



# Arcadia Unified School District

## 2018-2019 LCAP OVERVIEW

IMAGINE, INQUIRE, INSPIRE

### 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



Community Served: Arcadia



9,460 Students      11 Schools      933 Full- and Part-time Staff

#### Student Ethnicity

<b>African American</b>	1.77%
<b>Asian</b>	65.85%
<b>Filipino</b>	3.07%
<b>Hispanic/Latino</b>	14.40%
<b>White</b>	13.19%
<b>Multiracial</b>	1.49%

### 2018-19 LCAP AT-A-GLANCE



#### 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.

### Student Groups

12.99%

**English Learners**

26.40%

**Low Income**

<1%

**Foster Youth**

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

### Funding for LCAP Goals

**Goal 1 is supported by \$69,196,798.00 in total funding**

**Goal 2 is supported by \$19,332,682.00 in total funding**

**Goal 3 is supported by \$934,900.00 in total funding**

**Goal 4 is supported by \$6,175,191.00 in total funding**

**Supplementary & Concentration in the above goals**

\$5,226,350

### Local Control Funding Formula (LCFF)



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**

**Goal 1 Budget = \$69,196,798.00**



**Related State Priorities:**  
**Basic (Priority 7)**  
**Implementation of Standards (Priority 2)**  
**Course Access (Priority 7)**  
**Pupil Achievement (Priority 4)**  
**School Climate (Priority 6)**

**AUSD INSTRUCTIONAL PROGRAM** - Provide an articulated TK-12 instructional program that helps all students meet California Academic Standards, resulting in college and career readiness.

**PL & PL PLATFORM** - Train a cohort (cohort A) of teachers grades 3-8 on Personalized Learning and the use of the personalized learning platform. Create, curate and/or purchase content for the personalized learning platform with a focus on SEL and academic content areas.

**PL INNOVATION** - Continue to utilize Rancho Lab School as a test bed for teacher training and student learning using a personalized learning setting and personalized learning platform

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

**INSTRUCTIONAL COACHES** - 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. 9.0 FTE Ongoing (5-CAS, 1-UDL, 3-Tech)

**INSTRUCTIONAL COACHES** - 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-LRE/Inclusion).

ELD - Continue to monitor ELD students as they matriculate through the Proficiency Level Descriptors (emerging, expanding, bridging, ReClass, and Opt-Out of Services). Utilize the ELPAC as the monitoring tool.

CHROMEBOOKS - The district will continue to purchase new Chromebooks and update as necessary.

CTE - Implement and evaluate the CTE Pathways as an alternative option for unduplicated students and others, thereby improving graduation rates and Pass/Fail rates of our various groups of students.

APC -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 provided small group intervention. APCs collaborate district-wide in order to calibrate services for all elementary students.

SUMMER BOOT CAMP - Implement the summer boot camp program funded by the College Readiness Block Grant. Monitor students and provide counseling support so students stay on track for A-G.

NAVIANCE -Renew the Naviance contract to support all students in planning for college and career in grades 6-12.

AVID - Provide support for students in the academic middle. Continue to provide AVID training for additional teachers to become AVID certified.

HOMEWORK/GRADING – Create administrative regulations (AR) to provide additional guidance on the homework and grading policy.

MATH BENCHMARKS - Start implementation of interim assessments K-8 and continue math benchmark assessments in Illuminate.

RLC ARTS - Continue to offer Alternative Education students increased opportunities to access visual and performing arts programs (i.e., art, virtual reality, etc.).

LCAP METRICS - TIS and Educational services will map metrics to 2018-2019 Action steps to help evaluate the goals.

NGSS - The cohorts of trained teachers will implement the Next Generation Science Standards (NGSS). The cohorts are trained using the AUSD/UCLA Center X model.

OVER IDENTIFICATION & LRE Reduce the over identification of Hispanics in SPED towards a non-disproportionate level. Elementary schools to have transition meetings with middle schools to discuss targeted student populations and consider course changes, PD, instructional strategies used to meet student learning needs and increase inclusive practices, co-teaching, SDAIE strategies, and use of SSTs/COST for students not progressing.

SUPPLEMENTAL INSTRUCTION - 1) A funding formula used when determining staffing and class size ratios to reduce class sizes in courses with high concentrations of targeted student populations or in courses where targeted student populations are not performing as their peers. Middle Schools and High Schools utilize additional "sections" or courses to reduce class size and to better differentiate instruction to targeted student populations. Replaces Goal 1: Action Step 22. This is an ongoing action. 2) Provide translation services for targeted student populations. Moved from Goal 4: Action Step 13.

CULTURALLY & LINGUISTICALLY APPROPRIATE ASSESSMENT - AUSD will create a 0.5 FTE school psychologist position for a Spanish-speaking primary language assessor who will be assigned to conduct Special Education assessments for students identified as English Language Learners or Hispanic. Funded by Special Education.

HISTORY/SOCIAL SCIENCE Implement history/social science framework. Investigate instructional resources to facilitate the implementation of the framework.

## 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**

**Goal 2 Budget = \$19,172,960.00**



**Related State Priorities:  
Basic (Priority 1)**

FACILITIES, MAINTENANCE & 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 complete 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. Also, review key performance index information and identify areas of success and improvement.

FISCAL INTEGRITY 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) Use of fiscal data analytics program. 4) Continue to advocate at the state and local level for adequate funding for Arcadia Unified School District and all public schools.

### LCAP Goal 3:

Through a collaborative and engaging process:

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

Goal 3 Budget = \$867,272.00



**Related State Priorities:  
Basic (Priority 1)**

SWAG - 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.

STAFF DEVELOPMENT - 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.

INNOVATION SUMMIT - Implement the Arcadia Innovation Summit as a forum to explore innovative ideas in the classroom, to further the implementation of the Academic Standards. Explore the possibility of creating a pre-summit to include the district partners as part of an expanded summit.

TEACHER INDUCTION - Provide mentor support and professional development that align with the California Standards for the teaching profession for our newest educators.

HIGH QUALITY STAFF - Recruit and retain the highest quality staff. Reduce teacher turnover by offering competitive compensation, high quality professional development, and supportive environment. Start recruiting new teachers early in the Spring using revised job descriptions that reflect the Arcadia Unified School District vision and values.

### 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 = \$6,693,238.00



**Related State Priorities:  
Basic (Priority 1)  
Implementation of State Standards (Priority 2)  
Course Access (Priority 7)  
Other Pupil Outcomes (Priority 8)  
Parent Involvement (Priority 3)  
Pupil Engagement (Priority 5)  
School Climate (Priority 6)**

RLC - Provide social emotional learning and behavioral supports throughout the alternative education programs offered at Rancho Learning Center. Develop guidelines to support the appropriate identification and transition of students between traditional school programs, targeted assistance and alternative education.

COUNSELING - Supplemental Counseling serves to provide more articulated counseling services TK-12 including social and emotional support to meet the needs of targeted students and reduce disproportionality. This is in addition to counselors in 4.12. In 2018-19 the district will increase elementary school counselors from 3.0 FTE to 6.0 FTE.

STUDENT LEADERSHIP - Continue to implement, train, support, and refine 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.

SCHOOL CONNECTION - Continue to improve "Connection to School" for new students and students in transition years (5th to 6th grade, 8th to 9th grade) through programs such as Link Crew and events such as the high school orientation are in place to support student transitions.

SPORTS – Explore and investigate athletic support services at the middle and high school levels to ensure the health and safety of student athletes (concussion protocols/sports injuries). Continue to provide a full year articulated after school competitive program to feed into the HS Athletics Program.

PARENT ENGAGEMENT – Inform parents of district and school programs. Provide improved parent and community nights, especially for our unduplicated students and families. Utilize different methods of communication with unduplicated families and others to increase parent engagement and participation. (School messenger, electronic communication system, Peachjar, Electronic Translation Services, and other possible services.

SCHOOL CLIMATE - Conduct Healthy Kids Survey for grades 5, 7, and 9, including site staff. Investigate what other methods for assessing school climate. Analyze data to determine appropriate actions to ensure safe and connected schools.

STAKEHOLDER ENGAGEMENT & DECISION MAKING - ELAC and DELAC committees to encourage parent feedback and decision making.

RESTORATIVE PRACTICE – 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.

FOSTER & HOMELESS YOUTH - We will collect data and support foster youth and homeless youth with interventions and programs, thereby improving their student engagement. Provide needed resources so students can access the educational program.

SUPPORT STAFF - Maintain LCFF funded Pupil and Ancillary Services for the Whole Child Goal for Services not identified in Other action steps (Health Services, Psychologists, Transportation, athletics and after school activities).

SCHOOL SAFETY/STUDENT WELLNESS - New formed School Crisis Teams and trained staff will monitor and identify students that are in distress or potentially in distress. Crisis Teams will assess and support students and their families. Administrators and support staff will analyze data to identify and address issues regarding students being disproportionately suspended. School staff will utilize newly established attendance processes to monitor, identify and support students with poor attendance to reduce chronic absenteeism. A committee will be formed to investigate the current state of mental health, wellness and available resources to support students with mental health needs. This committee will make recommendations to the 2019-10 LCAP planning team.



## Key Concepts

Arcadia Unified School District believes in collaborating and providing engaging opportunities in developing its goals and implementation of its identified action steps. Therefore, all four of the district goals begin with: "Through a collaborative and engaging process...."

**GOAL 1** "Provide high-quality, effective instruction that ensures college & career readiness by addressing the unique needs and abilities of ALL students" which has 22 planned actions and services. Major themes of this goal include: (a) An Articulated TK -12 instructional program; (b) Personalizing Learning; (c) Utilization of Instructional Coaches and targeted supports; (d) Implementing standards and frameworks; (e) Culturally and linguistically appropriate instruction and assessment; and (f) Educating students in the Least Restrictive Environment.

**GOAL 2** "Maintain strong fiscal responsibility and fiscal integrity by aligning resources effectively to support student success." This goal has 2 planned actions. The first action addresses facilities, maintenance and school operations which includes exemplar facilities, completion of our major construction/modernization projects and developing a five-year deferred maintenance plan. The second action focuses on fiscal integrity which includes LCFF funding and LCAP planning, appropriate use of supplemental funding, fiscal data analytics, and advocating for adequate funding at the State and Federal level.

**GOAL 3** "Recruit, develop and retain high quality, effective staff committed to all students" which includes five planned actions that address staff professional development, teacher innovation, support for new AUSD teachers, and retaining high-quality staff.

**GOAL 4** "Develop the "whole child" so that every student is healthy, safe, connected, supported and challenged" which includes 13 planned actions and services. Key concepts in LCAP actions/services include but are not limited to: Student leadership, school connection, parent/stakeholder engagement, alternative education options, support staff, restorative practices, as well as, school climate and safety. Our parent advisory and stakeholder input clearly indicated a strong desire to create systems and supports to ensure student safety.

## STAKEHOLDER ENGAGEMENT

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  
 Monthly foundation and parent support group meetings  
 College Career Nights  
 AVID Nights  
 Latino Literacy  
 Reading Nights  
 Arcadia Innovation Summit



**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.

### K E Y A C R O N Y M S

A-G- A-G Course Requirements for College Entrance	DDI - Data Driven Instruction	PI - Program Improvement
AP- Advanced Placement	EAP- Early Assessment Program	PSAT - Preliminary Scholastic Assessment Test
API- Academic Performance Index	ELA - English Language Arts	PTA - Parent Teacher Association
BEST- Building Effective Schools Together	EL or ELL - English Language Learner	S3 - Safe, Supportive Schools Program
CAASPP- California Assessment of Student Performance and Progress	FTE- Full-Time Equivalent	S&C - Supplementary & Concentration Funds
CBO- Community Based Organization	FY - Foster Youth	SARC - School Accountability Report Card
CCSS – Common Core State Standards	IEP- Individualized Education Program	SAT - Scholastic Assessment Test
CDE- California Department of Education	K- Kindergarten	SBAC - Smarter Balanced Assessment Consortium
CELDT - CA English Language Development Test	LCAP- Local Control Accountability Plan	SRO - School Resource Officer
CHKS - CA Healthy Kids Survey	LCFF - Local Control Funding Formula	SST- Student Study Team
CSO- Campus Safety Officer	LEP- Limited English Proficient	STEM – Science, Technology, Engineering, Math
CSU- California State University	LI - Low Income	TK -Transitional Kindergarten
CTE- Career Technical Education	NGSS- Next Generation Science Standards	UC - University of California
	PO- Professional Development	
	PFT - Physical Fitness Test	