

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Alvord Unified School District

CDS Code:

33-66977-0000000

Link to the LCAP:

(optional)

<https://www.alvordschools.org/Page/2669>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Alvord Unified School District has a total enrollment of 17,681 students (2020-21) with an ethnically diverse student body of 3.8% African American, 0.23% American Indian, 3.72% Asian, 81.11% Hispanic/Latino, 0.52% Pacific Islander, 8.73% White, 1.5% two or more races, 0.25% Missing/Declined to state, and 0.14% Not Reported.

Our large population of high-need students includes 75.27% socio-economically disadvantaged, 24.91% English learners, 5.76% students with disabilities, 0.53% foster youth, and 3.55% homeless. Students are served by 14 elementary schools, 4 middle schools, 3 comprehensive high schools and 2 alternative high schools. These schools are guided by a Strategic Plan (adopted May 2014) that sets the foundation of our educational program. Our mission statement “All students will realize their unlimited potential” ensures that our learning environments empower individuals, engage students, inspire and transform lives, and provide a world-class education.

Our belief that excellence lies within each student is the catalyst for these Strategic Plan Strategies:

- Provide alternative educational pathways and provide for unique student needs
- Develop a comprehensive program that ensures quality and engaging instruction
- Effectively communicate with all stakeholders
- Develop the character of each student to build a unified community
- Develop and support exemplary staff provide a system of meaningful family engagement
- Challenge students to achieve excellence
- Collaborate with community partners for the benefit students and future of our community”

Alvord uses a Multi-Tiered System of Support (MTSS) as an organizational framework to align its system of initiatives, supports, and resources to address the needs of all students. It is a coherent continuum of evidence-based, system-wide practices of early intervention to meet student needs, with frequent data monitoring to inform decisions that increase student achievement and social-emotional well-being. Our district’s strategic plan, along with the MTSS Framework are embedded in the actions and services of our Local Control and Accountability Plan (LCAP). Annually, student outcome data is analyzed, as well as relevant stakeholder feedback gathered from survey results (parents, district staff, students, and community) to inform the revisions of current actions and services with the LCAP to more effectively meet the needs of our students, including unduplicated student groups. Additionally, AUSD utilizes federal funding sources to layer supports to close the achievement gap for our students most at-risk.

Title I (TI) funds are used to provide supplemental academic support, beyond that provided by state funds. Services are targeted for at risk students of not meeting academic standards in schools with high poverty rates. Key activities include, but are not limited to: grade level collaboration days to support for students meeting grade level standards; parent engagement to provide increased services for families; and supporting students identified as homeless by addressing the individual needs and providing supports at the site, transportation, and supplies.

Title II (TII) funds are used to develop and expand teacher, paraprofessional, and administrator capacity and to recruit and retain highly qualified AUSD staff by: recruiting and retaining highly qualified personnel and ensuring teachers are properly credentialed; participating in recruitment activities; providing new teachers with a mentor closely aligned in subject matter and grade level expertise; and increasing capacity of instructional support staff and site staff training opportunities for support staff teachers.

Title III (TIII) funds are layered on top of state, Title I, and Title II funds to provide supplemental support for English Learners and Immigrant students. Key activities funded by TIII funds include: Bilingual Instructional Assistants to provide primary language support to students for accessing instruction and core content; and a community worker as a liaison to encourage and increase parent involvement with school programs and connectedness, as well as actively seek resources beneficial to English learners and immigrant students and families.

Title IV (TIV) funds are utilized to focus on supporting the development of engaging learning environments that promote well-rounded education, safe and healthy students, and improved personalized learning through the increased access to and use of technology. Key TIV activities include: increasing student connectedness and abilities to positively resolve conflicts in a proactive manner; professional learning for teachers on best instructional strategies to use when teaching for conceptual understanding of targeted math domains; and ensure learning of 21st century skills in a digital world-professional development, and district-wide technology standards for students and teachers.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

AUSD uses a collaborative team of educational and fiscal personnel to align the use of federal funds with state and local funded activities. This team utilizes a continuous school improvement cycle (plan, implement, evaluate, improve) to monitor progress and evaluate effectiveness by analyzing student outcomes on state and local district data. Determining root causes to improve academic learning of individuals and student groups is key to designing a course of action that ensures student success and is evidence-based. During the process, the team reviews feedback and recommendations from sites, staff, committees for MTSS and Title IV, and the LCAP stakeholder process. Once a course of action is identified, the collaborative team reviews actions to determine which actions supplement the core educational program and Local Control Accountability Plan (LCAP)/Learning Continuity and Attendance Plan (LCP) and use federal funding on appropriate supplemental services for targeted student groups. Cabinet approves the final actions and funding decisions upon recommendation from the collaborative team. These funded actions and services are documented in the District's LCAP/LCP and Federal Addendum.

Federal funds are focused on providing additional support to students who are failing or at-risk of failing as well as to support school efforts to provide equitable access to education for socio-economically disadvantaged students, English Learners, foster youth and homeless students. LCFF supplemental and concentration grant funding provides equitable access to education for students from poverty, English learners, and foster youth. Careful planning ensures activities are not duplicative.

Planning at both the district and site levels further ensures duplication of activities does not happen. LCAP/LCP actions and services are shared with the sites. Additionally, sites receive state and federal funds for unduplicated student groups and low socioeconomic students. Each site receives training and ongoing support to complete a School Plan for Student Achievement (SPSA) that is based upon site level and student group needs identified through data analysis. Analysis of the actions and services in the SPSAs plans are utilized to monitor alignment to LCAP goals. The plans are evaluated and revised annually with stakeholder input. As sites implement their plans, they monitor the effectiveness of their actions and adjust plans to meet the identified needs of students based on data analysis. In addition, throughout the year, Business Services, the Fiscal Department, and Educational Services provide budget training, fiscal monitoring, and action alignment to support sites in their appropriate allocation of funding to support and implement their actions within their plans.

Similarly, Alvord aligns all received federal funds for coherence. Title III funds are used as an additional layer of support for English Learners above state funds for unduplicated students and Title I funds. When allocating Title III funds, the Educational Services Department reviews formative and summative data on English Learners' academic progress to evaluate the effectiveness of Title III actions and services. Title II funds actions and services are monitored and evaluated to inform the professional development opportunities needed to support increased quality teaching and learning. The Human Resources Department in collaboration with the Educational Services Department ensure alignment within the federal funds and with the LCAP. Finally, Alvord relies on the Riverside County Office of Education to provide guidance on strategies and systems to use when aligning federal funded activities with state and local funded initiatives.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Participation and engagement equals attendance. In the current landscape (as of December 2020), this means students are virtually engaged through participating in live teaching sessions and/or turning in assignments. Instructional minutes are aligned to the requirements of SB 98 to include both synchronous and asynchronous pupil participation. Teachers take attendance daily (elementary) and by period (secondary) via the district adopted Student Information System. Daily, site administration and staff review the engagement patterns to identify students absent and verify their attendance. All attempts will be made to reach the families not engaging in the learning to identify supports needed for student(s) to access the live interaction. Students habitually not participating in learning interactions are considered absent and will be supported via the Attendance MTSS Plan and SART/SARB processes (see LCP).

The Alvord Unified School District Student Services office provides training to sites to bolster their School Attendance Review Team (SART) processes. This includes, but is not limited to, establishing connections with families and providing numerous site based interventions prior to sending a family through the School Attendance Review Board process. Alvord Unified School District is focused on a continuous school improvement framework focused on identifying student needs and the

actions, services, and programs that will address those needs to increase student achievement of our low performing students. To support this focus, we may utilize Title I and/or Low Performing Student Block Grant funding with a goal in providing specific tutoring and support in the area of Language Arts and Mathematics to our most at-risk population.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alvord Unified School District (AUSD) believes that all students should be provided an equitable education taught by qualified teachers. To ensure the implementation of this belief and to meet the guidelines established under the Every Student Succeeds Act, AUSD's human resources department identifies and closely monitors the placement of ineffective, inexperienced and out-of-field teachers by using internal controls. However, if it does occur, Human Resources attempts to place ineffective, inexperienced, and out of field teachers in schools across the district so that disparities for low income and minority students do not arise. Human resources then notifies Student Information Systems who reviews and verifies teacher status through data comparison. Once verified, teacher status is input into the CALPADS system and tracking of teacher status begins.

Currently, Alvord employs zero ineffective teachers. Inexperienced teachers are placed across district schools. No disparities between low income and minority students compared to other students is experienced on the secondary level, but almost half the elementary schools have a higher percentage of inexperienced teachers than the district elementary average which results in a disparity for low income and minority students at these sites.

To address disparities, the LCAP includes actions for supporting new teachers during their first two years of teaching by assigning mentors aligned to the inexperienced teacher's content area or grade level. These mentor teachers offer new teachers assistance with earning teaching credentials and provide support with engaging instruction. In addition, schools have instructional coaches to support professional learning of academic standards, lesson planning, classroom management, and instructional strategies.

Alvord works with many stakeholders to ensure all students have equitable access to experienced, fully credentialed teachers who are properly assigned. Parent advisory groups, human resources, the teacher association, the Superintendent's cabinet and the District level supports all play a role in reviewing topics such as staffing, teacher placement, and professional development to ensure students have access to highly qualified teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

AUSD has one identified Comprehensive School Improvement (CSI) high school, two middle school and one elementary identified Additional Targeted Support and Improvement (ATSI) schools. Leadership Teams from these schools participate in professional learning to build their capacity to use a continuous improvement framework to conduct a needs assessment, identify root causes, and develop an implementation plan to address students' needs. During the process, parents and family members were engaged and provided input through parent advisory groups (School Site Councils and English Learner Advisory Committees) and parent events (principal coffees, Open House). In the next school year, sites will continue to work collaboratively with parent groups in monitoring, evaluating plans' effectiveness; informing and soliciting feedback. AUSD did not offer the option of school choice at the comprehensive school improvement site.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alvord Unified School District (AUSD) implements an effective parent and family engagement program that includes district and site level components. AUSD distributes the district's written parent and family engagement policy in the enrollment packet's Parent Guide and works jointly with parent advisory groups to review and update the policy. These groups advise on how to improve services for parents and increase parent connectedness to the educational system. Additional parent feedback is gathered from the LCAP survey. The updated policy is shared with and agreed on by the district's parent advisory groups.

School sites follow a similar process when annually reviewing, updating and evaluating the site's parent involvement policies. English Learner Advisory Committees (ELAC) and School Site Councils (SSC) review LCAP and California Healthy Kids survey data to determine parent/family needs. Parents have an opportunity to provide feedback during Title I annual meetings. Information gathered is used by Leadership Teams and SSCs to revise the policy. Updated policies are agreed on by ELAC and SSC groups. The policy is distributed throughout the year as it is included in the school's welcoming packet.

AUSD trained Title I schools on the Action Teams for Partnership (ATP) framework five years ago. ATPs include parents and staff who identify and plan to address parent's needs. 20 ATP teams plan events, academic workshops, and family activity nights that support understanding academic standards, state assessments, report cards, working with teachers to improve academic learning, and parenting skills. All parent involvement is included in school plans. Sites provide materials (newsletters, websites) and training to help parents work with children to improve academic achievement. Site training addresses the specific needs requested by parents as well as parenting skills. Title I annual meetings are held and school compacts are explained during parent-teacher conferences and Back-to-School nights. The Family Engagement Office offers a variety of workshops to include technology training that addresses how a parent can best support distance learning and cyber security. The workshops also address social/emotional/mental health well being, academic support systems and resources. The Family Engagement office ensures that resources and workshops are diverse to encourage participation from all of our parents that make up AUSD.

The various district departments and the Family Engagement Office works with ATP facilitators, parent engagement facilitators, principals, school counselors, paraprofessionals on the value of family involvement, how to communicate and work with families, and implementing programs that build school to family connectedness while creating a welcoming school environment. These staff members return to sites and train teachers/other staff. Site academic coaches provide teacher training on issues such as effective parent-teacher conferences.

To ensure parents have an opportunity to engage and be informed regarding school and district activities and events all communication is provided in English and Spanish. If another language is requested, resources are found to provide access. AUSD maintains staff to translate documents and provide primary language translation at meetings. School offices have bilingual classified staff to help with registration, parent teacher conferences, and other situations. To encourage informed participation of parents with disabilities, AUSD and all campuses are ADA accessible and every effort to communicate in a format these parents understand is made.

Title I schools and the district, as feasible and appropriate as possible, coordinate and integrate family involvement with other Federal, State, and local programs to encourage and support families in more full engagement and participation in schools. The Family Engagement Office's programs/services are a collaboration between federal and state programs and community partnerships.

To provide for reasonable support of family requested activities, families provide input through site and LCAP surveys. When requests match student needs, activities are added to family involvement schedules. Families may visit and access attendance and academic records by logging into the parent portal for the student information system.

The District aligns Title I funded parent involvement with the LCAP stakeholder engagement process. Parent advisory committees and the community LCAP survey allow parents to provide feedback and input for use when refining and evaluating the Title I parent involvement plan and family engagement policy.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Title I school wide programs are operated at 18 schools and receive Title funding on a per student basis and the allocation is based on the number of students enrolled in free and reduced lunch at qualified sites. To develop, implement, monitor, and evaluate the Title I services at each site, School Site Councils (SSC) collaborate with site leadership teams to annually complete this continuous improvement cycle. A yearly needs assessment includes the review of state data, local measurements, and stakeholder feedback (including ELAC) to identify student needs, formulate goals to meet the needs, and determine metrics to measure progress in meeting the goals for the upcoming school year. During this needs assessment, decisions are made to stop, continue, adjust or add actions. The goals, metrics, and budgeted actions are documented in the School Plan. The various district departments supports sites in developing their school plans. In addition, all school plans are aligned with the District's LCAP and strategic plan. After SSCs approve the site developed school plan as does the Alvord Board of Education. Once adopted, periodic monitoring of progress begins and the improvement cycle continues.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Services are site-based in order to tailor the plan to meet the needs of students and families at each site. Plans include the implementation of specific instructional strategies, interventions for students at risk of not meeting standards, parent involvement activities, professional development targeted at working with at promise students, and differentiated curriculum to enrich/accelerate student learning when appropriate. Some commonalities in plans include teacher/paraprofessional collaboration time to monitor student progress to inform instruction, after school tutoring to close the achievement gap for identified at promise students in core curriculum subjects, instructional coaches to model lessons and provide professional development, parent involvement workshops to build capacity to be involved in academic learning and the school system, college readiness programs such as AVID, specific support of English learners with English language proficiency and academic achievement. District centralized services assigned to sites include bilingual assistant support for beginning level English learners and Elementary Literacy Teachers to provide supplemental academic intervention in reading skills to students most in need.

Alvord, site administrators, and teachers continually strive to provide an academic learning environment focused on best first instruction that is engaging, well planned and differentiated for scaffolding or accelerating learning of content and skills when appropriate. Title I services at sites supplement the provided core curriculum content.

Does not apply - Programs for neglected or delinquent children

Eight secondary schools (3 middle, 3 comprehensive high and 2 alternative high) operate targeted assistance school programs (TAS) designed to provide supplemental services to eligible students identified as failing or at-risk of failing to meet academic content standards. At the beginning of each school year, each site works with its Leadership Team to select academic achievement measures to use with all students within a grade level to determine eligibility. These site selected measurements are used in conjunction with the District selected measurement of the CAASPP summative assessment. After analyzing the needs and root causes of students eligible for TAS, the school staff and parent advisory groups plan actions and services to meet the academic needs of the identified students. These identified actions and services coordinate with and supplement the regular education program. During this same planning process, the school's Action Team for Partnership (at ATP sites), English Learner Advisory Committee, school staff, and School Site Councils establish types of parent workshops and identify strategies to encourage parent involvement. In addition, paraprofessionals, teachers and support staff provide information regarding their professional learning needs. After considering all needs, a professional development plan is developed. All student based actions/services, professional development activities, and parent engagement events are documented in the School Plan for Student Achievement, which is approved by the School Site Council and Alvord's Board of Education.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in

coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Student Services Director is designated as the LEA Homeless Liaison and is responsible for ensuring compliance and coordination of services for homeless children and youth. Student services provides training for schools to directly support the identified needs of its homeless students using site based counselors. Alvord provides homeless students with services aimed at keeping students enrolled and attending school while ensuring their academic success. Services provided include transportation (gas cards and bus passes), counseling for emotional and academic support, and necessary household/school items to support full participation in academic and social school activities (clothing, hygiene, school supplies, backpacks, food) and technology needed to fully support distant learning or web based instruction. In addition, schools intervene with services to reduce absenteeism (credit recovery options) and offer after school programs at elementary and middle schools. Homeless youth are also provided assistance in the college admissions and registration process. All of our secondary homeless are invited and participate in any and all college tours and in the district wide dual enrollment programs with Riverside City College (RCC) and Norco College. AUSD has established a partnership with RCC to provide a direct pipeline for our McKinney Vento students into RCC. RCC provides a designated outreach counselor for our identified McKinney Vento students and RCC services include one-on-one admission counseling, financial aid counseling and application completion, and this upcoming school year RCC will be piloting a dual enrollment program for our McKinney Vento students that will further support high school/college transition and advancement. AUSD also works collaboratively with the Riverside County Office of Education (RCOE) to provide additional academic and social emotional support for our homeless youth using the resources and support offered through RCOE.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Preschool to elementary school: Elementary schools design transition programs for incoming kindergartners based on parent and student needs. Kindergarten teachers lead workshops during which parents and students are introduced to school expectations and the school setting. In addition, participants receive a “back-to-school” box filled with school supplies and summer activities to prepare the incoming students for kindergarten. AUSD works closely with Riverside County Office of Education in exploring additional options of pre-school to the community.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alvord's schools provide transitional programs to promote effective transitions for students and families into different school settings.

Elementary to middle school: Elementary schools collaborate with middle schools to introduce incoming sixth graders to the middle school campus. With the intent of alleviating fears of entering middle school, these study trips include campus tours and introduction to school events and activities. Other transition support involves middle school staff reviewing assessment data to ensure proper placement of students in courses. Receiving middle schools provide a student and parent orientation for incoming 6th grade families to address and answer any questions or concerns that may arise.

Middle to high school: High schools work with feeder middle schools to provide an opportunity for incoming freshmen to tour the campus and receive information about high school sports, clubs and activities. Middle and high school counselors collaborate to register the incoming 9th graders into appropriate classes for the next school year. At some high schools, freshmen students are assigned a "Link Crew" mentor during a freshman orientation day. This mentor keeps in contact with the freshmen throughout the academic year to offer encouragement and emotional support. Receiving high schools provide a student and parent orientation for incoming 9th grade families to address and answer any questions or concerns that may arise.

High school to post-secondary education and/or career: High school counselors meet individually with students to guide them through the UC A-G course completion and advise them on opportunities that await them in the future. Parent nights held annually address topics such as FAFSA completion, preparing for and applying to colleges, and graduation and college admission requirements. All high schools offer the AVID program which provides students with the skills and strategies they will need for college success. Other courses that promote transitioning include Advanced Placement courses, the International Baccalaureate program, the Puente Project, career technical education pathways, and dual enrollment with Riverside City and Norco colleges.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Does not apply -- AUSD addresses and supports the GATE and school library programs through different funding sources and the LCAP.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (District does not participate in Title I, Part D)

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AUSD implements a multi-faceted professional growth system that provides opportunities for improvement while building the capacity of teachers:

Alvord's system of professional growth and improvement for teachers begins with the induction process to clear credentials and includes specific learning opportunities at the site and district level throughout their careers. Mentor teachers are assigned to inexperienced teachers based on subject or grade level competence. These mentors support the new teacher through the induction process of clearing the teaching credential. Support is provided to veteran teachers on an individualized basis, according to specified need. Teachers wishing to advance into other opportunities often complete field work hours within the organization. Many members of Alvord's management team have advanced from the district's teacher group.

Alvord's system of professional growth and improvement for administrators begins with serving in leadership roles on site, in the role of teacher, coach or assistant principal. Under the tutelage of the seated principal, the aspiring leader is afforded opportunities to engage in limited scope administrative work. Once appointed to the role of administrator, professional learning opportunities are provided by the district, the county office and other professional vendors.

Alvord's system of professional growth and improvement for other school leaders begins with conducting a needs assessment to see what the specific professional development needs arise. Site and district leaders review the needs and create plans to address the needs. Some opportunities are provided on site, by AUSD experts; others are provided by partner vendors.

Different types of data guides professional learning priorities. Types of data include formative and summative assessment data from an overall to granular level, reclassification data, discipline and attendance data, California Schools Dashboard State and Local Indicators, perception data and classroom walkthroughs. Alvord continues the work within a Multi-Tiered Systems of Support structure, which informs district-wide and school-site work.

Alvord's professional learning system addresses outcomes for all students by analyzing the needs of all students, by name and by need, and by strengthening practices to ensure achievement and opportunity across all student groups. Resource allocations are aligned with priority needs.

Alvord's professional learning system uses evidence based approaches to acquire and implement practices such as Early Numeracy, GEAR-UP, and the ELA/ELD Framework to improve student achievement. When considering an approach, Alvord first verifies that it has been vetted through the requirements of the California Department of Education. To improve practices, baseline data is compared to formative and summative assessment data to determine the efficacy of the strategies.

Alvord's professional learning system facilitates the development of a shared purpose by including employee voice. Especially considering the 2020-2021 school year, Alvord USD has addressed professional development focused on the needs of teaching and learning in a virtual/hybrid setting. Teachers and staff have had opportunities to share their most common needs and those have been addressed in the 2020-2021 professional development plan. In addition, teachers and staff are provided multiple hours in a week to collaborate and learn from one another within their work day.

Dedicated resources for professional learning include a weekly early release day, site Instructional Coaches at most sites, district level Instructional Specialists for Special Education, and administration with specific skill sets to provide effective training.

Alvord's professional learning system is formalized into a collaborative system of educators learning and support that connects district and school priorities and needs with state and federal requirements and resources in the coming school year.

To evaluate its systems of professional growth and improvement and make adjustments to ensure continuous improvement within these systems, Alvord analyzes data at multiple levels of the organization. Formative and summative data inform areas of need and confirm areas of growth. The professional development plan is then designed to address areas of need. Stakeholder input is also taken into account when developing workshops and is used to ensure a collaborative working and professional growth environment for teachers and staff.

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funds supplement the District's professional development plan with priority given to inexperienced teachers and CSI, TSI and ATSI identified schools. These priorities were determined by Cabinet when working within the current fiscal constraints and reviewing evidence that the identified schools performance levels on the academic and chronic absenteeism indicators were areas in need of additional support.

Title II, Part A access is determined by fiscal services. Requests are submitted by departments and school sites. Requests are granted or denied access to funding based on availability and meeting the priority needs as determined by Cabinet. In the case of a large initiative or project an advance Cabinet discussion is held.

Alvord district staff provides guidance to its CSI and ATSI schools with developing a plan to address the student needs that qualify the school for being identified. Schools include specific actions in their school plans and use site allocated Title I and LCFF supplemental and concentration funds to support services. To supplement site funded initiatives, the schools can request Title II funding to allow for additional professional development to meet the needs of targeted student groups.

The districts Educational Services division has recently undergone a reorganization of personnel and responsibilities. This reorganization allow the district to develop and implement organized consultation with teachers, principals, paraprofessionals, support personnel, parents and community partners regarding professional development priorities. Current consultation revolves around evidence gathered during the LCAP community survey, staff voice, and stakeholder input. In addition, the new educational services team is charged with formalizing the implementation and evaluating of all professional development activities, including Title II funded professional learning.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alvord relies on information gathered from the LCAP community survey, information provided at manager meetings, and guidance provided by the district's MTSS Committee to update and improve activities supported under Title II. Cabinet reviews the perceptual evidence and MTSS recommendations to update and improve activities.

Alvord coordinates its Title II activities with Title I and LCAP funded plans. Current types of funded activities include GEAR-UP professional learning, Saturday Advance Placement training at UCR, professional development for all staff, and attendance at summer AVID institutes.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AUSD students have consistently met and exceeded language development targets on the California English Language Development Test (CELDT). To continue and increase positive student outcomes on the ELPAC, school site instructional staff will receive follow-up professional development on the implementation of integrated and designated English Language Development (ELD). Additional professional development will address increasing awareness with school leaders, teachers, parents and students on the skills needed for success on the ELPAC including ELD progress monitoring. Professional development in English Language Arts and Math for teachers, paraprofessionals and school leaders, designed to improve the instruction and assessment of English Learners, will address: a systematic approach to EL education guided by the EL Roadmap; designated and integrated ELD; instructional strategies that promote literacy and numeracy for EL students; instructional strategies that promote full and meaningful access to grade level rigorous content such as Specially Designed Academic Instruction in English (SDAIE); instructional strategies and practices that support EL students with special needs; and instructional strategies and practices that promote meaningful participation of ELs in twenty-first century education including college and career readiness.

Professional development provided to teachers and administrators is designed and/or selected with a clear focus on curricula implementation including assessment practices and instructional strategies that are proven to be effective for English learners. Specifically, professional learning opportunities are centered around research in English learner education such as the English Learner Roadmap, Specially Designed Academic Instruction in English (SDAIE) and second language acquisition theory.

Teachers of English learners will be provided follow-up professional development, collaboration and planning time. Collaboration time will include opportunities to refine and explore EL student data analysis, response to intervention and use of curricular materials and programs such as Wonders/Maravillas, StudySync, Rosetta Stone for ELD, English 3D for academic discourse and Imagine Learning en Español for dual language immersion support.

Professional learning provided to instructional coaches, EL facilitators, administrators, and teachers is integrated into planned professional learning opportunities such as release days and grade/department level collaboration.

The professional learning loop allows for systematic and consistent learning opportunities and implementation of best practices reinforced by review of practices, implementation, and outcomes.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AUSD has implemented the following supplemental activities to provide enhanced instructional opportunities for immigrant children and youth: community outreach and educational materials, supplies and technology (ex. iPads with Google Translate, Duolingo and Rosetta Stone Licenses) assigned to immigrant children and youth to support language development and access to core content. Support and guidance are provided to personnel, including teachers, counselors and paraprofessionals, who provide services to immigrant children and youth; meaningfully consultation regarding immigrant children and youth through the community liaison; ongoing collaboration with the community liaison (ex. EL Office Community Liaison works with each site's point of contact (POC) for immigrant students to ensure eligible students access to iPads and Rosetta Stone licenses for supplemental English language development support and access to core content.

Use of Title III Immigrant funds is brought forth at DELAC meetings for review and consultation. DELAC members report this information at their next ELAC meetings.

A staff member is assigned to follow up with immigrant youth and their families as well as designated point of contacts at each site for coordinated and consistent support.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The following is a description of the allowable EL activities funded out of Title III:

Provide primary language support to EL students with emerging English proficiency - Bilingual Instructional Assistants (BIAs) will be utilized to ensure students have access to instruction, core content, and academic standards:

- strong academic language skills in a student's home language supports the acquisition of academic language in English
- through the use of primary language at the beginning phase of second language acquisition, EL students have immediate access

to core content; subsequently EL students engage in learning critical concepts and skills across subject areas while developing

English language fluency

AUSD's language acquisition programs for English learners provide designated and integrated English language development and instruction in English designed with ELs in mind. Teachers use Specially Designed Academic Instruction in English (SDAIE) to provide access to core content while students are progressing toward English proficiency. However, SDAIE strategies are most effective with students at a minimum of intermediate language fluency. To ensure EL students at the emerging level of language fluency receive supplemental and targeted support, Bilingual Assistants use their bilingual skills to provide access to core instruction and content. With primary language support at the beginning phase of second language acquisition, EL students have immediate access to core content; subsequently EL students engage in learning critical concepts and skills across subject areas while developing English language fluency.

Stakeholder Engagement

Use of Title III LEP funds is an agenda item at DELAC meetings for review and consultation. Purpose, research and data is presented to DELAC members. DELAC members report this information at their next ELAC meetings.

We have not provided electronic surveys regarding the use of Title III LEP funds. However, it is something we can consider for future stakeholder engagement/input.

DELAC member input is submitted to the Assistant Superintendent of Educational Services, included in the DELAC minutes and reviewed with DELAC members at subsequent meetings.

The majority of DELAC members indicate agreement with the use of Title III funds. Many DELAC members express that through their own similar experiences and needs they can see the value of providing primary language support to students who are at the emerging levels of language proficiency. Additional comments/input indicate an interest in using Title III funds for supplemental reading and math programs.

Metrics

Level 4 - 18.62%, Level 3 - 39.61%, Level 2 - 29.44%, Level 1 - 12.32%

2019-2020* EL student language assessment (ELPAC) outcomes:

Level 4 - 14.04%, Level 3 - 40.54%, Level 2 - 30.76%, Level 1 - 14.66%

*In 2019-2020, due to school closures, approximately 43% of our English Learner population were administered the ELPAC.

Historically, AUSD's EL language assessment data indicates EL students make appropriate language development progress from emerging (Level 1) to expanding (Level 2-3). Additionally, academic data, grades, local and state academic assessments demonstrate a similar positive academic progress for ELs at the beginning stages of English proficiency.

No matched case quantitative data is obtained to determine if primary language support, which is funded out of Title III LEP, is directly correlated to the success of emerging level 1's progress to levels 2-3. Nevertheless, observational and qualitative data indicate that primary language support allows ELs new to the English language to access classroom instruction and core content, positively impacts student's socio-emotional well-being and school connectedness, and supports language development.

DELAC and ELAC member input indicates that primary language support from a Bilingual Assistant is instrumental in their child's success in reading and math. Additionally, teacher input corroborates that emerging ELs exhibit progress in the content/instruction in which students receive primary language support.

Currently, teachers use built in ELD assessments within their curricular resources, i.e. Wonders (E) and Study Sync (S). In Addition, the use of the newly implemented iReady Assessment platform in ELA and Math will provide more frequent data collection and analysis.

AUSD EL Department is considering working with a data management system like Ellevation to generate a matched case quantitative study to better determine if primary language support is directly correlated to the success of emerging (level 1s and 2s) English learners.

Primary language support is a critical supplemental support in our language acquisition program. Therefore, Bilingual Assistants provide direct primary language instructional support to English learners at the emerging phase of English language acquisition. Additionally, BIAs might support struggling English learners at the expanding and bridging language levels including LTELs, provide primary language services for outreach to ELs, as well as to parents of ELs. ELPAC summative scores are used to examine the activities being funded out of Title III funds as are student grades in core subjects. Additionally, the use of the newly implemented iReady in ELA and Math will provide more frequent data collection and analysis.

Students, parents, and teachers attribute progress in the content/instruction in which students receive primary language support.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure English proficiency and academic achievement for English learners AUSD will support schools in: providing coaching and support to ensure consistent implementation of designated and integrated ELD; monitoring the consistent implementation of designated and integrated ELD; reviewing master schedules to ensure all EL students receive Language Arts and English Language Development; providing guidance and support to increase reclassification rates and decrease long-term English learner percentages; identifying supplemental instructional materials to support high quality language instruction; purchasing identified supplemental materials and supplies to support language instruction; providing teachers of English learners with opportunities to receive follow-up professional development, collaboration and planning time including EL student data analysis and response to intervention; providing extended learning opportunities through the district Expanded Learning (after-school program) for EL students to support language development and access to core content; providing data chats for ELs to inform them of their progress toward reclassification; and providing consultation with parents of At-Risk and Long-Term English Learner (LTELs) to inform them of LTEL student status and support plan.

AUSD promotes flexible consultation with stakeholders outside of the regular school hours utilizing a variety of collaboration opportunities and communication tools. The English Learner Advisory Committee (ELAC) offers suggestions on the site's plan for English learner education including recommendations for improvement, monitoring plan implementation, and evaluating the plan's effectiveness. Specifically, EL language assessment data is presented to ELAC members for their review and input.

EL achievement data is presented to the English Learner Advisory Committee (ELAC) members for their review and input. ELAC members offer suggestions and recommendations for improvement based on an analysis of outcome data. These recommendations in the form of a needs assessment are presented to School Site Council members for review and consideration.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Two years ago, Alvord created a Title IV Advisory Group comprised of site administrators, counselors, teachers, district managers representing English learners, special education, instructional technology, educational services, assessment and student information systems, and a program specialist to develop its Title IV application. The group, facilitated by the then State & Federal Programs Director, organized members into three teams: well rounded education, technology and health & wellness. These teams used perception data from parents and the community and consulted with experts and community partners when developing its Title IV application.

During the planning stages, the Title IV teams reviewed several objective data sources to identify student needs within their assigned area. Data sources included state and local assessments, survey results, demographic information, discipline data, and California Schools Dashboard Indicators. For example, the health and wellness team consulted school climate surveys, the National School Health Index assessments, and participated in focused discussions with district and site administration, counselors, district physical education lead team, district wellness committee, parents and community leaders to inform the wellness initiative. In addition, all three teams adopted objectives in their focus areas that were aligned to the District's LCAP goals. Team actions and services were then created to meet the objectives and supplement the core academic program as well as services outlined in the LCAP.

Title IV funding supports a well-rounded education for Alvord's students through a focus on supplementing effective and engaging cognitively guided instructional practices in the area of mathematics through partnership with the Silicon Valley Mathematics Initiative (SVMI) and Riverside County Office of Education (RCOE). Teachers at all grade levels will engage in ongoing professional development to enhance mathematics instruction, high performance expectations, and an emphasis on critical thinking that spans all curricular areas. The plan for professional development will be phased in over three years and CAASPP assessment results will determine the math standards to which the training will be focused.

AUSD will integrate Social Emotional Learning (SEL) as a major component into its wellness initiative and provide support to teachers, counselors and staff to fully integrate SEL into curriculum and instruction, student support, and after-school programming. Through the use of the Second Step Bullying Prevention curriculum, Play Works Recess Reboot, and partnering with local community organizations that provide mental health, social-emotional and behavioral support, AUSD schools will support the success and well-being of students both academically and socially.

Through careful alignment with the AUSD LCAP/LCP, access to student devices will be increased through the replacement of outdated devices and the purchase of additional devices, including upgraded infrastructure of bandwidth to support the increase in daily student use. An ongoing formative evaluation will track implementation progress and provide for recommendations for further project development. It will monitor the adoption and fidelity of project strategies. A summative evaluation will determine the degree to which project objectives have been met. Objective performance measures (entailing quantitative and qualitative data) established for each intended outcome will be used to monitor the attainment objectives and progress of students. Outcome measures will be collected using project-aligned instruments, existing research-based assessments, and appropriate methods.

Through the appropriate allocation of Title IV funds, students will be provided a well-rounded education with a focus on early numeracy; have access to social emotional resources which support their overall academic achievement; and incorporate additional technology to support teaching and learning in the 21st century. Through this collaborative approach, the overall objective of Title IV federal funds is to provide a high quality education to all students of Alvord Unified School District.