messenger (electronic communication system), Peachjar, and Electronic Translation Services.	
Continue and improve Special Education monthly parent education and support meetings, including parent symposiums.	<input checked="" type="checkbox"/> All Schools
Investigate, study, and 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).	<input checked="" type="checkbox"/> All Schools
Conduct Healthy Kids Survey for grades 5, 7, and 9, including site staff. Examine the involvement of parents from survey as well.	<input checked="" type="checkbox"/> All Schools
Continue collecting data using Thought Exchange (or other feedback mechanism). Explore ways to increase participation.	<input checked="" type="checkbox"/> All Schools
We will continue to monitor ELD students as they matriculate through the Proficiency Level Descriptors (emerging, expanding, bridging, ReClass, and Opt-Out of Services).	
We will train and implement Restorative Practices (RP) across the district to meet the social and emotional needs of students while offering staff and administration an alternative to suspensions and expulsions.	<input checked="" type="checkbox"/> All Schools
We will collect data and support foster youth and homeless youth with intervention and programs, thereby improving their student engagement.	



## Key Concepts

### Key concepts in LCAP action steps to accomplish these goals include but are not limited to:

#### Personalized Learning for all students

- Exploring Universal Design for Learning

#### Shifts in instructional materials from the traditional hardback materials to digital resources

- Algebra 1 & Geometry adoption included a combination of resources
- Continue to consider for other adoptions

#### Evolution of professional development practices engaging teachers with both intrinsic and extrinsic rewards

- Use of SWaGs (Small Arcadia Working Groups)
- Certifications, Trainer of Trainers etc.

#### Focus on community building

- Restorative practices for students and adults
- Leader In Me

#### Focus resources on the district's core mission to educate ALL students and challenging all programs to determine if it is integral or could be supported better in another capacity.

- Use of analytic programs and key performance indicators
- Multi-year planning, best practices, and innovation

## STAKEHOLDER ENGAGEMENT

### District LCAP (DLCAP) Parent Committee

Thought Exchange  
 School Site Council  
 Board Meeting Study Sessions and presentations  
 Parent Advisory Committee  
 Collaboration Groups (SWaG)  
 DLAC and ELAC Meetings  
 Measure A Citizens Oversight Committee  
 Healthy Kids Survey  
 AEF/APAF/Booster/PTA Monthly Meetings & Events  
 Superintendent Neighborhood Budget Chats  
 San Gabriel Valley Instructional Coaches Consortium Feedback  
 Algebra 1 and ELA Adoption Surveys



### View measures & most up-to-date data on our LCAP Dashboard:

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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A-G- A-G Course Requirements for College Entrance  
 AP- Advanced Placement  
 API- Academic Performance Index  
 BEST- Building Effective Schools Together  
 CAASPP- California Assessment of Student Performance and Progress  
 CBO- Community Based Organization  
 CCSS – Common Core State Standards  
 CDE- California Department of Education  
 CELDT - CA English Language Development Test  
 CHKS - CA Healthy Kids Survey  
 CSO- Campus Safety Officer  
 CSU- California State University  
 CTE- Career Technical Education

DDI - Data Driven Instruction  
 EAP- Early Assessment Program  
 ELA - English Language Arts  
 EL or ELL - English Language Learner  
 FTE- Full-Time Equivalent  
 FY - Foster Youth  
 IEP- Individualized Education Program  
 K- Kindergarten  
 LCAP- Local Control Accountability Plan  
 LCFF - Local Control Funding Formula  
 LEP- Limited English Proficient  
 LI - Low Income  
 NGSS- Next Generation Science Standards  
 PO- Professional Development  
 PFT - Physical Fitness Test

PI - Program Improvement  
 PSAT - Preliminary Scholastic Assessment Test  
 PTA - Parent Teacher Association  
 S3 - Safe, Supportive Schools Program  
 S&C - Supplementary & Concentration Funds  
 SARC - School Accountability Report Card  
 SAT - Scholastic Assessment Test  
 SBAC - Smarter Balanced Assessment Consortium  
 SRO - School Resource Officer  
 SST- Student Study Team  
 STEM – Science, Technology, Engineering, Math  
 TK -Transitional Kindergarten  
 UC - University of California