

**AADUSD Local Control and Accountability Plan (LCAP) 2017/18 – 2019/20**  
**Summary of Goals, Target Groups, and Actions for 2017/18 as of March 22, 2018**

**GOAL 1:**

Increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards (to maintain or achieve Dashboard State Indicator Performance Levels of "Yellow" or better). Core content areas refer to courses in ELA, Math, Science and History. A student is proficient when they perform at the “standard met” or “standard exceeded” level on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) state assessments.

**Student Groups:**

Increase the percentage of students who perform at the “standard met” or “standard exceeded” level by 2% each year on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) state assessments.

- All students
- Socioeconomically Disadvantaged (SED)
- English Learners (EL) and Reclassified Fluent English Proficient (RFEP)
- Foster Youth/Homeless Youth (FY/HY)
- Students with Disabilities (SWD)
- Hispanic
- White

**Proposed Actions:**

- Professional development
- Supplemental materials to support implementation of standards
- Walkthroughs to monitor, methods, practices and delivery of instructional content
- Implementation of Assessments
- Hire and maintain appropriately qualified teachers and classified staff
- Targeted intervention for students
- Monitor learning of all students, including subgroups, for academic success
- Ensure the availability of resources

**Actual Actions:**

- Professional Development – introduction, use, and implementation of ELA adopted materials, ongoing NGSS training to develop exposure and implementation of the standards, ELD standards training to develop knowledge and understanding for implementation with EL students, ongoing technology training, collaborative planning in grade levels and departments to deepen understanding of curriculum and discuss student need
- Purchased supplemental curriculum, materials, and programs to support the Common Core State Standards, implementation of online, core, and credit recovery programs to assist all students, and in process of setting up summer school opportunities for students

- Ongoing monitoring of implementation of adopted curriculum, effective teaching through instructional strategies, technology use, assessment, and a positive learning environment for all students
- Assessments utilized in order to monitor student learning through the use of a variety of assessments from adopted curriculums to supplemental resources that allow measurement of proficiency levels
- Maintain and hire appropriately authorized certificated and highly qualified classified staff. Certificated staff received an off schedule one-time payment of \$1,800 and an additional \$2,000 ongoing towards health benefits. Classified received a 2% increase on the salary schedule. Posted positions filled to meet instructional and operational needs including teachers, an additional counselor, instructional assistants, clerical and substitutes
- Interventions programs in place for targeted intervention during and after the school day and online instruction for remedial or accelerated learning
- Consistent monitoring of subgroups students with appropriate referrals to SST, SARB, counseling, etc.
- Availability of equipment, supplies, supplemental curriculum and materials, field trips, and assemblies.

**Expected measurable outcome:**

The percentage of students who score “standard met” or “standard exceeded” on CAASPP tests in ELA and math, and CAST Science will increase by 2% per year.

**Actual measurable outcome:**

**CAASPP ELA Percent “Standard Met” or “Standard Exceeded”:**

Student Group	2016 Actual	2017 Expected	2017 Actual	Measurable Outcome Met or Not Met	Dash-board
All Students	48%	50%	51%	Met	
SED	36%	38%	40%	Met	
EL	20%	22%	25%	Met	
RFEP	57%	59%	65%	Met	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
SWD	12%	17%	21%	Met	
Hispanic	36%	38%	41%	Met	
White	54%	56%	60%	Met	

**CAASPP Math Percent “Standard Met” or “Standard Exceeded”:**

Student Group	2016 Actual	2017 Expected	2017 Actual	Measurable Outcome Met or Not Met	Dash-board
All Students	33%	35%	32%	Not Met	
SED	23%	25%	22%	Not Met	
EL	24%	26%	14%	Not Met	
RFEP	20%	22%	30%	Met	
Foster Youth	N/A	N/A	N/A	N/A	N/A
SWD	8%	13%	15%	Met	
Hispanic	21%	23%	24%	Met	
White	39%	41%	39%	Not Met	

\*\*\* Science Assessments will be operational in 2018-2019\*\*\*

**CAST Science – 5<sup>th</sup> Grade Percent “Standard Met” or “Standard Exceeded”:**

<b>Student Group</b>	<b>2016 Actual</b>	<b>2017 Expected</b>	<b>2017 Actual</b>	<b>Measurable Outcome Met or Not Met</b>
All Students	N/A	N/A	N/A	N/A
SED	N/A	N/A	N/A	N/A
EL	N/A	N/A	N/A	N/A
RFEP	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
SWD	N/A	N/A	N/A	N/A

**CAST Science – 8<sup>th</sup> Grade Percent “Standard Met” or “Standard Exceeded”:**

<b>Student Group</b>	<b>2016 Actual</b>	<b>2017 Expected</b>	<b>2017 Actual</b>	<b>Measurable Outcome Met or Not Met</b>
All Students	N/A	N/A	N/A	N/A
SED	N/A	N/A	N/A	N/A
EL	N/A	N/A	N/A	N/A
RFEP	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
SWD	N/A	N/A	N/A	N/A

**CAST Science – High School Percent “Standard Met” or “Standard Exceeded”:**

<b>Student Group</b>	<b>2016 Actual</b>	<b>2017 Expected</b>	<b>2017 Actual</b>	<b>Measurable Outcome Met or Not Met</b>
All Students	N/A	N/A	N/A	N/A
SED	N/A	N/A	N/A	N/A
EL	N/A	N/A	N/A	N/A
RFEP	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
SWD	N/A	N/A	N/A	N/A

**Proposed changes in actions, services, or expenditures for LCAP Annual Update 2018/19:**

- Provide ongoing professional development with an emphasis in Math and supporting sub groups (PD days, staff meetings, release time)
- Increase or improve collaborative planning, work time and ADHOCs, grade level or grade span release time for data analysis
- Increase use of data to drive instructional decisions and instructional planning, and continue to use data systems and provide training to support data analysis, as necessary
- Purchase CCSS aligned supplemental materials/supplies to improve and enhance core instruction for all students
- Continue to hire appropriately authorized certificated and highly qualified staff for core and support programs
- Training and implementation of a positive behavioral intervention and supports program that will help to increase students’ feeling of belonging, academics and improve overall school climate

- Expand access and improve instruction for all students at all grade levels in classes that provide targeted and integrated learning opportunities in the areas of science, technology, engineering, arts and math

**GOAL 2:**

Increase the percentage of English Learners who are reclassified fluent English proficient (RFEP) by meeting all district criteria by 2% each year.

Note: AADUSD RFEP criteria as of May 2017 includes: 1) “Reasonable Proficiency” on CELDT/ELPAC, 2) CAASPP ELA “Standard Met”, 3) teacher recommendation, and 4) parent opinion.

**Student Groups:**

- English learners


**Proposed Actions:**

- 2 teacher release days annually to review data, monitor progress, plan, meet with parents
- Implement EL Master Plan
- Monitor RFEP students for 2 years
- Review reclassification procedures and criteria for ELs and students dually identified as EL and SWD
- Create and plan IA schedule to provide intervention opportunities to support ELs

**Actual Actions:**

- Staff development in new ELD standards provided to all certificated staff
- Teachers reviewed EL student data and fine tune instructional improvement plans during staff meetings and/or teacher release days
- Teachers met with parents of EL students during parent conferences
- EL students received core and language development instruction from authorized teachers with support from Instructional Assistant as available at school site
- EL students received instructional support with “universal access” materials in adopted materials, and use of technology hardware/software
- EL students’ academic and English language development progress was assessed using CELDT, district benchmarks, and district matrices
- RFEP students’ academic progress was monitored using state and local measures
- Reclassification procedures for ELs were continued with the lack of language assessment at the beginning of school year

**Actual measurable outcomes:**

Student Group	2016 Actual	2017 Expected	2017 Actual	Measurable Outcome Met or Not Met	Dash-board
“English Learner Progress 1-12”	N/A	Green	Orange	Not Met	

**Reclassification Rate of EL Students Achieving Full English Proficiency  
(CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)**

	<b>5 Year Average for 12/13 – 16/17</b>	<b>2017/18 Expected</b>	<b>2017/18 Actual</b>	<b>Measurable Outcome Met or Not Met</b>
Percent RFEPed	1.2%	2.8%	3.1%	Met

**Proposed changes in actions, services, or expenditures for LCAP Annual Update 2018/19:**

- Provide professional development and/or teacher planning time to support teachers with using the curriculum embedded support materials for English learners
- Review new data from ELPAC to determine areas of need and levels of students
- Purchase supplemental ELD materials as needed to support students
- Increase and/or improve academic support for ELs at the Emerging and Expanding levels to assist with reaching the “Standards Met” level on CAASPP needed for reclassification
- Review reclassification procedures and criteria to reflect the new ELPAC assessment for ELs and establish criteria for students dually identified as EL and SWD

**GOAL 3:**

Decrease chronic absenteeism and truancy by 2% annually, reduce suspension rates by 0.5% annually, and maintain expulsion rates at 0%.

**Student Groups:**

- All

**Proposed Actions:**

- Parent notification on the same day a student is absent or missing from class
- Implement attendance monitoring with a letter sent after missing 3 days of instruction or 3 tardies of more than 30 minutes
- Student Study Review Team (SART), District Attendance Review Team (DART) and School Attendance Review Team (SARB) meetings for students who continue to be habitually absent
- Maintain SARB Committee membership
- Positive reinforcement at each site for students attending school regularly on a monthly basis
- Continued and enhanced behavior and academic support for all students through a variety of programs
- Use of student information system (SIS) with academic, behavior, attendance and parent portal capabilities

**Actual Actions:**

- Parent notification on the same day a student is absent via Aeries messaging and/or calls from the Attendance Clerk

- Parent notification letters at 3, 6, 9, 12, 15 unexcused absences/tardies or 9, 12, 15, 18, 21 absences for any reason
- Systematization of districtwide attendance procedures holding SART, DART and referral to SARB meetings
- Membership in SCV SARB for grades K-8, and AV SARB for grades 9-12
- Positive reinforcement at each site for students attending school regularly
- Parent/Administrator meetings on a case by case basis for students with problem attendance, availability of counselors and school nurse as necessary to provide support for students missing school

**Expected measurable outcome:**

Decrease chronic absenteeism by 2% over prior year

Decrease truancy rate by 2% over prior year

Decrease habitual truancy rate by 2% over prior year

Decrease student suspension rates by 0.05%

Maintain student expulsion rates at 0%

Increase the Attendance Rate by 1% over prior year

**Actual measurable outcome (March 2016/17 compared to March 2017/18):**

<b>Attendance Issue Percentage Rates</b>	<b>2016/17 Actual</b>	<b>2017/18 Expected</b>	<b>2017/18 Actual</b>	<b>Measurable Outcome Met or Not Met</b>	<b>Dash-board</b>
Chronic Absenteeism	13.2%	11.2%	9.80%	Met	N/A
Truancy	23.58%	21.58%	22.75%	Not Met	N/A
Habitual Truancy	2.88%	2.38%	2.29%	Met	N/A
Student Suspension	1.64%	1.9%	2.56%	Not Met	
Student Expulsion	0%	0%	.18%	Not Met	N/A
Attendance Rate	94.32%	95.32%	95.69%	Met	N/A

**Proposed changes in actions, services, or expenditures for LCAP Annual Update 2018/19:**

- Continue implementation of changes made in 2017/18
- Implementation of systems to increase classroom attendance by building students' motivation (also will address Goal 7)

**GOAL 4:**

Involve parents and community members in decision making at the school and district levels. Provide connections between the community and schools to foster investment in education and provide meaningful transparent communication with all stakeholders. Ensure that parents, students and teachers feel that our schools are providing a safe positive environment for our students to learn by increasing "strongly agree/agree" responses 2% annually for any area below 90%.

**Student Groups:**

- All students
- English Learners
- Foster Youth/Homeless
- Socioeconomically Disadvantaged

**Proposed Actions:**

- Parent trainings and workshops
- Opportunities for parental feedback
- Provide learning opportunities for parents about English Learner programs and services, how to support student learning at home, community resources available to support the whole child, and college/career options and requirements for application
- Enhance parent school connection opportunities for families with a home language other than English through creation of a District Interpreter/Translator position and Google Translate on web pages and Blackboard messages

**Actual Actions:**

- Parent involvement opportunities provided through Back To School Night, Booster Club, PTO, ELAC, SSC, Chaperones for dances and field trips, class/school volunteers, Career Day, Enrichment classes, 8<sup>th</sup> and 5<sup>th</sup> Grade Road Shows, Board of Trustee meetings, Aeries Parent Portal
- LCAP 2017/18 Input Survey, to be done in end of March/ beginning of April
- Blackboard Connect
- Website revision and enhancements
- Google Translate button embedded on each web page
- Interpretations and translations are met through additional hours of existing staff and consultants

**Expected measurable outcome:**

The percentage of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 5 (“Our schools encourage active partnerships between school, family and community.”) will increase by 2%

The percentage of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 7 (“Our schools actively seek input before making important decisions.”) will increase by 2%

The percentage of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 9 (“Our schools have a supportive learning environment for students.”) will increase by 2%

The percentage of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 8 (“I feel safe at school.”) will increase by 2%

The percentage of students who Strongly Agree/Agree on LCAP Survey Item 9 (“I am happy with my school overall.”) will increase by 2%

**Actual measurable outcome (LCAP Survey to Be Completed March 26 – April 13, 2018):**

<b>Metric</b>	<b>2016/17 Actual</b>	<b>2017/18 Expected</b>	<b>2017/18 Actual</b>	<b>Measurable Outcome Met or Not Met</b>
Item 5	75%	77%	TBD	TBD
Item 7	46%	48%	TBD	TBD
Item 9	82%	84%	TBD	TBD
Item 8	75%	77%	TBD	TBD
Item 9	76%	78%	TBD	TBD

**Proposed changes in actions, services, or expenditures for LCAP Annual Update 2018/19:**

- TBD pending LCAP survey results and stakeholder input.

**GOAL 5:**

Ensure that secondary students are on-track to graduate from high school, are college and career ready and students experience academic progress and success in a broad course of study will increase 1% annually on key indicators of readiness.

**Student Groups:**

- High School – All student groups

**Proposed Actions:**

- Principal, School Counselors, and Dean will monitor and support school climate and student engagement to ensure graduation success
- College/Career/Scholarship information and visitations
- SST meetings with school, parent, student for at-risk students
- SART/DART meetings held for students with problem attendance issues
- Offer a credit recovery program
- Offer a Summer School program to though a charter school partnership
- Use a computer program (Naviance) to support student graduation tracking
- Scholarship for AP exam costs for low income students

**Actual Actions:**

- School Counselors (2 FTE) monitor and support students at the high school
- School Counselors at the secondary level collaborate and work with students to develop a “6-Year Plan”
- Naviance system implemented and used with students to support graduation tracking
- Meetings with school, parent, student
- Credit recovery program provided
- Summer School offered through a charter partnership
- SART, DART, and SARB procedures implemented to address problem attendance
- AP exam costs paid for low income students



**Expected measurable outcome:**

Increase the graduation rate by 1%

Increase the percentage of UC/CSU eligible students by 1%

Increase the percentage of EAP college “ready/conditionally ready” students by 1%



Increase the AP exam passage rate by 1%

Increase the student “proficiency” rate on the CAASPP in ELA and Math for all students, ELs, and students with disabilities (SWD) by 2%

Maintain the Middle School dropout rate at 0.0%

Reduce the High School dropout rate to 0.0%

**Actual measurable outcome (2015/16 – 2016/17, data available after July 1 annually):**

<b>Metric</b>	<b>2015/16 Actual</b>	<b>2016/17 Expected</b>	<b>2016-2017 Actual</b>	<b>Measurable Outcome Met or Not Met</b>	<b>Dash- board</b>
HS Graduation Rate	96.1%	97.1%	97.6%	Met	
UC/CSU Eligibility	27.2%	28.2%	33.33%	Met	N/A
EAP English “Ready”/ “Conditionally Ready”	50%	51%	53.77%	Met	N/A
EAP Math “Ready”/ “Conditionally Ready”	17%	18%	22.58%	Met	
AP Exam Passage 3+	47%	48%	34%	Not Met	N/A

**CAASPP ELA Percent - 11<sup>th</sup> Grade “Standard Met” or “Standard Exceeded”:**

<b>Student Group</b>	<b>2016 Actual</b>	<b>2017 Expected</b>	<b>2017 Actual</b>	<b>Measurable Outcome Met or Not Met</b>
All Students	50%	52%	53.77%	Met
SED	26%	28%	42.5%	Met
EL	N/A	N/A	N/A	N/A
RFEP	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
SWD	12%	14%	36.84%	Met

**CAASPP Math Percent – 11<sup>th</sup> Grade “Standard Met” or “Standard Exceeded”:**

<b>Student Group</b>	<b>2016 Actual</b>	<b>2017 Expected</b>	<b>2017 Actual</b>	<b>Measurable Outcome Met or Not Met</b>
All Students	17%	19%	22.58%	Met
SED	8%	10%	17.5%	Met
EL	N/A	N/A	N/A	N/A
RFEP	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
SWD	6%	8%	21.06%	Met

**Dropout Rates:**

	<b>2015/16 Actual</b>	<b>2016/17 Expected</b>	<b>2016/17 Actual</b>	<b>Measurable Outcome Met or Not Met</b>
Middle School	0.0%	0.0%	0.0%	Met
High School	1.0%	0.0%	.28%	Not Met

**Proposed changes in actions, services, or expenditures for LCAP Annual Update 2018/19:**

- No changes

**GOAL 6:**

Maintaining the appropriate assignment of teachers who are fully credentialed in the subject areas of the pupils they are teaching.

**Student Groups:**

- All

**Proposed Actions:**

Central Office staff will ensure that basic operations of the District are maintained and controlled through the management, oversight and provision of basic services.

**Actual Actions:**

The Superintendent, Assistant Superintendents, and support staff ensured the provision of basic services to all students.

**Expected measurable outcome:**

100% of teachers will be appropriately assigned and fully credentialed. requirements

**Actual measurable outcome (including teachers with approved waivers):**

	<b>2016/17 Actual</b>	<b>2017/18 Expected</b>	<b>2017/18 Actual</b>	<b>Measurable Outcome Met or Not Met</b>
Fully Credentialed and Appropriately Assigned	100%	100%	100%	Met

**Proposed changes in actions, services, or expenditures for LCAP Annual Update 2018/19:**

- No changes

**GOAL 7:**

The district will continue to provide a safe, secure, and drug-free learning environment for our students. Students' will have access to standards aligned material, and a safe, secure and aesthetically pleasing learning environment with 2% increases in stakeholder satisfaction annually for any area below 90%.

**Student Groups:**

- All

**Proposed Actions:**

- Provide security and supervision personnel, and educate students and staff regarding anti-bullying

- Designate funding for deferred maintenance
- Purchase Common Core State Standards (CCSS) aligned English Language textbooks
- Form a Textbook Adoption Committee to engage in the adoption process for textbooks for Science, History, and/or high school A-G courses, as data and student outcomes show is necessary and funding allows.
- Increase and enhance mental health support options at all sites and explore partnerships with community providers.

**Actual Actions:**

- Additional hours for safety supervision as needed at sites
- Facility projects to provide aesthetically pleasing, safe, and technologically current and to maintain Williams Act compliance were completed at all district campuses
- An adoption for Common Core State aligned English Language Arts textbooks was completed for grades TK-12.
- One (1) additional Counselor was hired, and Counselors at all sites provided anti-bullying, social skills training to students and continue to make connections with community providers.
- The “Historic Acton Campus” site is in the process of being modernized to alleviate overcrowding at Meadowlark School

**Expected measurable outcome:**

Maintain the percentage of facilities in good repair-at 100%

Maintain the percentage of students who have access to standards aligned instructional materials at 100%

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 8 (“Our school campuses are an inviting place to learn.”) will maintain.

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 12 (“Our school campuses are safe.”) will maintain.

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 11 (“Our schools have clean and well-maintained facilities and properties.”) will maintain.

Percent of parents, employees, and community members who Strongly Agree/Agree on LCAP Survey Item 9 (“Our schools have a supportive learning environment for students.”) will maintain.

Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 8 (“I feel safe at school.”) will increase 2%

Percent of students who Strongly Agree/Agree on LCAP Student Survey Item 9 (“I am happy with my school overall.”) will increase 2%

**Actual measurable outcome (LCAP Survey to Be Completed March – April 2018):**

<b>Metric</b>	<b>2016/17 Actual</b>	<b>2017/18 Expected</b>	<b>2017/18 Actual</b>	<b>Measurable Outcome Met or Not Met</b>
Facilities in Good Repair	100%	100%	100%	Met
Access to Inst. Materials	100%	100%	100%	Met
LCAP Survey Item 8	95%	95%	TBD	TBD
LCAP Survey Item 12	91%	91%	TBD	TBD
LCAP Survey Item 11	95%	95%	TBD	TBD
LCAP Survey Item 9	95%	95%	TBD	TBD
LCAP Survey Item 8	74%	76%	TBD	TBD
LCAP Survey 9	71%	73%	TBD	TBD

**Proposed changes in actions, services, or expenditures for LCAP Annual Update 2018/19:**

- Provide staff development annually for safety-related issues such as mandated reporting, suicide prevention, and bullying
- Evaluate hours of staffing at sites to supervise pick-up/drop-off to increase safety
- Increase and enhance mental health support options at all sites and explore partnerships with community providers
  - Implementation of systems to increase classroom attendance by building students' motivation (also will address Goal 3)
- Continue to provide funding for deferred maintenance projects to ensure schools are aesthetically pleasing, safe, and support academic, vocational and extracurricular programs