Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alvord Unified School District	Allan Mucerino, Ed.D. Superintendent	superintendent@alvordschools.org (951)509-5000

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

The Alvord Unified School District Local Control Accountability Plan (LCAP) has been a collaborative effort supported by multiple stakeholders within the Alvord community. Through conversations regarding local assessment data, state assessment data, needs of individual groups, family engagement, and actions aligned to the services we want to offer, this LCAP reflects how we will continue to provide an exemplar learning experience for all students, our commitment towards the Alvord community with strong relationships with the families, and the success of realizing the unlimited potential of all.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

LOCAL INDICATORS:

Alvord Unified "Met Standard" in ALL local indicator areas including: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to Broad Course of Study. The specifics of each metric are found in Goal #1.

ENGLISH LANGUAGE ARTS (ELA) ACADEMIC STATE STANDARDS INDICATOR:

Alvord students made progress in ELA by increasing by 4.9 points with a status change from ORANGE to YELLOW (Spring 2018-2019).

Student groups with point increases in ELA include the following: Students with Disabilities +11 points, African American +12.4 points, English Learners +5.7 points, Hispanic +4.7 points, Homeless +5.7 points, Socioeconomically Disadvantaged +4.8 points, Two or More Races +14.2 points, Asian +6.6 points, and Filipino +20.5 points

There are no student groups with a RED status in English Language Arts.

The first and second iReady Diagnostic administered in Alvord Unified was given remotely and students took this assessment at home in a synchronous manner with the classroom teacher monitoring.

DISTRICT WIDE IREADY DIAGNOSTIC #1 READING RESULTS (K-12):

27% of students scored at or above grade level in Overall Reading

30% of students scored slightly below grade level in Overall Reading

43% of students scored well below grade level in Overall Reading

DISTRICT WIDE IREADY DIAGNOSTIC #2 READING RESULTS (K-12)

30% of students scored at or above grade level in Overall Reading

27% of students scored slightly below grade level in Overall Reading

43% of students scored well below grade level in Overall Reading

This local iReady data indicates that in Reading, our students had an overall 3% gain in the at/above grade level category between Fall 2020 and Winter 2021. Due to the fact this was a new diagnostic assessment and students were administered this assessment, during distance learning, Alvord is proud of their successful gain and look forward to continued improvements as our local district assessment to determine the areas of strengths and areas for improvement with our students. This will guide our instruction, programs, interventions, and increased/improved services.

MATHEMATICS ACADEMIC STATE INDICATOR:

Student groups with point increases in Math: Homeless +9 points, Students with Disabilities +4.5 points, African American +7.8 points, Foster Youth +5 points, Asian +10.9 points, Two or More Races +9.6, Filipino +19.2 points, and American Indian +9.5 points

There are no student groups with a RED status in Math

In 20-21, Alvord students in grades K-8 took the iReady Math Diagnostic Assessment in fall 2020 and winter 2021. The assessment was given remotely as our schools remained closed.

DISTRICT WIDE IREADY DIAGNOSTIC #1 MATH RESULTS (K-8):

18% of students scored at or above grade level in Overall Math

44% of students scored slightly below grade level in Overall Math

38% of students scored well below grade level in Overall Math

DISTRICT WIDE IREADY DIAGNOSTIC #2 MATH RESULTS (K-8):

23% of students scored at or above grade level in Overall Math

42% of students scored slightly below grade level in Overall Math

35% of students scored well below grade level in Overall Math

DISTRICT WIDE MATHEMATICS DIAGNOSTIC TESTING PROJECT (MDTP) MATH ASSESSMENTS FOR GRADES 9 - 12:

Our High school students took the MDTP assessment in fall 2020 and winter 2021. The MDTP is a math readiness assessment that measures a student's skills and abilities that are prerequisite for the math course they are enrolled in or will be taking next.

In fall, high school students took the readiness assessment for the class in which they were enrolled.

In winter, high school students took the readiness assessment for the next course of enrollment.

Therefore, scores between fall and winter do not measure growth, as the content between the two exams is different.

These formative assessment scores indicate "readiness skills" to determine if students have the prerequisite skills needed to learn the content of the course they are enrolled in or to indicate readiness for the next course.

DISTRICT WIDE MDTP #1 RESULTS GR. 9-12 (% of students above critical level)

IM1

Data Analysis and Probability: 30%

Decimals: 17%

Exponents: 25%

Fractions: 15%

Functions: 4%

Geometry: 7%

Integers: 27%

Linear Equations: 10%

IM 2

Data Analysis and Probability: 10%

Exponents: 10%

Functions: 9%

Geometry: 6%

Linear Equations: 4%

Rational Expressions: 10%

IM3

Data Analysis and Probability: 15%

Exponents: 38%

Functions: 6%

Geometry: 8%

Linear Equations: 13%

Polynomials: 6%

Rational Expressions: 15%

DISTRICT WIDE MDTP #2 RESULTS GR. 9 - 12 (% of students above critical level)

IM1

Data Analysis and Probability: 36%

Decimals: 20%

Exponents: 31%

Fractions: 16%

Functions: 4%

Geometry: 9%

Integers: 47%

Linear Equations: 12%

IM 2

Data Analysis and Probability: 3%

Exponents: 4%

Functions: 3%

Geometry: 0%

Linear Equations: 1%

Rational Expressions: 8%

IM 3

Data Analysis and Probability: 10%

Exponents: 23%

Functions: 2%

Geometry: 4%

Linear Equations: 4%

Polynomials: 2%

Rational Expressions: 8%

COLLEGE/CAREER STATE INDICATOR:

Student groups with increased percentage of College/Career Readiness: Students with Disabilities +4.7%, and White +8.8%,

SUSPENSION RATE STATE INDICATOR:

Student groups with a decline in Suspension Rate: African American -1.6%, American Indian -.3%, Homeless -1.6%, Two or more Races -1.4%, Pacific Islander -2.2%, White -1.1%, Filipino -.7%

There are no student groups with a status of RED.

CHRONIC ABSENTEEISM INDICATOR:

Student groups with a decline in Chronic Absenteeism include the following: Students with Disabilities -1%, Foster Youth -1.1%, Homeless -.9%, Socioeconomically Disadvantaged -.6%, White -.7%, Filipino -1.7%, Two or More Races -.9%, Asian -1.1%

GRADUATION RATE INDICATOR:

Student groups with an increase in Graduation Rate include the following: Homeless +13.8%, English Learners +3%, Hispanic +1.2%, Socioeconomically Disadvantaged +1.4%, Students With Disabilities +8.2%, White +1.5%

ENGLISH LEARNER PROGRESS STATE INDICATOR:

41.8% of EL students made progress of one or more ELPI level(s)

6.7% of EL students maintained ELPI level 4

ASSESSMENT DIAGNOSTIC:

In 2019-2020, Alvord Unified School District closed traditional instruction due to COVID-19. This closure resulted in students not completing the state assessments. As a result, AUSD did not have state dashboard data to identify the most current academic needs in English Language Arts and Mathematics. In 2020-2021, Alvord Unified School District implemented a consistent diagnostic of ELA and Math administered to all Kindergarten - 12th grade students. For English Language Arts, all Kindergarten - 12th grade students were administered the iReady reading assessment. Transitional Kindergarten administered the Preschool Early Literacy Indicator (PELI) to measure foundational literacy skills. For Mathematics, all Kindergarten - 5th grade students were administered the iReady mathematics assessment (Grades 6-8 were provided the option to also administer this assessment). Transitional Kindergarten developed a virtual assessment tool using Math Their Way and teacher developed assessment to monitor student progress in mathematics. Grades 6 - 12 students were

administered the Mathematica Diagnostic Testing Project (MDTP). These benchmark assessments will be administered and analyzed three times (Beginning of Year, Mid-Year, and End of Year) to identify the specific needs and supports to provide AUSD students. The data is also used to support the needs of professional development needed for the teaching staff.

MULTI-TIERED SYSTEM OF SUPPORTS:

During the 2018-2019 school year, Alvord initiated an MTSS pilot. This pilot included several elementary schools, and was focused on initial exposure to MTSS. At the end of the 2018-2019 pilot, we created a first draft of an MTSS Handbook, which was written as a template for broader district implementation. While our first pilot year resulted in a loose framework describing potential implementation of MTSS in Alvord, we recognized that MTSS was not yet a consistent and structured practice throughout the district.

During 2019-2020, our MTSS pilot was expanded to include two secondary schools and elementary schools. The purpose of our MTSS year two work was to build an MTSS framework that included a cycle of continuous improvement, data analysis, and stakeholder feedback for improving outcomes for students, staff, and community. During this year of deepening our understanding of MTSS, pilot schools began to formalize structures that were explored in 2018-2019. For example, pilot school principals met as an executive team every other month. In alternating months, pilot schools met together with site leadership teams. Each month, our pilot schools explored a component of MTSS specific to our schools, and then collaborated to develop our plan for district implementation. Key components of our work included the development of a theory of action and a compelling message for each site, and for Alvord Unified School District. In addition, we utilized the Plan-Do-Study-Act (PDSA) cycle for improvement to analyze attendance, achievement, and behavior data to systematize our support for all students (Tier 1), targeted students (Tier 2), and individual students (Tier 3).

In the winter of 2019-2020, our MTSS executive team began the process of initial exposure to MTSS for all schools who were not included in the pilot group, by sharing our work in principal meetings and following a calendared PDSA cycle for improvement. Shortly thereafter, schools closed as a result of the COVID-19 pandemic. While school closures interrupted the work of expanding unified MTSS throughout the district, pilot schools continued to utilize the PDSA cycle to provide targeted support to improve student attendance, behavior, and academic achievement. Over the next 3 years, we will continue to refine our existing frameworks of support, and align our supports within and across schools.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

IREADY DATA POINTS OF FIRST DIAGNOSTIC

The first iReady Diagnostic administered in Alvord Unified was given remotely and students took this assessment at home in a synchronous manner with the classroom teacher monitoring.

DISTRICT WIDE IREADY DIAGNOSTIC #1 READING RESULTS (K-12):

27% of students scored at or above grade level in Overall Reading

30% of students scored slightly below grade level in Overall Reading

43% of students scored well grade level in Overall Reading

DISTRICT WIDE IREADY DIAGNOSTIC #1 MATH RESULTS (K-8)

18% of students scored at or above grade level in Overall Math

44% of students scored slightly below grade level in Overall Math

38% of students scored well below grade level in Overall Math

DISTRICT WIDE MDTP #1 RESULTS (9-12)

% of students above critical level

IM1

Data Analysis and Probability: 30%

Decimals: 17%

Exponents: 25%

Fractions: 15%

Functions: 4%

Geometry: 7%

Integers: 27%

Linear Equations: 10%

IM 2

Data Analysis and Probability: 10%

Exponents: 10%

Functions: 9%

Geometry: 6%

Linear Equations: 4%

Rational Expressions: 10%

IM3

Data Analysis and Probability: 15%

Exponents: 38%

Functions: 6%

Geometry: 8%

Linear Equations: 13%

Polynomials: 6%

Rational Expressions: 15%

Alvord Unified School District (AUSD) plans to address the areas of low performance on iReady:

- Identify specific domains of need for students

- Provide specific iReady learning pathways

- Use data to support additional training for teachers

IREADY DATA POINTS OF SECOND DIAGNOSTIC

DISTRICT WIDE IREADY DIAGNOSTIC #2 READING (K-12)

30% of students scored at or above grade level in Overall Reading

27% of students scored slightly below grade level in Overall Reading

43% of students scored well grade level in Overall Reading

DISTRICT WIDE IREADY DIAGNOSTIC #2 MATH REULTS (K-8)

23% of students scored at or above grade level in Overall Math

42% of students scored slightly below grade level in Overall Math

35% of students scored well below grade level in Overall Math

DISTRICT WIDE MDTP #2 RESULTS (9-12)

% of students above critical level

IM1

Data Analysis and Probability: 36%

Decimals: 20%

Exponents: 31%

Fractions: 16%

Functions: 4%

Geometry: 9%

Integers: 47%

Linear Equations: 12%

IM 2

Data Analysis and Probability: 3%

Exponents: 4%

Functions: 3%

Geometry: 0%

Linear Equations: 1%

Rational Expressions: 6%

IM3

Data Analysis and Probability: 10%

Exponents: 23%

Functions: 2%

Geometry: 4%

Linear Equations: 4%

Polynomials: 2%

Rational Expressions: 8%

REFLECTION OF GROWTH (DIAGNOSTIC ONE AND TWO):

The second iReady diagnostic given in winter 2020/21 shows slight improvement district wide in both Reading and Math.

In Reading, there was a 3% gain in students scoring at or above grade level. in Math there was a 5% gain in students scoring at or above grade level. Through these results we are not seeing significant learning loss and are instead seeing slight gains.

REFLECTION:

For the development of this plan, Alvord Unified School District primarily used locally collected data in addressing identified needs. However, the academic state indicators were also considered to support a longitudinal focus of need.

ENGLISH LANGUAGE ARTS (ELA) ACADEMIC STATE STANDARDS INDICATOR:

Based on the California Dashboard, AUSD's ELA Indicator was a status of YELLOW with 22.4 points below standard. Student groups with greatest distance from standard (ORANGE) were: Students with disabilities (110.2 below), Pacific Islander(56.9 below), and Foster Youth

(56.3 below). There are no student groups with a RED status in English Language Arts.

Alvord Unified School District (AUSD) plans to address these areas of low performance and performance gaps by:

- Explicit use of local assessment data used as formative data to guide instructional practices, providing specific attention to gaps in domains of literacy

- Supporting students in most need with small group instruction

- Supporting elementary aged students in most need with small group instruction by Elementary Literacy Teachers

- Supporting secondary grades in most need with small group instruction by Intervention teachers

- Use of supplemental instructional programs and supports specific to student need(s)

- Integrate ELD supplemental instruction material to support language acquisition to lead to better access to ELA instruction

MATHEMATICS ACADEMIC STATE INDICATOR:

Based on the California Dashboard, AUSD's Mathematics Indicator was at ORANGE with 59.5 points below standard (maintained progress +2.1). The student groups with an ORANGE status and with the greatest distance from standards were the English Learners (78.4 below), Hispanic (69.7 below), Homeless (98.5 below), Pacific Islander (63.6 below), Socioeconomically Disadvantaged (70.4 below), Students with Disabilities (147.1 below), and White (27.9 below). There are no student groups with a RED status in Mathematics.

Alvord Unified School District (AUSD) plans to address these areas of low performance and performance gaps by:

- Explicit use of local assessment data used as formative data to guide instructional practices, providing specific attention to gaps in domains of numeracy

- Supporting elementary aged students in most need with small group instruction by Elementary Numeracy Teachers

- Supporting secondary grades in most need with small group instruction by Intervention teachers

- Supporting students in most need with small group instruction

- Use of supplemental instructional programs and supports specific to student need(s)

- Provide teacher support for effective lesson design utilizing Cognitively Guided Instruction, understanding of math numeracy, conceptual understand, procedural fluency, and concept application

- Implementation of a Coherent Guide of Mathematics in designing lessons TK-5 based on framework and math progression

- Align curriculum adoption in AUSD with state framework and adoption timeline

ENGLISH LEARNER PROGRESS STATE INDICATOR:

21.1% of EL decreased at least one ELPI level

An analysis of ELPAC data (2018-2019) indicates that EL students demonstrate progress toward language proficiency in the Oral (Listening & Speaking) sections of the test, with 33.62% scoring at level 4 and 38.29% scoring at level 3 with a combined 71.91%. However, in the Written (Reading and Writing) sections, 8.21% score at level 4 and 28.95% scoring at level 3, combined 37.16%. When analyzing each language domain separately, 11.91% of AUSD EL students score at the Well Developed proficiency and 32.19% score at the Beginning level of proficiency.

In 2019-2020, 2,157 out of 5,432 (39.71%) students were administered and completed the ELPAC. This lower number was due to COVID-19 school closures. Of those 39.71% of students, 7% made at least one level of progress.

Analysis of ELPAC scores (2018-2019) indicate a need for a more systematic and consistent support of ELs in the area of Reading including diagnostics, curricular resources, instruction, assessments, progress monitoring and timely and specific interventions.

Alvord Unified School District (AUSD) plans to address these areas of low performance and performance gaps by:

- Implement i-Ready, a comprehensive assessment and instruction program for reading.

- Use i-Ready diagnostic data to inform differentiated and personalized instruction.

- Use i-Ready for real time resources for re-teaching and intervention.

- Provide instructional staff with resources/training on integrated and designated English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

- Monitor EL students who are not demonstrating progress and provide support to ensure student success.

COLLEGE/CAREER STATE INDICATOR:

Based on the California Dashboard, AUSD's College/Career State Indicator was at ORANGE with 31.8% prepared. This was a decline of 2.6%.

Student groups performance levels in ORANGE include: Homeless at 14.9%, Socioeconomically Disadvantaged at 29.6%, Hispanic at 29.5%, African American at 20.5%, English Learners at 12.1%, and Students with Disabilities at 7.9%

Student group with a YELLOW status is: Asian at 56.9%

Student group with a GREEN status is: White at 42.6 %,

There are no student groups in RED or BLUE

Alvord Unified School District (AUSD) plans to address these areas of low performance and performance gaps by:

- Monitor access of rigorous course options for all students

- Monitor students who are failing classes and provide support to ensure student success

- Ensure students have access to CTE pathways, Dual Enrollment opportunities, and UC/CSU A-G approved courses

- Provide proactive interventions to guide students effectively with their specific college/career ready pathway

SUSPENSION RATE STATE INDICATOR:

Based on the California Dashboard, AUSD's Suspension Rate Indicator status is at YELLOW, with 2.6% of students suspended at least once. (maintained progress -.2%).

Student groups in the ORANGE performance level include: English Learners at 2.8%, Foster Youth at 6.7%, and Students with Disabilities at 4.9%

Student groups with a YELLOW status include: Asian at 1.4%, Hispanic at 2.6%, and Socioeconomically Disadvantaged at 2.8%

Student groups with a GREEN status include: African American at 4.1%, American Indian at 1.9%, Homeless at 3.1%, Two or more races at 2%, Pacific Islander at 4.2%, and White at 2.1%

Student group with a BLUE status includes Filipino at .4%

Alvord Unified School District (AUSD) plans to address these areas of low performance and performance gaps by:

- Refine standardized use of MTSS/PBIS district-wide

- Implement a data monitoring component to identify and support student in greatest need

- Explore implementation of Restorative Practices in grades TK-12

- Provide SEL counseling as an intervention for students in grades TK-12

CHRONIC ABSENTEEISM INDICATOR:

Based on the California Dashboard, AUSD's Chronic Absenteeism Indicator status is at ORANGE with 10.2% chronically absent (maintained progress -.4%).

Student groups with performance level of Red includes: Pacific Islander at 23.1%

Student groups with a status of ORANGE Include: American Indian 18.9%, African American at 14.3%, Hispanic at 10.3%

Student groups with a status of YELLOW include: Students with Disabilities at 13.3%, English Learners at 7.6%, Foster Youth at 12.9%,

Homeless at 19.7%, Socioeconomically Disadvantaged at 11.2%, and White at 10.8%

Student groups with a status of GREEN include: Filipino at 5.1%, and Two or More Races at 10%

Student groups with a status of BLUE include: Asian at 1.7%

Alvord Unified School District (AUSD) plans to address these areas of low performance and performance gaps by:

- Provide district-wide student incentive program for attendance improvement

- Strengthen school site School Attendance Review Teams (SART) teams including the implementation of MTSS/PBIS supports

- Provide support to sites with high numbers of unverified absences

- Implement, with fidelity, standardized district attendance procedures

- Solicit stakeholder feedback through empathy interviews

GRADUATION RATE INDICATOR:

Based on the California Dashboard, AUSD's Graduation Rate Indicator status is at GREEN with a 92.7% graduation rate (maintained progress +.8%).

Student group with status of YELLOW include: Asian at 94.2%

Student groups with a status of GREEN include: African American at 93.2%, English Learners at 89.6%, Hispanic at 92.5%, Homeless at 88.2%, Socioeconomically Disadvantaged at 92.4%, Students with Disabilities at 82.6%, and White at 92.4%

Student groups with no data (student group less than 11 students) American Indian, Foster Youth, and Pacific Islander

Student groups with no performance color include: Filipino at 96.6%, Two or More Races at 91.7%.

There are no student groups in RED, ORANGE, or BLUE.

Alvord Unified School District (AUSD) plans to address these areas of low performance and performance gaps by:

- Develop/Revise an intervention system to monitor students who are failing classes and provide support to ensure student success

- Offer alternative learning and credit recovery

- Continue the Performance Indicator Review process to support the needs of students with disabilities

- Train staff to work with homeless students in ensuring and monitoring their academic and socio-emotional needs are supported with varied resources

Alvord Unified School District did not have any student group who scored two or more performance levels below the "all student" performance.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Alvord Unified School District Local Control Accountability plan encompasses a comprehensive description of actions and services to support our three broad goals in the areas of Conditions to Learning, Pupil Engagement, and Student Outcomes.

The key features of this LCAP include, but are not limited to:

- Maintaining a comprehensive course of study that includes physical education and visual and performing arts opportunities

- Intervention supports to provide at-promise and/or unduplicated students the appropriate supports in accessing grade and content level mastery

- Includes safety as a priority for our district

- Integrates higher education supports throughout all grade levels

- Continued development of one-to-one devices and instructional technology in support of providing rigor in all 21st Century skills

- Recognizes the extra expenses of our teachers, by incorporating a teacher supply budget for instructional materials

- Supports both our English Learner population and an alternative option of learning language and content through our Dual Language Immersion program (Elementary and Middle School)

- Maintains and enhances a number of communication tools to ensure the Alvord community is aware of opportunities provided

- Added opportunities of Equity and Access with specific works on Trauma Informed Practices, Social Emotional Supports, Culturally Responsive teaching and learning, and equitable paths towards higher education

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Alvord Continuation High School
3606 Pierce Street
Riverside, CA 92503
Principal: Luis Medina

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Alvord Unified School District implements a district-wide Continuous School Improvement framework for each of our schools. Our Continuous School Improvement framework focuses on the "Plan, Do, Study, Act" model for improvement. School sites are supported in their planning stages by district-lead summative data analysis discussions in collaborative, leveled groups. California Dashboard Alternative School Status (DASS) data is evaluated, in-depth, at all levels. Principals identify target areas for improvement to take back to their stakeholders for the planning, implementation and study phases.

Based upon DAAS data analysis, the district's one CSI school, Alvord Continuation High School (ACHS) developed Needs Assessment Protocols that are in alignment with our district focus on Continuous School Improvement. The CSI Stakeholder Team, which extended to a school CSI Improvement Team, used various Needs Assessment Protocols such as the Fishbone Generation Protocol, the Interrelationship Digraph Protocol, and Empathy Interviews and transcript analysis to identify areas in need. With the assistance of the district Educational Services department and RCOE liaison, Dr. Flavin, the team was guided, supported, and encouraged to also look at evidence-based strategies to develop the CSI plans.

AUSD employs a variety of methods to engage stakeholders including in-person meetings and workshops, virtual meetings and workshops, electronic communication, and surveys. Each method provides our stakeholders the opportunity to engage in thoughtfully planned-out messaging and allows them to provide feedback and items for further discussion and clarification. ACHS engages with their stakeholders through these same means on a consistent basis. The stakeholder groups engaging with ACHS include administration, teachers, staff, students, parents, and district office personnel. ACHS has been strongly supported by the Riverside County Office of Education in ensuring the CSI plan for implementation is effectively developed, communicated, and implemented. Frequent stakeholder meetings are held to deeply dive into the areas of need and develop appropriate plans to address deficits.

The ACHS stakeholder group consisting of school department heads and the school principal began their work in partnership with RCOE on January 21, 2020. This stakeholder group evolved into the ACHS Comprehensive Support Team during the beginning of the 2020-2021 school year. The CSI Improvement Team, including Dr. Kemp and other staff from Educational Services, will continue its work in partnership with RCOE until completion of the CSI process. Once CSI training workshops resumed in August of 2020, the ACHS CSI Stakeholder and Improvement Team began to meet at least once a week via video conference. Thus far, the meetings have focused on CSI eligibility, adopting a proper Needs Assessment, Data Analysis, Root Cause Analysis, and Evidence Based Interventions. Other stakeholders, such as school staff, have also been engaged in evidence-based planning and decision making via monthly staff meetings. The CSI Improvement Team also provides School Site Council monthly updates and provides reports through the development of the School Plan for Student Achievement (SPSA) process. Parents and students are also included through engagement in Empathy Interviews.

By working through guided questions about the school's strengths, progress monitoring, and college and career prep, as well as analysis of data labeled as "low performing," stakeholders identified needs. The Stakeholder and Improvement Team has been able to identify resource inequities particular to the population of an alternative high school site. These inequities include lack of credits toward graduation, lack of college preparatory courses, lack of intensive intervention in ELA and mathematics, and decreased access to dual enrollment courses. The data used to inform the development of the CSI plan was based on the California DAAS website. The CSI Stakeholder and Improvement Team, with the guidance of RCOE, did a Needs Assessments utilizing various tools (Fishbone, Diagraph, Empathy Interviews, and transcript analysis).The data discussed was in the areas of the school's CSI eligibility: low college ELA and Math scores, and low CCI. The team continues to analyze data that is related to these 3 indicators in an ongoing dialogue to identify possible resource inequities, specific to the needs of the ACHS student population.

ACHS is in the process of engaging their stakeholder group in understanding the Root Cause Analysis by analyzing data garnered from their Root Cause Analysis Tool and Interrelationship Digraph Protocol. ACHS surveyed their teachers about resource inequities at the end of last year (May 2020) as part of the SPSA plan and also at the beginning of this year (August 2020) to start thinking about CSI needs. As we continue work on the Root Cause analysis strategies (Fishbone strategy, Interrelationship Diagram, Empathy interviews, and transcript analysis) we will be able to also identify other/additional inequities and make a plan to address them through both our SPSA and CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Research-based strategies such as implementation of the district-wide local assessment tool, i-Ready, are being used to measure student performance in ELA and Math at designated intervals during the school year. Students referred to ACHS are credit deficient and tend to be skills deficient. Prior to this year, ACHS has responded to students' needs by using CAASPP scores and credits earned to analyze student proficiency. This year, to better identify student needs, i-Ready, a more rapid measure of student skills and assessment of student ability in Math and English, was given to all students. In addition, the CSI Stakeholder and Improvement team dug deeper into investigating other evidence-based interventions to implement. The team analyzed how ACHS might respond to student needs, by reviewing our current program of Extended Learning, which delivers small group instruction. ACHS found that small group instruction is integral to the continuation high school mode of operation. To build on this intervention model, the staff Identified targeted, goal-specific tutoring in small groups as its most effective intervention. This tutoring program (Extended Learning) which is currently in place, is now more targeted toward those with skill deficits. The CSI Stakeholder and Improvement Team will monitor College and Career readiness through ACHS student enrollment in CTE courses and dual enrollment. The plan is to have several of our ACHS teachers become CTE credentialed in order to offer several CTE pathways to our students on the ACHS campus. An additional goal to support college and career readiness is to recruit ACHS students to take district Dual Enrollment classes (e.g. Guidance 47 and Music 19) starting second semester. Our next step will be to continue to collect baseline data, such as Empathy Interviews and Student Data (e.g. student enrollment survey) in order to identify the need for additional solid Evidence Based Interventions.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Alvord recognizes that systematic stakeholder engagement at all levels, school sites, and district facilities is paramount in the development of a transparent LCAP that meets the needs of our unduplicated students. Stakeholder provided input allows the district to understand, and respond to, perspectives spanning the 23 schools and thousands of families we serve. To ensure meaningful engagement with all stakeholders, be they parents, students, staff, or community members, a timeline was developed that detailed the multiple avenues stakeholders had to provide their feedback on LCAP goals and services. This timeline entailed multiple district meetings of five Parent Advisory Committee meetings (8/26/20, 10/20/20, 1/12/21, 3/9.21, 4/27/21), seven District English Learner Advisory Committee meetings (8/18/20, 9/15/20, 10/15,20, 1/19/21, 2/16/21, 3/16/21, 4/20/21), four updates during Board of Education public meetings (1/21/21, 3/18/21, 5/20/21), as well as three LCAP Advisory Committee meetings (12/9/20, 2/17/21, 4/21/21) conducted throughout the school year. Additionally, an LCAP team was formed and met regularly to support the effective execution of the stakeholder engagement process that the District committed to. :

DISTRICT PARENT ADVISORY COMMITTEE (PAC):

Alvord's Parent Advisory Committee was established to provide advice to the Board of Education and the Superintendent regarding the Local Control and Accountability Plan with the intent of improving and increasing services to District most under resourced students. The PAC met in August, October, January, March, and April during the 2020 - 2021 school year. PAC meetings are open to all and not reserved only for committee members. PAC members and the community at large provide the District with feedback on how to best provide, and improve upon, services and programs for district students through open dialogue, small group conversations, surveys, email, and Thought Exchange.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC):

Alvord's District English Learner Advisory Committee's purpose is to advise the district's Board of Education on programs and services for English language learners. Each district school elects at least one of their ELAC parent members to represent them at DELAC and bring information back to the school. This structure provides a continuous cycle of communication where District leaders and school site families are in constant dialogue on how to meet the needs of EL students in the district. The DELAC met eight times during the 2020 - 2021 school year. The Alvord DELAC provided specific input to ensure all English learners were provided appropriate English Language Development to support reclassification toward English proficiency. In addition, the DELAC wants to ensure all staff are appropriately trained to provide high quality instruction towards master of language acquisition and content mastery.

BOARD UPDATE:

Board of Education meetings were broadcasted live and publicly during the 2020-2021 school year. Additionally, these meetings were recorded and made available for viewing at a later time on Alvord Unified School District's YouTube page. The Board of Education, and all meeting participants, were provided with updates of the LCAP in January, March, and May, A public hearing took place in June and will be presented to the board for approval of the 2021-2024 LCAP at the second meeting in June 2021. More than just being updated, the Board of

Education and all stakeholders were provided an opportunity to give their input or feedback through public comment a reserved portion of the meeting dedicated to listening to the voices in our community. Further, stakeholders were encouraged to email our district with feedback or input that they had after the meeting ended.

LCAP ADVISORY MEETING:

All stakeholders were invited to participate in Alvord's Local Control and Accountability Plan advisory meetings where they learned an overview of the LCAP, the priorities and goals held within, and how they could influence the creation of the document. The first of these meetings, held in December 2020, gave an overview of the LCAP. In February 2021, local indicators were discussed. In April 2021, LCAP proposed actions were shared and Alvord accepted input on these actions. More than information dissemination, these meetings allowed for an open discussion where stakeholders made their perspectives known.

THOUGHTEXCHANGE AND SURVEYS:

Alvord leveraged the ThoughtExchange platform to provide another avenue for stakeholders to give input into the LCAP programs and services. Through the Exchange, stakeholders are able to not give their thoughts but also see the thoughts of other community members and up-vote the sentiments that they agreed with. This functionality harnessed the collective imagination of Alvord community members and established a democratic process where all voices were heard. Additional input was collected through surveys using the Google Forms platforms. This allowed an individual experience in which stakeholders could give their thoughts without the influence of other stakeholders. Surveys create a direct line of communication between individual community members and the District.

SSC:

During the December - March school site council meetings at each Alvord Unified School District school site, council members and public stakeholders in attendance, were provided with training on an overview of the LCAP, what is held therein, and how they could provide input to the creation of the plan. Goals and services were discussed in an open forum and stakeholder input was documented in the meeting minutes. The input was then forwarded to the District for review and inclusion in the decision making process and LCAP programs and services were decided.

SELPA CONSULTATION

Stakeholder input was sought over a period of several months during the 19-20 and 20-21 school years. The stakeholder group reviewed findings from the Special Education Plan (SEP), and incorporated the findings into Goals 1-3 of the District's 21-24 LCAP goals and actions. Alvord USD also engaged with Riverside County SELPA regarding coordination and alignment of the LCAP and the Special Education Plan. Consultation in the current school year, 20-21, took place during the SEP development process on 9/14/20, 10/19/20, 11/16/20. Professional development planning meetings were held on 4/24/21 and again on 5/6/21. Inclusion of students with disabilities in Alvord USD's LCAP is demonstrated in the District's LCAP goals and actions.

ALVORD EDUCATORS ASSOCIATION

Alvord Educators Association (AEA) Executive Board were provided an overview of the LCAP in January 2021. Executive met with Educational Services on May 12, 2021 and May 18, 2021 to review the proposed actions and collect input.

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 339

Members of the California School Employees Association (CSEA), Chapter 339 provided input and feedback from this crucial stakeholder group. CSEA members assigned a representative to attend LCAP advisory meetings. Additionally, CSEA was provided with a presentation of the LCAP overview. No specific feedback was provided from CSEA members outside of the of the LCAP advisory meetings, however members did attend advisory meetings and engaged in dialogue with other stakeholders in attendance.

A summary of the feedback provided by specific stakeholder groups.

Stakeholders provided feedback through a wide variety of channels. Alvord considered both the qualitative and quantitative forms of feedback that we gathered in the creation of the Local Control and Accountability. Input was gathered from parents at DELAC, PAC, SSC, and ELAC meetings. Students, parents, and staff provided input at our LCAP Advisory Committee Meetings. Additionally, input was collected from certificated and classified bargaining units via meetings with union leadership. In all areas of engagement, stakeholder response was rich and in-depth. Suggestions received covered a wide array of student, staff, and family needs and addressed these needs in thoughtful ways. Many of the suggestions and questions that stakeholders offered to the district are incorporated into the plan. Ideas, trends, and input emerged primarily around safety and academic supports.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

BOARD OF EDUCATION

Alvord's Board of Education was continuously engaged in the creation of the district LCAP through public updates they received during Board of Education regular meetings as well as through their participation in LCAP advisory meetings. Board of Education trustees expressed their desires for continued supports of unduplicated student counts. In response, the LCAP includes programs, actions, and services in support of the plan's three goals.

TEACHERS from LCAP Advisory Meetings

Teachers were involved in the development of Alvord's LCAP through their participation in LCAP advisory meetings and submitting input on actions. LCAP services influenced by teachers included a comprehensive Visual and Performing Arts plan by developing an AUSD's VAPA strategic plan principally supporting the use of the arts for unduplicated students aligned to academic achievement. Teachers expressed a focus of students wellbeing and interest in social emotional learning supports for students. This input influenced the LCAP's inclusion of counselors at all schools to meet the socio-emotional needs of targeted students.

DISTRICT MANAGEMENT

District Management are an important stakeholder group and were continuously engaged in the development of this LCAP. District management influenced supports for components addressed through CA School Dashboard local indicators. These indicators are a measure of current phases of implementation in Parent and Family Engagement, Teachers, Instructional Materials, Facilities, and Local Climate Surveys. In response to input, the LCAP includes continuation of health assistants, maintaining contracts with School Resource Officers to provide support and increased safety at district schools. In order to maintain high levels of rigor and engagement, our LCAP provides for professional development opportunities for staff in support of student safety, for staff who support English Learner students, as well as unduplicated students in Advance Placement, and physical education. A theme that emerged from Alvord District Management input was a continued focus on equitable achievement for all student groups. In response, the LCAP includes the position of Director of Equity and Access to ensure a focus of equitable practices throughout the district. The office of Equity and Access supports culturally relevant student activities, ethnic studies in middle and high schools, programs to help address cultural biases, as well as targeted support for unduplicated student groups that are in need of most assistance. Additionally, District Management feedback included a desire to expand athletics into middle schools. In response, AUSD's Middle School Saturday Athletics has been added to the LCAP to support the social-emotional and character development of students at middle schools in addition to high schools.

LCAP ADVISORY MEETINGS

The Local Control and Accountability Plan advisory meetings were attended by stakeholders representing different groups. Input provided focused on ensuring equitable achievement between all student groups through the implementation of academic, social-emotional, and attendance supports. Meeting participants expressed a desire for a focus on a holistic education for Alvord students that includes an emphasis on extracurriculars, athletics, and visual and performing arts. Aspects of the LCAP that were influenced by this stakeholder feedback include a robust athletics program, with supplies and services provided principally to our unduplicated students to ensure their access to the full experience and benefits of the program. Visual and Performing Arts (VAPA) continues to be highlighted in our LCAP through a comprehensive Transitional Kindergarten through 12th grade VAPA program. The AUSD VAPA Strategic Plan is developed to support the use of arts for unduplicated students aligned to academic achievement. Stakeholders expressed a desire for Alvord students to be supported in ways that are tailored to their individual needs. AUSD students have access to Dual Language Immersion, Honors, Career Technical Education, International Baccalaureate, Advanced Placement, elective, and career academy courses to ensure that they are engaged and interested in the courses they are taking. Ensuring equitable achievement is a continued focus of Alvord and AUSD students are provided with interventions, tutoring, expanded learning and enrichment opportunities, as well as summer academies. In response to feedback regarding attendance supports, the AUSD LCAP includes a district-wide program that addresses chronic absenteeism, supports for teen parents, as well as a focus on student health and wellness.

PAC/DELAC PARENT GROUPS

Parents continue to play an active role in the formation of Alvord's LCAP through their participation in the district's Parent Advisory Committee and District English Learner Advisory Committee. Both parents groups provided feedback that was considered in the development of our plan. Middle school Saturday athletic opportunities have been added to our LCAP in response to parent input asking for this expansion. Access to current technology and academic curriculum was a focus of parent input. In response, the AUSD LCAP includes continuous revision of courses of study to ensure high levels of academic rigor, compliance with A-G requirements, and graduation. Additionally, AUSD continues to replace outdated technology for staff and students and will develop a district technology plan to support

educational technology access for students at each site in support of a one-to-one ratio of devices and students. Parents expressed concerns with learning loss. The implementation of Multi-Tiered Systems of Support provides academic, behavior management, and socio-emotional interventions to mitigate potential learning loss. Additionally, Summer opportunities will provide students intervention and enrichment beyond the traditional school year. AUSD's LCAP provides for Expanded Learning, offering tutoring and enrichment, to address student academic concerns and mitigate learning loss. AUSD's LCAP includes a comprehensive VAPA program, with a focus on using music to support academic success for students, in response to PAC and DELAC's desire for strong Visual and Performing Arts for students.

SCHOOL SITE INPUT

Every school site in our district was able to provide input and feedback that informed the development of AUSD's LCAP through their School Site Council meetings. School site councils, made up of principals, teachers, non-teacher staff members, parents, and students, provided feedback that spanned multiple areas of student learning and support. School site input centered around supporting student academic and personal growth. Interventions to address potential learning loss through adequate support personnel was important to sites. In response to this feedback, as well as input asking for common assessment tools, the LCAP includes a district-wide system of assessment and progress monitoring to identify unique student needs, measure growth, and drive instruction. Summer academies, extended learning, tutoring, and academic interventions are included in the LCAP and directly address concern for learning loss. Alvord's comprehensive Visual and Performing Arts plan was influenced by school sites' desire for students to have strong music education. Positive student attendance continues to be a district-wide focus and is supported by the LCAP through its inclusion of a district-wide Saturday School program to decrease absenteeism, a Multi-Tiered System of Support that centers student health and wellness, as well as a director and assistant director of student services who monitor attendance programs and supports. Distance learning has demonstrated the importance of access to educational technology and school sites have asked for a continued emphasis on student access to devices and connectivity, a one to one ratio of students and devices, as well as professional development on latest trends and best teaching practices utilizing technology, all of which are included in Alvord's LCAP.

STUDENTS

Throughout the entire LCAP development process, students were engaged and their input was sought out by the district. Students participated in school site council meetings, ThoughtExchange, and LCAP advisory meetings. Students recognized that equitable achievement is important to support. In response, AUSD's LCAP includes technology support so that students can remotely access learning materials needed and engage in learning. Alvord will continue refining the district-wide system of assessment and progress monitoring to identify unique student needs, measure growth, and drive instruction. Progress monitoring will focus on the needs of at-promise students, including unduplicated students and students with disabilities.

SELPA CONSULTATION

Actions include, but are not limited to professional development opportunities for staff that ensures that students with disabilities equitably access and enroll in a broad course of study, diagnostic assessments and interventions that personalize and differentiates learning for students, early release days for teacher collaboration. The LCAP also denotes on-going instructional coaching by designated staff to support instructional practices targeted at special populations – SPED, EL and unduplicated as well as social emotional supports for students and stakeholder needs.

Goals and Actions

Goal

Goal #	Description
1	CONDITIONS OF LEARNING: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

An explanation of why the LEA has developed this goal.

Alvord Unified School District is committed to the district vision, which is the promise that all students will reach their unlimited potential. This potential comes in various forms, with a multitude of barriers (including, but not limited to socio-economic disadvantages, language, and/or cognitive and mental needs), and a continuum of realizations. To support this promise, Alvord is committed to providing a comprehensive course of study that is accessible throughout all grade levels and content areas. To ensure this goal is met, our metrics identify how our basic services of highly qualified teachers and staff are providing the instruction in environments conducive to impactful learning. In addition, the local indicators measure the implementation of state standards and support our work toward full implementation and sustainability. While the local indicators metrics are not a measure of our performance, but rather a measure of our implementation, this data will guide the levels at which our growth towards a comprehensive course of study for our students is aligned to the most current state standards. Alvord community feels that a comprehensive course of study includes more than just content subject areas, but also a comprehensive approach towards athletics, visual and performing arts, and a broad elective selection. By adding these elements to a comprehensive course of study goal, we are able to better meet the differentiated needs and interests of our Alvord student population. Priority 1 (Basic Services) and 2 (Implementation of State Standards), 3 (Parent Involvement), and 7 (Course Access) are addressed in this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
BASIC SERVICES LOCAL INDICATORS CALPADS and FIT reports provided data for this baseline.	Number of Teachers Mis-Assigned (2019-2020): 0% 100% of Classified Instructional Assistants meet the requirements of having an associate degree or higher, two years of post-secondary education				Maintain 0% of mis-assigned teachers Maintain 100% of qualified classified instructional staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	equivalent to at least 48 hours from an accredited higher education institution, or have met rigorous standard of quality and be able to demonstrate knowledge of and the ability to assist in instructing reading, writing, and mathematics by taking and passing one of the required assessments. 100% of pupils have sufficient access to standards-aligned instructional materials. School Rated "Good or Exemplary on "FIT: 100%				Maintain 100% of pupils have sufficient access to standards-aligned instructional materials Maintain 100% of schools rated "good or exemplary" on the FIT report
IMPLEMENTATION OF STATE STANDARDS LOCAL INDICATOR 2 AND 3 The self-reflection tool measures the implementation of state standards as measured by site administration and	RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation				RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent/family engagement opportunities.	4-Full Implementation 5-Full Implementation & Sustainability ELA Implementation of professional learning - 4.0 Alignment of instructional materials to state standards - 4.0 Progress in implementing policies or programs to support staff in identifying areas of improvement - 3.0 ELD Implementation of professional learning - 4.0 Alignment of instructional materials to state standards - 4.0 Progress in implementing policies or programs to				4-Full Implementation 5-Full Implementation & Sustainability Average 4.0 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	support staff in identifying areas of improvement - 3.0 MATH Implementation of professional learning - 4.0 Alignment of instructional materials to state standards - 3.0 Progress in implementing policies or programs to support staff in identifying areas of improvement - 3.0 NGSS Implementation of professional learning- 3.0 Alignment of instructional materials to state standards - 3.0 Progress in implementing policies or programs to support staff in				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	identifying areas of improvement - 2.0 HSS Implementation of professional learning - 2.0 Alignment of instructional materials to state standards - 3.0 Progress in implementing policies or programs to support staff in identifying areas of improvement - 3.0 CTE Implementing academic standards adopted by the state board for all students - 3.0 HEALTH CONTENT Implementing academic standards adopted by the state board for all students - 3.0				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PHYSICAL EDUCATION Implementing academic standards adopted by the state board for all students - 4.0 VAPA Implementing academic standards adopted by the state board for all students - 3.0 WORLD LANGUAGE Implementing academic standards adopted by the state board for all students - 3.0 PROFESSIONAL LEARNING FOR STAFF Identifying professional learning the prior year - 3.0 Identifying professional learning during the school year - 3.0				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Support for teachers that have not yet mastered teaching standards - 3.0 PARENT AND FAMILY ENGAGEMENT Progress of developing the capacity of staff to build trusting and respectful relationship with families - 3.0 Creating welcoming environments for all families in the community - 4.0 Staff supports family strengths, cultures, language, and goals for their children - 2.9 Progress in 2-way communication between families and educators - 4.0 Professional Learning to provide support in improving school's capacity to partner with families - 4.0				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Providing families with information and resources to support student learning and development in the home - 4.0 Policies or programs for teachers to meet with families to discuss student progress - 4.0 Supporting families to understand and exercise their legal rights - 4.0 Effectively engage families in advisory groups and with decision-making - 4.0 Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 4.0 Opportunities for families, teachers, principals, and district administration to work together in planning,				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	designing, and implementing family engagement opportunities - 4.0				
STUDENT PARTICIPATION IN ATHLETIC PROGRAMS	Due to COVID-19 a metric is undetermined, however, a metric will be identified in the 2021-2022 school year.				Maintain or increase % of students
VAPA OFFERINGS AT THE SECONDARY LEVEL	140 sections in Middle School 119 sections in High School Data Source CALPADS 3.6 - Course Section Enrollment 2019-20				Maintain or Increase sections of VAPA courses
BROAD ELECTIVE OFFERINGS AT THE MIDDLE SCHOOL LEVEL	132 sections including AVID and Study Skills Data Source CALPADS 3.6 - Course Section Enrollment 2019-20				Maintain or increase sections of elective course offerings

Actions

Action #	Title	Description	Total Funds	Contributing
1	Athletics	Stakeholder input included a variety of feedback regarding the Alvord athletic program. Input influenced this action to include supplies and services, athletic trainers, stipends, transportation, an Athletic Director, field maintenance, and middle school athletic opportunities for our unduplicated students. A. Supplies & Services will be provided to students, including our most vulnerable groups, to access the full experience (including: Uniforms, Helmet, Repairs, Materials). $150,000.00 B . Athletic Trainers Contract $210,000.00 C. Athletic stipends $723,339.00 D. Transportation is provided to ensure equitable opportunities for students who come from low-income families are able to access the athletic activity. $374,400.00 E. Athletic Director (1.8 FTE) $268,167.00 F. Athletic Field Maint. $10,000.00 G. Middle School Athletics (additional hours and supplies) $40,000.00 H. Indirect Costs @3.58% $49,815.00	$1,825,721.00	Yes
2	Broad Course of Study	Continue providing a robust catalog of A-G, CTE, elective, and rigorous courses to ensure a comprehensive course of study providing students a variety of post-secondary opportunities upon graduation.		Yes
3	Cadet Corps	The Alvord Cadet Corps supports students at La Sierra High School. The program's objectives are to develop leadership, citizenship, patriotism, promote academic excellence, encourage personal health and wellness, and teach basic military subjects.	$125,843.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A. Cadet Corp teacher $101,494.00 B. Books, supplies, additional hours, transportation, and field trips $20,000.00 C. Indirect Costs $4,349.00		
4	Class Size Reduction	This action will provide teachers for continued progress towards grade span adjustments and lower-class sizes, allowing unduplicated students to have fewer barriers to accessing the learning from their teacher, instructional supports, and materials. This will include research-based small group interventions, enrichment, increased oral production, and overall progress towards mastery. ELEMENTARY $3,678,171.00 MIDDLE $1,533,301.00 HIGH SCHOOLS $1,326,432.00	$6,537,904.00	Yes
5	Libraries	This service will equip schools with qualified teacher librarians and library assistants in providing research based literacy supports by developing inclusive collections that celebrate diverse experiences and provide opportunities to empower our unduplicated students count as effective users and creators of information and ideas. A. 7 teacher librarians (7 FTE) at the middle and comprehensive high schools $1,064,383.00 B. 14 Library Assistants (7.375 FTE) provide literacy support for students at the elementary schools $396,796.00 C. 2 Library Assistants provide literacy support for student at the middle schools to increase students' experiences in different genres of	$1,573,026.00	Yes

Action #	Title	Description	Total Funds	Contributing
		literature and cultivate a deep enjoyment of reading for multiple purposes $111,847.00		
6	Preschool (SPED)	Pre-school for our Students with Disabilities is made available to ensure a successful transition into TK-5th grade instruction and provide the supports, materials, and resources needed to differentiate and minimize learning barriers. By ensuring a well-rounded early learning opportunity for our unduplicated pre-school students, they will be more prepared in being successful in a comprehensive elementary program.	$10,000.00	Yes
7	Registrars (High School)	Maintain registars (4 FTE) at the high schools to provide services to ensure that students have access to enroll in a broad course of study including courses required for graduation and/or A-G requirements (1 FTE/comprehensive HS and .5 FTE/alternative HS) focusing on students who need additional supports, such as those identified as Foster Youth, English Learners, Homeless, and/or Low Income. $346,730.00	$346,730.00	Yes
8	Sanitation	Stakeholder input included maintaining safe, clean schools in good repair. Custodial staff will provide increased service of sanitizing classroom surfaces to reduce the spread of viruses in order to reduce absenteeism A. 10 FTE Custodial	$842,930.00	No
9	Supply Budget	Supply Budget Continue providing an annual classroom teacher, intervention specialist, behavioral specialist, speech & language pathologist, school counselor and librarian a supplemental supply budget of $500 to support the implementation of State Standards principally focused on materials to support access for students classified as foster, homeless, low-income, or English Learners.	$466,783.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A. Supply Budget $450,650.00 B. Indirect costs to support annual supplemental classroom supply budget $16,133.00		
10	Technology	Technology supports continue to be of high importance to stakeholders in providing successful teaching and learning opportunities. Creating district-wide supports in the area of technology by achieving a one-to-one ratio of devices per student and the purchase of additional technology equipment/instructional resources to ensure implementation of Common Core State Standards and related assessments provides the critical resource of equitable access for unduplicated students. A. 1:1 devices $1,000,000.00 B. Additional technology equipment $100,000.00 C. Indirect costs to support updating and adding technology devices and infrastructure. $39,380.00	$1,139,380.00	Yes
11	TK EA	Allow early admittance to transitional kindergarten with the intent of targeting the social emotional and academic needs of unduplicated students who have not had the opportunity to enroll in a structured preschool setting by providing instructional materials and supplies to support access to learning.	$10,000.00	Yes
12	Transportation	Provide home to school transportation for students living within the designated walking distance of seven targeted elementary schools with the intent of increasing attendance and supporting academic achievement of unduplicated students.	$935,775.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Visual and Performing Arts (Comprehensive)	Visual and Performing Arts at all levels was identified by stakeholders as an element towards a comprehensive course of study. To provide continued services for unduplicated students, instruments, supplies, contracts, professional development, extracurricular, and additional hours will be provided through this action. A. Band Instrument purchases and repairs for middle school. $75,000.00 B. Support of visual and performing arts at the three Comprehensive High Schools $60,000.00 C. Continue providing elementary music instruction to all elementary schools and targeted grade levels. (4.5 certificated teachers) $535,759.00 D. Books and Supplies to support music instruction. $20,000.00 E. Development of an AUSD VAPA Strategic Plan $15,000.00 F. Additional hours or subs to support the development of the VAPA Strategic Plan $10,000.00 G. Indirect costs to VAPA and the development of a matriculated music program through high school. $25,624.00 H. Support VAPA budget at all school sites to enhance the current program through additional time, clubs, materials, and professional development per Title IV funding eligibility. $160,000.00	$901,383.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	STUDENT OUTCOMES: Students will be prepared to be college and career ready when they graduate from high school.

An explanation of why the LEA has developed this goal.

Alvord Unified School District is a comprehensive school district not only focused on the success of our students today, but also their success in the future. This goal on Student Outcomes is to maintain our focus on preparing students to be college and career ready when they graduate from Alvord high schools. The metrics include the State Academic Indicators. Due to COVID-19 in the 2019-2020 and 2020-2021 school year our state academic indicators include our latest state data. We anticipate continued growth in these indicators as we provide local data assessment options at all state testing grades. In addition, our metrics include English Learner growth and reclassification to support our continued focus on English Learner success. Finally, our metrics include indicators to support our growth towards college readiness with AP placement, CTE requirements, EAP results, FAFSA completion, and A-G requirements. Through the use of these metrics and actions and services aligned to the metrics, we anticipate our desired outcomes in 2023-2024 to prove successful. Priority 4 (Pupil Achievement/Pupil Outcomes) is primarily addressed in this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STATE ACADEMIC INDICATORS - ELA CA Dashboard: Data is determined using scaled scores. The indicator is based on the average distance from Level 3 on the 2019 CAASPP-SBAC results for ELA. All Students	Spring 2019 Dashboard 22.4 points below level 3 CHANGE: Increased (+4.9) PERFORMANCE LEVEL: Yellow				Spring 2024 Dashboard CHANGE: Increase (+17.4) points PERFORMANCE LEVEL: GREEN

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STATE ACADEMIC INDICATORS - ELA English Learners	Spring 2019 Dashboard 43 points below level 3 CHANGE: Increased (+5.7) PERFORMANCE LEVEL: Yellow				Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - ELA Socio-economically Disadvantaged	Spring 2019 Dashboard 32.7 points below level 3 CHANGE: Increased (+4.8) PERFORMANCE LEVEL: Yellow				Spring 2024 Dashboard CHANGE: Increase (+27.7) points PERFORMANCE LEVEL: GREEN
STATE ACADEMIC INDICATORS - ELA Students with Disabilities	Spring 2019 Dashboard 110.2 points below level 3 CHANGE: Increased (+11) PERFORMANCE LEVEL: Orange				Spring 2024 Dashboard CHANGE: Increase (+40.2) points PERFORMANCE LEVEL: YELLOW

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STATE ACADEMIC INDICATORS - ELA American Indian	Spring 2019 Dashboard 21.3 points below level 3 CHANGE: Increased (+20.4) PERFORMANCE LEVEL: N/A				Spring 2024 Dashboard CHANGE: Increase (+16.3) points PERFORMANCE LEVEL: GREEN
STATE ACADEMIC INDICATORS - ELA Asian	Spring 2019 Dashboard 49.1 points above level 3 CHANGE: Increased (+20.5) PERFORMANCE LEVEL: Blue				Spring 2024 Dashboard CHANGE: Increase (maintain) points PERFORMANCE LEVEL: BLUE
STATE ACADEMIC INDICATORS - ELA African American	Spring 2019 Dashboard 19.4 points below level 3 CHANGE: Increased (+12.4) PERFORMANCE LEVEL: Yellow				Spring 2024 Dashboard CHANGE: Increase (+14.4) points PERFORMANCE LEVEL: GREEN

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STATE ACADEMIC INDICATORS - ELA Filipino	Spring 2019 Dashboard 57.5 points above level 3 CHANGE: Increased (+20.5) PERFORMANCE LEVEL: Blue				Spring 2024 Dashboard CHANGE: Increase (maintain) points PERFORMANCE LEVEL: BLUE
STATE ACADEMIC INDICATORS - ELA Hispanic	Spring 2019 Dashboard 31.2 points below level 3 CHANGE: Increased (+4.7) PERFORMANCE LEVEL: Yellow				Spring 2024 Dashboard CHANGE: Increase (26.2) points PERFORMANCE LEVEL: GREEN
STATE ACADEMIC INDICATORS - ELA Pacific Islander	Spring 2019 Dashboard 56.9 points below level 3 CHANGE: Declined (-18.9) PERFORMANCE LEVEL: Orange				Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL:YELLOW

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STATE ACADEMIC INDICATORS - ELA Two or More Races	Spring 2019 Dashboard 17.7 points above level 3 CHANGE: Increased (+14.2) PERFORMANCE LEVEL: Green				Spring 2024 Dashboard CHANGE: Increase (+27.3) points PERFORMANCE LEVEL: BLUE
STATE ACADEMIC INDICATORS - ELA White	Spring 2019 Dashboard 5 points above level 3 CHANGE: Maintained (-1.7) PERFORMANCE LEVEL: Yellow				Spring 2024 Dashboard CHANGE: Increase (+6.0) points PERFORMANCE LEVEL: GREEN
LOCAL ACADEMIC INDICATORS - ELA Overall	iReady Mid Year Diagnostic 2021 30% At/Near grade level				i Ready Mid Year Diagnostic 2024 36% At/Near grade level
LOCAL ACADEMIC INDICATORS - ELA English Learners	iReady Mid Year Diagnostic 2021 12% At/Near grade level				i Ready Mid Year Diagnostic 2024 22% At/Near grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LOCAL ACADEMIC INDICATORS - ELA Socio Economically Disadvantaged	iReady Mid Year Diagnostic 2021 25% At/Near Grade level				i Ready Mid Year Diagnostic 2024 35% At/Near Grade Level
LOCAL ACADEMIC INDICATORS - ELA Students with Disabilities	iReady Mid Year Diagnostic 2021 8% At/Near grade level				i Ready Mid Year Diagnostic 2024 18% At/Near grade level
STATE ACADEMIC INDICATORS - MATH CA Dashboard: Data is determined using scaled scores. The indicator is based on the average distance from Level 3 on the 2019 CAASPP-SBAC results for ELA. All Students	Spring 2019 Dashboard 59.5 points below level 3 CHANGE: Maintained (+2.1) PERFORMANCE LEVEL: Orange				Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH	Spring 2019 Dashboard				Spring 2024 Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners	78.4 points below level 3 CHANGE: Maintained (+1.5) PERFORMANCE LEVEL: Orange				CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Socio-economically Disadvantaged	Spring 2019 Dashboard 70.4 points below level 3 CHANGE: Maintained (+1.7) PERFORMANCE LEVEL: Orange				Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Students with Disabilities	Spring 2019 Dashboard 147.1 points below level 3 CHANGE: Increased (+4.5) PERFORMANCE LEVEL: Orange				Spring 2024 Dashboard CHANGE: Increase (+15.0) points PERFORMANCE LEVEL: ORANGE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STATE ACADEMIC INDICATORS - MATH American Indian	Spring 2019 Dashboard 57.2 points below level 3 CHANGE: Increased (+9.5) PERFORMANCE LEVEL: N/A				Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Asian	Spring 2019 Dashboard 33.1 points above level 3 CHANGE: Increased (+10.9) PERFORMANCE LEVEL: Green				Spring 2024 Dashboard CHANGE: Increase (+1.9) points PERFORMANCE LEVEL: BLUE
STATE ACADEMIC INDICATORS - MATH African American	Spring 2019 Dashboard 63.6 points below level 3 CHANGE: Increased (+7.8)				Spring 2024 Dashboard CHANGE: Increase (+24.0) points PERFORMANCE LEVEL: YELLOW

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PERFORMANCE LEVEL: Yellow				
STATE ACADEMIC INDICATORS - MATH Filipino	Spring 2019 Dashboard 23.5 points above level 3 CHANGE: Increased (+19.2) PERFORMANCE LEVEL: Blue				Spring 2024 Dashboard CHANGE: Increase (+11.5) points PERFORMANCE LEVEL: BLUE
STATE ACADEMIC INDICATORS - MATH Hispanic	Spring 2019 Dashboard 69.7 points below level 3 CHANGE: Maintained (+1.4) PERFORMANCE LEVEL: Orange				Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Pacific Islander	Spring 2019 Dashboard 63.6 points below level 3				Spring 2024 Dashboard CHANGE: Increase (+9.0) points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CHANGE: Maintained (-0.7) PERFORMANCE LEVEL: Orange				PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Two or More Races	Spring 2019 Dashboard 17.1 points below level 3 CHANGE: Increased (+9.6) PERFORMANCE LEVEL: Green				Spring 2024 Dashboard CHANGE: Increase (+18.0) points PERFORMANCE LEVEL: GREEN
STATE ACADEMIC INDICATORS - MATH White	Spring 2019 Dashboard 27.9 points below level 3 CHANGE: Maintained (-2.8) PERFORMANCE LEVEL: Orange				Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: GREEN
LOCAL ACADEMIC INDICATORS - MATH	iReady Mid Year Diagnostic 2021				i Ready Mid Year Diagnostic 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall	22% At/Near Grade Level				28% At/Near grade level
LOCAL ACADEMIC INDICATORS - MATH English Learners	iReady Mid Year Diagnostic 2021 13% At/Near Grade Level				i Ready Mid Year Diagnostic 2024 23%At/Near grade level
LOCAL ACADEMIC INDICATORS - MATH Socio-economically Disadvantaged	iReady Mid Year Diagnostic 2021 19% At/Near Grade Level				i Ready Mid Year Diagnostic 2024 29% At/Near Grade Level
LOCAL ACADEMIC INDICATORS - MATH Students with Disabilities	iReady Mid Year Diagnostic 2021 9% At/Near Grade Level				i Ready Mid Year Diagnostic 2024 19% At/Near grade level
STATE ENGLISH LEARNER PROGRESS INDICATOR (ELPI)	Spring 2019 Dashboard Dashboard Rate: 48.6% making progress toward				Spring 2024 Dashboard Dashboard Rate: 55.5% making progress toward

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English language proficiency CHANGE: N/A PROGRESS LEVEL: Medium				English language proficiency CHANGE: +6.9% PROGRESS LEVEL: HIGH
ELS MAKING 1 YEAR OF GROWTH RATE Dashboard	2017-2018 N/A 2018-2019 48.6% 2019-2020 N/A				2023-2024 55%
ANNUAL EL RECLASSIFICATION RATE Data Quest	2017-2018 6.5% 2018-2019 7.4% 2019-2020 21.0% 2020-2021 4.9%				2023-2024 By Spring 2024, the annual district reclassification rate will be 12%.
ADVANCED PLACEMENT STUDENTS SCORING 3+ RATE College Board AP reports	2017-2018 41.0% 2018-2019 41.0% 2019-2020 50.0%				2023-2024 AP 3+ Rate: Maintain at 50% or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
UC/CSU A-G COURSE COMPLETION RATE CDE Public Data/CALPADS	2017-2018 41.1% (573/1394) 2018-2019 37.0% (518/1399) 2019-2020 43.2% (549/1270)				2023-2024 A-G Course Completion Rate: 45%
UC/CSU A-G COURSE COMPLETION RATE CDE Public Data/CALPADS Socio-economically disadvantaged	2019-2020 Total Graduates: 1074 Total Graduate with A-G requirement Met: 420 Rate: 420/1074 = 39.11%				2023-2024 A-G Course Completion Rate: 40%
UC/CSU A-G COURSE COMPLETION RATE CDE Public Data/CALPADS Foster Youth	2019-2020 Total Graduates: 11 Total Graduate with A-G requirement Met: 2 Rate: 2/9 = 18.18%				2023-2024 A-G Course Completion Rate: 20%
UC/CSU A-G COURSE COMPLETION RATE	2019-2020 Total Graduates: 338				2023-2024 A-G Course Completion Rate:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Public Data/CALPADS English Learners	Total Graduate with A-G requirement Met: 75 Rate: 75/338 = 22.19%				25%
UC/CSU A-G COURSE COMPLETION RATE CDE Public Data/CALPADS Students with Disabilities	2019-2020 Total Graduates: 129 Total Graduate with A-G requirement Met: 24 Rate: 24/129 = 18.60%				2023-2024 A-G Course Completion Rate: 20%
CTE COMPLETION RATE CDE Public Data/CALPADS Socio-economically disadvantaged	2019-2020 Total Graduates: 1074 Total Graduate as CTE Completer: 87 Rate: 87/1074 = 8.10%				2023-2024 CTE Completion Rate: 10%
CTE COMPLETION RATE CDE Public Data/CALPADS Foster Youth	2019-2020 Total Graduates: 11 Total Graduate as CTE Completer: 0 Rate: 0/11 = 0%				2023-2024 CTE Completion Rate: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE COMPLETION RATE CDE Public Data/CALPADS English Learners	2019-2020 Total Graduates: 338 Total Graduate as CTE Completer: 25 Rate: 25/338 = 7.49%				2023-2024 CTE Completion Rate: 10%
CTE COMPLETION RATE CDE Public Data/CALPADS Students with Disabilities	2019-2020 Total Graduates: 129 Total Graduate as CTE Completer: 10 Rate: 10/129 = 7.75%				2023-2024 CTE Completion Rate: 10%
UC/CSU A-G COURSE COMPLETION AND CTE COMPLETION CDE Public Data/CALPADS All Students	2019-2020 Total Graduates: 1270 Total Graduate A-G and CTE: 53 Rate: 53/1270 = 4.17%				2023-2024 A-G and CTE Completion Rate: Maintain or Increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
UC/CSU A-G COURSE COMPLETION AND CTE COMPLETION CDE Public Data/CALPADS Socio-economically disadvantaged	2019-2020 Total Graduates: 1074 Total Graduate A-G and CTE: 32 Rate: 32/1074 = 2.98%				2023-2024 A-G and CTE Completion Rate: 3%
UC/CSU A-G COURSE COMPLETION AND CTE COMPLETION CDE Public Data/CALPADS Foster Youth	2019-2020 Total Graduates: 11 Total Graduate A-G and CTE: 0 Rate: 0/11 = 0%				2023-2024 A-G and CTE Completion Rate: Maintain or Increase
UC/CSU A-G COURSE COMPLETION AND CTE COMPLETION CDE Public Data/CALPADS English Learners	2019-2020 Total Graduates: 338 Total Graduate A-G and CTE: 9 Rate: 9/338 = 2.66%				2023-2024 A-G and CTE Completion Rate: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
UC/CSU A-G COURSE COMPLETION AND CTE COMPLETION CDE Public Data/CALPADS Students with Disabilities	Total Graduates: 129 Total Graduate A-G and CTE: 3 Rate: 3/129 = 2.33%				2023-2024 A-G and CTE Completion Rate: 3%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Advanced Placement	Aligned to the goal of preparing students to be college and career ready when they graduate from high school, AP students will be provided bussing to attend Advanced Placement (AP) Readiness Saturday sessions at the University of California - Riverside from September to April to supplement AP school day instruction and prepare students to succeed in class and on AP exams. In addition AP teachers will be provided professional development to build a strong conceptual foundation to support high level AP instructional practices as aligned to ensuring unduplicated students have equitable and ample access to a broad course of study. A. Transportation $6,000.00 B. Professional Development $12,500.00	$18,500.00	Yes
2	Assessment	Continue refining the District-wide system of assessment and progress monitoring to identify unique student needs, measure growth, and	$72,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
		drive instruction. Progress monitoring will focus on needs of at-risk students including unduplicated student counts and students with disabilities. A. Data and Assessment Technician (0.5 FTE) $57,686.00 B. Assessment Testers (sub costs) $12,000.00 C. Indirect Costs $2,494.00		
3	AVID	Advancement Via Individual Determination is valued by our Alvord community has gathered from feedback from our stakeholder groups. AVID funds will be principally allocated to support our unduplicated and students with disabilities count with materials, supplies, AVID tutors, and college trips. Alvord staff will also be provided professional development to sustain the work of college and career readiness at all levels of the district. A. ELEMENTARY: $5,000 allocation per AVID site (books and supplies, college trips) $50,000.00 B. MIDDLE/HIGH: AVID tutors $188,325.00 C. AVID Annual contract $60,000.00 D. AVID Summer Institute/Pathways professional development for Alvord staff (subs, travels costs, registration) $55,000.00 E. District AVID Coordinator $15,298.00 F. Secondary AVID teachers (3 FTE/comprehensive HS, 4/middle school) $960,192.00 G. Supplies and Materials (Secondary) $21,000.00 H. College Trips (Secondary) $50,000.00	$1,449,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		I. Indirect Costs $50,113.00		
4	Career & Technical Education	Stakeholder input included increased CTE course offerings to provide our students skills needed for post-secondary opportunities. By combining academic and vocational training through project-based learning, contextualized learning, labs, work-based learning and leadership development for our students of highest need, students in CTE pathways can further their options with additional opportunities. Through county partners, certificated staff, management, and an outreach liaison our unduplicated student count will have equitable opportunities towards a variety of career and technical pathways. A. RCOE Service contract for CTE teachers (10 FTE) $943,340.00 B. AUSD certificated staff (12.4 FTE) $1,866,077.00 C. Assistant to the Director for program support (.7 FTE) $77,356.00 D. Director of Alternative Programs and CTE to oversee program (40% LCAP) $81,181.00 E. Career Services and Outreach Liaison for program support (1 FTE) $93,647.00	$3,061,601.00	Yes
5	College Readiness Testing	Continue support for supplemental college-readiness testing to ensure access for all unduplicated students. A. PSAT/KHAN Academy testing suite package for 10th grade $85,000.00 B. Advanced Placement (AP) testing $75,000.00	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Continuation High School	Supporting lower class sizes as compared to comprehensive high schools (9 FTE) allows for unduplicated and students with disabilities count to minimize barriers to accessing the learning from their teacher, instructional supports, and materials. This will include research based small group interventions, enrichment, increased oral production, and overall progress towards mastery.	$1,309,668.00	Yes
7	Coaches (Instructional), Secondary	Maintain secondary instructional coaches (7 FTE) to provide instructional coaching support for secondary staff to support increased and improved services of unduplicated students and students with disabilities.	$1,056,911.00	Yes
8	CSTEM Pathway	Integrate elements of Communication Science Technology Engineering Math (CSTEM) program into 7th and 8th grade mathematics curriculum to support CSTEM pathway. $20,000.00 A. Indirect costs to support the CSTEM program $716.00	$20,716.00	Yes
9	District/Vendor Contracts	To support student achievement, programs are available to address learning needs, access records, support social-emotional health, and engage stakeholders. A. Odysseyware (Edgenuity) $112,500.00 B. Thought Exchange $26,460.00 C. Parchment $20,495.00 D. iReady (Curriculum Assoc.) $350,000 E. Care Solace $33,942.00 F. DNA (Illuminate) $100,481.00	$643,878.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	DLI (Terrace, Valley View, Loma Vista)	Expand/Continue support of the Dual Language Immersion (DLI) program promoting biliteracy in support of both academic and second language fluency achievement. A. DLI Support materials $50,000.00 B. FTE teachers for two elementary and one middle school site $3,800,286.00 C. Bilingual Instructional Assistants $38,722.00 D. Indirect costs to support the DLI program. $139,226.00	$4,028,234.00	Yes
11	Dual Enrollment	The Dual Enrollment program fosters a learning environment to improve and increase college admission, enrollment, and retention principally directed towards our unduplicated student count at all 5 high schools. Curriculum and materials will be purchased to support an effective Dual Enrollment program at all High Schools.	$8,000.00	Yes
12	Early Release Days	Weekly early release days are provided to ensure time for staff to meet to analyze data principally directed at identifying the needs of our unduplicated students and students with disabilities, planning instruction to support those needs, identify resources necessary to implement interventions and supports.	$599,723.00	Yes
13	EL Department	English Learners make up 29% of the district and are supported directed through this plan by ensuring adequate staff, supplies, services, and testers in providing impactful opportunities towards language acquisition, leading to access to core content mastery with an ultimate goal of reclassification. A. EL Staff $358,632.00	$1,458,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
		B. Director $214,828.00 C. Supplies / Services $100,000.00 D. Curricular Supports $50,000.00 E. Professional Development $100,000.00 F. Testers $227,336.00 G. Translators $357,674.00 H. Indirect Costs $50,423.00		
14	Elementary Literacy Teachers	Both state and local achievement data has confirmed the continued need for foundational literacy supports. Elementary LIteracy Teachers will be provided at each elementary site to support the elements of Early LIteracy and provide literacy intervention for targeted students, principally focused on our unduplicated student count. $1,536,959.00	$1,886,927.00	Yes
15	FAFSA support	To support college and career readiness for unduplicated student count provide materials and supplies to support high school student participation in FAFSA completion. Additional hours to support FAFSA Nights at each high school in collaboration with AUSD and local post-secondary institutions.	$3,600.00	Yes
16	Gifted and Talented Education (GATE)	Continue development of the AUSD Gifted and Talented Education program by restructuring the GATE identification process to include revised practices for identifying "giftedness" in otherwise unidentified students groups, specifically in the area of the arts.	$42,623.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A. GATE Professional Development $20,000.00 B. GATE Materials and Supplies to support implementation of GATE strategies $7,500.00 C. Purchase of NNAT-3 Assessment administered to all 3rd grade students annually $13,650.00 D. Indirect costs to support teacher stipend. $1,473.00		
17	International Baccalaureate (IB)	Rigorous and comprehensive IB courses challenge students to excel in their studies in preparation of post-secondary opportunities. This contributing action ensures a principal focus for our unduplicated student count to provide equitable opportunities in higher education. A. Certificated Teacher as IB Coordinator (1 FTE) $154,435.00 B. Materials and Supplies $37,800.00 C. IB Testing Support $45,000.00 D. IB Teachers (6.4 FTE) $870,782.00 E. Indirect costs to support IB program $39,667.00	$1,147,684.00	Yes
18	Information Technology Staff	Provide technology access and support students and teachers by providing additional staff for technology management and maintenance. A. IT Technician II (1 FTE) $120,954.00 B. IT Technician III (1.65 FTE) $187,430.00 C. Network Administrator (1 FTE) $189,491.00	$497,875.00	No

Action #	Title	Description	Total Funds	Contributing
19	LCFF LI/EL Allocations	LCFF Allocations reflected in site level School Plan for Student Achievement, which is approved by the Board of Education annually. School plan goals & actions are aligned to the LCAP goals and state priorities. A. Provide low income allocation to sites to support the academic and socio-emotional needs of low income students. The site allocation is determined by the number of low income unduplicated students at the site. $492,060.00 B. Provide English Learner allocation to sites to support the academic and socio-emotional needs of English Language Learners. The site allocation is determined by the number of English Learner unduplicated students at the site. $460,965.00	$953,025.00	Yes
20	Math Intervention	An intervention teacher at the Alternative Education Center will provide strategic math support targeting at-promise students (1 FTE).	$142,390.00	Yes
21	Physical Education, Elementary	Health and wellness is a vital component of child development. Physical Education is provided to all students in Grades 1-5. By providing PE teachers at the Elementary levels, classroom teachers are provided time to analyze data and support their instructional program in response of the needs of unduplicated students and students with disabilities. A. Physical Education Teachers (10 FTE) $1,282,654.00 B. Physical Education Assistants (7.5 FTE) $496,142.00 C. Maintain equipment/supplies used during physical education instruction and provide teachers with professional development. $25,000.00	$1,868,371.00	Yes

Action #	Title	Description	Total Funds	Contributing
		D. Indirect costs to support program. $64,575.00		
22	Student Safety	Stakeholders prioritize safety at all Alvord school sites to improve communication, traffic safety, and emergencies. A. Expand the use of an Emergency and Reunification Management System (i.e Raptor) district wide. Provide materials, support, and professional development in the expanded use of the system. $35,000.00 B. Provide crossing guards at identified high traffic areas to increase student safety for those walking to and from school. $238,312.00 C. Maintain trauma kits and AEDs for all sites. $10,000.00 D. Indirect costs to support implementation of safety systems to increase student safety. $10,142.00	$293,454.00	Yes
23	Summer School (9-12 Credit Recovery)	High Schools provide additional supports for 9-12 credit recovery to meet graduation requirements.	$100,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	ENGAGEMENT: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

An explanation of why the LEA has developed this goal.

Maintaining environments conducive to learning is a priority for Alvord stakeholders. This broad goal provides actions and services that students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff. This goal is supported by metrics aligned to school connectedness through suspension rate, chronic absenteeism, graduation rate, and school climate. Student Services is active in ensuring an environment of school connectedness by providing a tiered approach and restorative practices in maintaining a lower suspension rate. Alvord USD has proudly been recognized as the 2021 Model School Attendance Review Board Winner by the California Department of Education. Aligned to a strategic system of chronic absenteeism, students attend school in order to receive the quality education opportunities found in each of our Local Control Accountability Plan goals. As a follow up to Goal #2, this goal encompasses a metric of graduation rate for our students to be college and career ready in an environment conducive to their success. Lastly, this goal measures school climate as perceived by our students, staff, and families. Priority 5 (Pupil Engagement) and 6 (School Climate), 3 (Parent Involvement) are addressed in this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SUSPENSION RATE STATE INDICATOR CA Dashboard All Students	Spring 2019 Dashboard RATE: 2.6% CHANGE: -0.2% (Maintained) PERFORMANCE LEVEL: Yellow				Reduce suspension rate to 2%
Socio-Economically Disadvantaged	Spring 2019 Dashboard				Reduce to 2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RATE: 2.8% CHANGE: -0.2% (Maintained) PERFORMANCE LEVEL: Yellow				
Students with Disabilities	Spring 2019 Dashboard RATE: 4.9% CHANGE: -0.2% (Maintained) PERFORMANCE LEVEL: Orange				Reduce to 4.5%
American Indian or Alaska Native	Spring 2019 Dashboard RATE: 1.9% CHANGE: -0.3% (Declined) PERFORMANCE LEVEL: Green				Maintain or reduce
African American	Spring 2019 Dashboard RATE: 4.1%				Reduce to 3.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CHANGE: -1.6% (Maintained) PERFORMANCE LEVEL: (Declined)				
Two or More Races	Spring 2018 Dashboard RATE: 2.0% CHANGE: -1.4% (Declined) PERFORMANCE LEVEL: Green				Maintain or reduce to 1.6%
White	Spring 2019 Dashboard RATE: 2.1% CHANGE: -1.1% (Declined) PERFORMANCE LEVEL: Green				Maintain
Foster Youth	Spring 2019 Dashboard RATE: 6.7% CHANGE: +1.1% (Increased)				Reduce to 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PERFORMANCE LEVEL: Orange				
EXPULSION RATE CALPADS report 2018-2019 All Students	.53%				Maintain or decrease
EXPULSION RATE African American	1.06%				Decrease by .5%
EXPULSION RATE Socio-economically Disadvantaged	.59%				Maintain or decrease
EXPULSION RATE Foster Youth	2.99%				Decrease by .5%
EXPULSION RATE English Learners	.57%				Maintain or decrease
EXPULSION RATE	.32%				Maintain or decrease

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities					
ATTENDANCE RATES CALDPADS report. 14.2 All Students	Total Days Expected: 2386759 Total Days Attended: 2276672 Attendance Rate: 95.39%				Maintain or Increase
ATTENDANCE RATES African American	Total Days Expected: 89083 Total Days Attended: 84802 Attendance Rate: 95.20%				Maintain or Increase
ATTENDANCE RATES Socio-economically Disadvantaged	Total Days Expected: 1925229 Total Days Attended: 1832738 Attendance Rate: 95.20%				Maintain or Increase
ATTENDANCE RATES Foster Youth	Total Days Expected: 4608 Total Days Attended: 8204 Attendance Rate: 91.24%				Increase by .5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ATTENDANCE RATES English Learners	Total Days Expected: 669924 Total Days Attended: 638779 Attendance Rate: 95.35%				Maintain or Increase
ATTENDANCE RATES Students with Disabilities	Total Days Expected: 300423 Total Days Attended: 283181 Attendance Rate: 94.26%				Increase by .5%
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard All Students	Spring 2019 Dashboard RATE: 10.2% CHANGE: -0.4% (Maintained) PERFORMANCE LEVEL: Orange				Reduce to 9%
Socio-Economically Disadvantaged	Spring 2019 Dashboard RATE: 11.2%				Reduce to 10.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CHANGE: -0.6% (Declined) PERFORMANCE LEVEL: Yellow				
Students with Disabilities	Spring 2019 Dashboard RATE: 13.3% CHANGE: -1.0% (Declined) PERFORMANCE LEVEL: Yellow				Reduce to 13%
American Indian or Alaska Native	Spring 2019 Dashboard RATE: 18.9% CHANGE: +9.5% (Increased) PERFORMANCE LEVEL: Orange				Reduce to 17.5%
African American	Spring 2019 Dashboard RATE: 14.3%				Reduce to 13.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CHANGE: -0.4% (Maintained) PERFORMANCE LEVEL: Orange				
Two or More Races	Spring 2019 Dashboard RATE: 10.0% CHANGE: -0.9% (Declined) PERFORMANCE LEVEL: Green				Maintain
White	Spring 2019 Dashboard RATE: 10.8% CHANGE: -0.7% (Declined) PERFORMANCE LEVEL: Yellow				Reduce to 10.5%
Foster Youth	Spring 2019 Dashboard RATE: 12.9%				Reduce to 12.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CHANGE: -1.1% (Declined) PERFORMANCE LEVEL: Yellow				
SCHOOL CLIMATE LOCAL INDICATOR CA Healthy Kids Survey	2020-2021 Data April 2021 administration ELEMENTARY: Key indicator of School Climate (highest indicator) High expectations - adult in school (85%) Feel safe on way to and from school (82%) Students treated with respect (90%) Key indicator of student well-being, and social-emotional health (highest indicator) Sleep duration (90%)				Increase or Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Peer supports (62%) Self-efficacy (75%) SECONDARY: Key indicator of School Climate (highest indicator) Facilities upkeep (84%) School perceived as very safe or safe (64%) Key indicator of student well-being, and social-emotional health (highest indicator) Physical exercise (62%) Adult supports (68%) Self-efficacy (66%)				
GRADUATION RATE STATE INDICATOR CALPADS	Spring 2020 RATE: 93.8%				Increase to 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Students					
Socio-Economically Disadvantaged	Spring 2020 RATE: 93.8%				Increase to 94%
Students with Disabilities	Spring 2020 RATE: 87.5%				Increase to 89%
African American	Spring 2020 RATE: 95.9%				Maintain at 95% or Increase
Two or More Races	Spring 2020 RATE: 93.3%				Increase to 94%
White	Spring 2020 RATE: 93.7%				Increase to 95%
Foster Youth	Spring 2020 RATE: 84.6%				Increase to 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
GRADUATION RATE STATE INDICATOR Middle School Dropouts All Students	Spring 2020 0%				Maintain 0% middle school dropouts
GRADUATION RATE STATE INDICATOR High School Dropouts All Students	Spring 2020 5.2%				Decrease by .5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assistant Principals	Assistant Principals are funded through LCAP to maintain support of the academic, social, and emotional needs of targeted student groups, principally students with disabilities. A. ELEMENTARY: 4 FTE $677,624.00 B. MIDDLE: 1 FTE $176,472.00 C: HIGH SCHOOL: 6 FTE $1,150,484.00	$2,004,580.00	Yes
2	Campus Supervision	Maintain additional campus supervision hours at school sites to provide support and safety for students. (6.9 FTE) This action is	$309,947.00	Yes

Action #	Title	Description	Total Funds	Contributing
		principally directed towards ensuring our unduplicated students have a sense of safety, belonging, and connectedness at the school sites.		
3	Chronic Absenteeism	Research based practices are the most effective when students are present. Effective supports will ensure implementation of chronic absenteeism systems and practices to provide outreach to students and families not attending school with a focus of increasing academic achievement of all unduplicated student groups. A. Assistant Director, Student Services $186,717.00 B. Attendance monitoring program and supports to enhance attendance systems. $125,000.00 C. Attendance site allocations: $1500 elementary school, $2000 middle school, $2500 high school. $36,500.00	$348,217.00	Yes
4	Communication	The last year has emphasized the importance of communication to our Alvord community. This action supports communication that may come in the form of email messaging, text messaging, or phone messaging to address academic, health, safety, and social-emotional needs. This includes mass notification, classroom notification, and school services. A. Blackboard $81,000.00 B. Parent Square $120,000.00	$201,000.00	Yes
5	Counselors	Counselors are provided at all school sites to meet the socio-emotional and academic needs of targeted students and foster school connectedness, academic achievement, and a college going culture. A. ELEMENTARY: 14 elementary school sites $2,004,464.00	$4,211,439.00	Yes

Action #	Title	Description	Total Funds	Contributing
		B. MIDDLE: 6.5 FTE, 2 at AMS, 2 at LVMS, 1 at WMS, and 1.5 at VMS $979,323.00 C. HIGH: (8 FTE-2 at LSHS, 3 at NVHS, 2 at HHS, .5 at AHS, .5 at AACHS) $1,227,652.00		
6	Culturally Relevant Student Activities	Through input from multiple stakeholder groups via the LCAP process and work of the Family Engagement Office and Office of Equity and Access, Culturally Relevant student activities shall enhance our school communities in identifying about we can support the local indicator of learning more about each others strengths, cultures, languages, and goals.	$50,000.00	No
7	Equity and Access	The Equity and Access office of Alvord Unified School District addresses the needs of the community to ensure an equitable learning opportunity for the community, principally directed towards the specific needs of our unduplicated student count. A. Director of Equity and Access ensure a focus of equitable practices throughout the organization to support access principally towards our unduplicated student count. (40% Title/60% LCFF-LI) $202,590.00	$202,095.00	Yes
8	Expanded Learning	Expanded Learning is open to students in Grades K-8 with a focus on providing additional intervention supports to unduplicated students and students with disabilities beyond the regular school day. A. Contract with consultant in providing a comprehensive program. $380,000.00 B. Middle school bussing $100,000.00	$480,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Family Engagement	Alvord's local indicator on parent engagement has shown an increase of implementation. Continued support of district family engagement and education staff to support school efforts towards an increase of family and community involvement and welcoming school environments. A. Coordinator (1 FTE) $154,524.00 B. Childcare and Translation services provided during family workshops and meetings which require stakeholder input and/or advisory. $10,000.00 C. Indirect costs to support stipends. $5,890.00	$170,414.00	Yes
10	Health Assistants	Maintain health assistants (7 FTE)	$533,090.00	No
11	Health and Wellness	Implement a wellness program at each school site by identifying a representative to work collaboratively to develop supports for addressing student wellness, including targeting their social emotional needs. The supports will be included in the districts Multi-Tiered System of Supports and shared will all staff	$20,000.00	No
12	Mental Health Outreach	Staff will be assigned to provide Mental Health support services to reduce barriers of our unduplicated students and students with disabilities in accessing mental health supports needed for them and their family.	$180,000.00	Yes
13	Saturday Academy	Saturday Academies will focus on all high schools to provide additional academic support to students who are experiencing chronic absenteeism, who are at risk of credit deficiencies, and intervention supports principally focused on unduplicated student count. A. Staff $108,000.00	$113,894.00	Yes

Action #	Title	Description	Total Funds	Contributing
		B. Indirect costs $5,894.00		
14	School Climate Survey	Administer a School Climate Survey to students in grades 5, 7, and 9, and 11 parents and school staff to gather evidence of school connectedness and the social-emotional well-being of students.	$7,516.00	Yes
15	School Resource Officer	Maintain contracts to provide support and increased safety at all high schools and feeder middle and elementary schools. This action is principally directed towards ensuring our unduplicated students have a sense of safety, belonging, and connectedness at the school sites. A. Maintain contracts with the City of Riverside and County of Riverside for School Resource Officers to provide support and increased safety at all high school s and feeder middle and elementary schools. $368,993.00 B. Maintain increased School Resource Officers support with Riverside County Sheriff Department to include schools in the unincorporated areas of the district. $177,000.00	$545,993.00	Yes
16	Stipend positions	Student activities are provided to support school connectedness. $279,960.00	$279,160.00	No
17	Teen Parent supports	Continue providing parenting classes and support to teen parents in collaboration with Riverside County Office of Education. $115,857.00	$115,857.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.46%	$43,025,266

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions being provided to an entire school, or across the entire school district were developed with initial consideration of the needs of foster youth, English learners, and low-income students through evaluation of data, options to increase or improve services, and an analysis of how the actions are effective in meeting the goals of these students. Through this work, general themes emerged in providing safe learning environments, mental health supports, differentiated instruction, language acquisition, culturally responsive learning/teaching, home/school connectedness, family/home partnerships, and college and career readiness opportunities. The increased/improved services were aligned to these general themes and are addressed in more detail below.

SAFE LEARNING ENVIRONMENT
After assessing the needs, conditions, and circumstances of our unduplicated students, we recognize that having a safe learning environment is a key indicator of staff, students, and families as measured by the California Healthy Kids Survey. The California Healthy Kids Survey is anonymous and does not separate by student demographics. However, data indicated by a school with a high percentage of unduplicated students versus a site with a low percentage of unduplicated students resulted in 9% less students feeling safe at a school with a higher percentage of unduplicated students feeling safe at school. In addition, our suspension rates of foster youth (6.7%) and socio-economically disadvantaged (2.8%) unduplicated student groups are higher than our all student rate (2.6%). From this data, we infer the need for increased/improved services for our unduplicated student count and schools most in need. In that end, Alvord provides specific law enforcement safety support by contracting site-based school resource officers with the intent unduplicated students feel safe at school, increase school connectedness, and focus on learning and attend school daily (Action 3.15). SRO's are not on each campus daily, therefore, Alvord provides additional campus supervisors to schools to increase safety of our campuses (Action 3.2). Assistant principal's address the academic and socio-emotional needs of unduplicated students by implementing improved positive systems of support for behavior. Elementary focus of Assistant Principals are prioritized based on SPED population and specialized programs for unduplicated students (Action 3.1). Alvord stakeholders continue to prioritize the needs of safety for our school communities. We shall maintain a visitor

check in system, crossing guards, and trauma kits at all site levels (Action 2.22). Students receive homework assistance and participate in activities that stimulate creativity and promote healthy living. The program is effective in providing students in the unduplicated student groups with a high quality, safe environment after school hours. The bussing for middle school students serves to increase student participation in the program as well as student safety. Parents have expressed a need for transportation at the middle school level, so students are not being asked to walk home during dark hours (Action 3.8). The school climate survey is administered to elementary, middle, and high school students, as well as parents and site staff. Information is used to effectively plan for increased and improved services in the areas of social-emotional well-being, academic achievement, school connectedness, and sense of safety. This annual survey will provide data to support the monitoring of the effectiveness of our actions and services to support our unduplicated students (Action 3.14).

MENTAL HEALTH SUPPORTS
After assessing the needs, conditions, and circumstances of our unduplicated students, we recognize that having mental health supports is a key indicator of staff, students, and families as measured by the site referrals for counseling services and the California Healthy Kids Survey. These supports are a continued increased and improved service from the 2017-2020 LCAP, as 80% of Alvord students rate high in the areas of social and emotional learning supports. Counselors are effective in providing unduplicated students with academic, social, and emotional support thereby improving access to classroom instruction and academic learning (Action 3.5). Staff will be provided support services to reduce barriers of our unduplicated students in accessing mental health supports needed for them and their families (Action 3.12). The program is effective and ensures that teen parents graduate from high school; receive healthcare and childcare services; and assists in the development of post-secondary goals including parenting (Action 3.17).

DIFFERENTIATED INSTRUCTION
After assessing the needs, conditions, and circumstances of our unduplicated students, we recognize that providing differentiated instruction for students is a key indicator of staff, students, and families as measured by the local and state assessment data. State assessment data from the 2019 dashboard indicate unduplicated students scoring 10-20% further from level 3 as students not identified as unduplicated. Alvord USD local measures of iReady data indicate similar scores with a gap of 5-10% of unduplicated students meeting at/near grade level standards. To support these gaps of learning, multiple differentiated supports are provided. The supports are provided starting at the earliest of ages with the current AUSD Preschool Special Education programs. Support, materials, and resources are provided to support differentiation with this student population in providing opportunities to narrow the time students are not in a mainstream classroom (Action 1.6). Alvord maintains lower class size averages with specific intent of identifying struggling students identified as English Learners, Foster Youth, or Low Income. Stakeholders continue to see this as an effective method in ensuring all students are provided equitable learning opportunities in their progress towards mastery (Action 1.4). Classroom teachers, intervention specialists, speech and language pathologists, school counselors, and teacher librarians are allotted $500 to purchase instructional materials that support the implementation of state standards, provide accessibility to academic content, and reinforce concepts taught. Teachers' input include the need for unduplicated students to have access to equitable resources and materials to help access background knowledge and academic content (Action 1.9). By allowing early admittance to transitional kindergarten, the youngest unduplicated students may attend a quality Transitional Kindergarten program as part of a 2-year Kindergarten pathway. The curriculum and instruction is structured to address social emotional, language, and academic needs at an age appropriate level and provide a preventative approach to closing the potential for an achievement gap later on in the academic careers of these students. This early preventive measure effectively ensures that unduplicated students develop a strong foundation that will support the confidence level of the learners and serve as an avenue to prevent future drop outs (Action 1.11). AP Readiness Program held at UCR designed to provide students with the skills they need to be successful in college-level classes. Students work with master teachers in specific content areas selected by the student. In addition, the program includes training for teachers

in AP instruction, strategies, and knowledge in how to improve and increase student preparedness for success in AP courses (Action 2.1). Assessment resources and improved access to student data will provide teachers with low income, foster youth,and English language learners academic data to analyze for guidance on improving instruction (Action 2.2). Coaches work with teachers to improve student engagement, delivery of instruction, and promote collaboration on effective instructional strategies (Action 2.7). Contract partners provide web-based intervention programs, professional development, and digital learning and assessment software to support elementary and secondary intervention programs to unduplicated students who are academically challenged in Language Arts and Mathematics. The effective use of intervention for closing the achievement gap is supported by research (Booth, et al., 2013; Opuni, 2006; Roberts et al., 2013) (Action 2.9). Through the differentiated work of 2017-2018, it was identified a need for a systemic approach towards a data analysis process. This dedicated time of early release Tuesday's are used to support district level data collection, analysis, and instructional planning to best support the differentiated needs of unduplicated students (Action 2.12). Elementary Literacy Teachers work principally with unduplicated students who have been identified as one to two grade levels below. Their small group, differentiated supports ensure learning gaps are addressed and supported through foundational literacy skills (Action 2.14). Teachers receive professional development in GATE instruction to implement during instruction in addressing the unique needs of students with gifted and talented needs. All students are tested at a minimum of 3rd grade and special factors are accounted for in equitably identifying unduplicated students with additional needs and/or supports (Action 2.16). Students in the IB program are educated in a rigorous, inter-disciplinary advanced academy environment, in which students are focused on community service and global awareness in preparation for post-secondary work. IB provides equitable service to ensure unduplicated students are included and supported in college and career preparations (Action 2.17). Site allocations are based on the actual unduplicated student counts for each site and our School Site Councils consult with stakeholders to identify how to best serve the targeted students through LCAP aligned actions/services noted in each School Plan for Student Achievement (SPSA). These actions are evaluated annually for effectiveness and based on data, the use of the funds are then justified in principally servicing unduplicated pupils. To increase support, Alvord central office provides additional resources, processes, procedures, and training to ensure program effectiveness and alignment of funding and actions in the SPSA and LCAP (Action 2.19). Math intervention is provided to the Alvord Alternative Education Center in providing specific academic support to unduplicated students not accessing mastery of mathematics standards as addressed by the California State Standards (Action 2.20). Saturday Academies will focus on all high schools to provide additional academic support to students who are experiencing chronic absenteeism, are or are at risk of credit deficiencies, and intervention supports principally focused on unduplicated student count (Action 3.13). These are continued actions from the 2017-2020 LCAP, with slight modification of the contract partners. Some contract partners were not consistently used and/or did not demonstrate student achievement in support of the needs of our unduplicated students.

LANGUAGE ACQUISITION
After assessing the needs, conditions, and circumstances of our English language learner students, we recognize that language acquisition for students is a key indicator of staff, students, and families as measured by the local and state assessment data. Our English Learners score on average 15-20 points less than our all student population group on state standardized assessment tools. Our local assessments have an overall English Language Arts at/near grade level percentage of 30%, whereas English Learners are at 12% (Math: All 22%/English Learners 13%). Lastly, our English Learners graduate rate of 2019-2020 had a 5.1% decrease since the baseline data of 2017 LCAP. Alvord is committed to working on ensuring all English Learners are provided the necessary services to close this achievement gap and provide equitable opportunities. Dual Language Immersion (DLI) provides an alternative academic pathway for English learners and low income students to prepare for college and career. Alvord's DLI program focuses on second language acquisition and academic achievement and was implemented in response to community requests. Housed at two elementary school sites and one middle school in high needs neighborhoods, it is imperative that Alvord continue supporting this program that adds a new cohort each year. In 2021-2022,

Alvord will begin its first cohort at the middle school level. Bilingual Instructional Assistants will provide Spanish language development support to students in DLI. Research supports that dual language immersion programs are effective in supporting English Learners with academic achievement (Thomas & Collier; Medina, Lindholm-Leary). The DLI program will increase by one grade level each year (Action 2.10). Also in non-DLI classes, Bilingual staff and instructional support for English Learner families and students are maintained to increase and improve professional development for instructional staff, primary language support, language assessment, language acquisition, reclassification, long term English learners' support, and ELs' academic achievement (Action 2.13). Providing additional site level support for teacher instruction, student learning, and targeted interventions provides equitable access for students identified as Foster Youth, English Learners, or Low Income. Access to rigorous academic standards for all content areas is essential to the success of unduplicated students. Site allocations are based on the actual unduplicated student counts for each site and our School Site Councils consult with stakeholders to identify how to best serve the targeted students through LCAP aligned actions/services noted in each School Plan for Student Achievement (SPSA). These actions are evaluated annually for effectiveness and based on data, the use of the funds are then justified in principally servicing unduplicated pupils. To increase support, Alvord central office provides additional resources, processes, procedures, and training to ensure program effectiveness and alignment of funding and actions in the SPSA and LCAP (Action 2.19). The actions patterned around language acquisition will demonstrate effectiveness through an increase of achievement through local and state assessment measures.

CULTURALLY RESPONSIVE LEARNING/TEACHING
This year's LCAP has increased and improved services in the areas of equity and access (Action 3.7) and culturally relevant student activities (Action 3.6) to address the needs of our multi-ethnic student and community population. Alvord services students who are 80% Hispanic or Latino, 8.7% White, 3.8% African American, 3.7% Asian, 1.5% Filipino, 1.4% Two or more races, .5% Pacific Islander, and .2% American Indian or Alaska Native and Not Reported. Alvord's teacher librarians and library assistants support student centered learning through literacy by providing equitable access for unduplicated students to educational resources and literacy materials that support academic learning in core subjects. They curate inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas (Future REady Librarian Framework, 2018) (Action 1.5).

SCHOOL CONNECTEDNESS/ENGAGEMENT
After assessing the needs, conditions, and circumstances of our unduplicated student count, we recognize school connectedness and engagement to be a key indicator of staff, students, and families as measured by our 2021 California Healthy Kids Survey. Per the survey administered in Spring 2021, 51% of families have some concern regarding their child feeling bored or understimulated. To support a decrease of this data, the following actions for increased and improved services have been included in this Local Control and Accountability Plan. Expanding support of sports teams allows Alvord's unduplicated students to be involved and connected to the school community and promotes healthy lifestyle habits. Team participation is effective in that it positively affects students' social and emotional well-being as well as promotes school attendance (Taliaferro, 2010). Athletics continues to be an integral part of our students' experiences with school connectedness and engagement. Due to our high unduplicated student count, many of our students need additional support of supplies, uniforms, trainers, and transportation to support access to the athletic program. The athletic program was cut short in 2019-2020, however, continues to be an increased service for our unduplicated student count. This year's LCAP included an expansion of athletics to also be included in our middle school program athletics (Action 1.1). Athletics will demonstrate effectiveness through a careful analysis of athletic program participation, school attendance, and maintaining an appropriate GPA through their academic performance. Aligned with a matriculation into secondary level athletics, Physical Education is provided to elementary aged students by a credential physical education

teacher. As a part of the district-wide MTSS, elementary teachers work collaboratively in reviewing student performance on mastering content standards, research, best instructional practices, and modify instructional approaches for unduplicated students. This collaborative practice allows teachers to function as a professional learning community which is effective in providing equitable access to academic content for unduplicated students (DuFour, DuFour, & Eaker, 2008). Teaching elementary students to be physically active is effective in developing life-long healthy habits while supporting cognitive development and academic success. (Action 2.21). Alvord is committed to providing diverse choices in their college and career pathways. Cadet Corps offers our unduplicated students to identify a military career pathway curriculum, demonstrating effectiveness in higher levels of engagement, attendance, and graduation rates (Action 1.3). In addition, Alvord's unduplicated students are provided a variety of Visual and Performing Arts opportunities. This service has been increased by incorporating both LCFF and federal funds to support a comprehensive VAPA program (Action 1.13). The closures of 2019-2021 highlighted the need in supporting our low income, foster youth, and English learners in having equitable access to technology to ensure barriers towards learning are minimized. It is integral for our unduplicated students to have improved connectivity and access to devices, thereby increasing their interfacing with and through 1:1 technology preparing them for 21st century learning and capabilities (Action 1.10). Our socio-economically disadvantaged students have a rate of 11.2% of chronic absenteeism, which is 1% higher than our all student population. Our foster youth have a rate of 12.9%, which is 2.7% higher than our all student population. Providing home to school transportation is effective in ensuring that unduplicated students attend school each day and provides support for student learning and academic achievement (Action 1.12).

FAMILY/HOME SCHOOL PARTNERSHIPS
After assessing the needs, conditions, and circumstances of our unduplicated student count, we recognize family/home school partnerships to be a key indicator of families as measured by our 2021 California Healthy Kids Survey. "Communication with parents about school" was a key indicator of 43% of parents that participated in the survey. Communication is essential to the growth of school connectedness. Through effective opportunities for both student engagement and parent involvement, communication will improve the quantity and quality of parent services while featuring family support of academic achievement (Action 3.4). Our unduplicated student group data on absenteeism tends to be higher than other groups. For this, this plan will address the needs of chronic absenteeism principally focused on unduplicated students to implement increased and improved services through systems and practices to outreach families and students not attending school with a focus of increasing academic achievement of all unduplicated student groups (Action 3.3). Two leading indicators of parental involvement were "Promotion of parental involvement" and the "School encourages me to be an active parent," for 36% and 37% of parents, respectively. By supporting parent and family engagement in the educational process, the unduplicated count students benefit with increased academic learning and reclassification. This action will provide families with increased access to resources, materials, and personnel to address their needs in supporting their children in the growth and development leading to their success and continue to encourage parents to play an active role in their children's education (Action 3.9).

COLLEGE/CAREER READINESS
Alvord Unified School District is proud to have 58% of high school graduates enrolled in a college institution (4-year or 2-year) at any time during the first year after high school (National Student Clearinghouse, 2021). This supports our commitment towards ensuring our students are college and/or career ready. However, our high school graduate levels between our unduplicated student count and other students demonstrate a gap (Overall: 93.8% graduation rate-SED: 93.3%-SWD: 87.5%-foster: 84.6%) to be addressed through increased and improved services. Starting at the elementary levels, students are provided strategies, skills, and supports to ensure college and/or career readiness. AVID elementary prepares students in the unduplicated student group for behaviors, habits, and characteristics of successful students that serve for success in middle and high school. With a focus on developing a district-wide college-going culture, the progression

of AVID from elementary to high school creates the context for a scaffolded approach to college and career readiness with emphasis on organization, note taking, study skills, critical thinking, problem solving, and learning about the college application process and visiting universities to promote applying to college. The program effectively prepares its graduates for post-secondary education and/or careers (Conley, 2010) (Action 2.3). Our middle schools support the growth of Communication Science Technology Engineering and Math skills through our CSTEM pathway starting at Villegas Middle (Action 2.8). Once in high school, there are a number of additional supports to move students from a conceptual understanding of college and/or career readiness to skillful application. Registrars at the high schools provide improved student access to enrollment in college readiness coursework. Registrars are effective in ensuring that unduplicated students are on track for graduating and prepared for post-secondary college and career opportunities. In collaboration with student services, high school counselors, and administrators a district-wide transcript analysis process will provide a guide that includes the role of the registrars in supporting students to be college and career prepared. (Action 1.7) CTE courses support students in learning valuable technical skills in conjunction with rigorous academic skills, especially in Language Arts and Mathematics. These skills support our students in learning in a real-world, hand-on environment that prepares them for future careers and opportunities in the identified CTE industry sectors. CTE pathways are effective in providing skills to Alvord's unduplicated students to ensure future success, engage students, present dropouts, and increase attendance (Dougherty & Lombardi, 2016) (Action 2.4). At Alvord USD, we recognize not all students learn at the same pace and are provided differentiated learning pathways. Our Alternative high schools have high percentages of unduplicated students. With lower class sizes, students will have the extra support to recover credits, engage in and attend school, with the end result of improved academic success and high school completion (Action 2.6). We also offer Dual Enrollment. The Dual Enrollment program fosters a learning environment to improve and increase college admission, enrollment, and retention principally directed towards our unduplicated student count at all 5 high schools. Curriculum and materials will support unduplicated students in having equitable access to college and career readiness opportunities (Action 2.11). Alvord recognizes the barriers of our unduplicated student count and offers increased and improved services to minimize these barriers of graduation and college opportunities. Unduplicated students receive increased/improved services through Summer School in providing them additional opportunities to recover credit for graduation requirements. Unduplicated students are given priority for this opportunity (Action 2.23). Providing information to our families, students, and staff regarding the Free Application for Federal Student Aide (FAFSA), supports the process of college readiness by supporting them through the application process and what to anticipate after completing the application (National Association of Student Financial Aid Administrators, 2008) (Action 2.15). Finally, is covering the costs of testing fees in providing equitable access for unduplicated students to meet admission requirements of universities and vocational programs. (Action 2.5).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The district's Unduplicated Pupil Count is 77.95%, which accounts for the district's projected supplemental and concentration revenue of $43,025,266 for the 2020-2021 school year. In addition, the Minimum Proportionality Percentage (MPP) rate is 27.46% for the 2021-2022 school year. Approximately, $953,025 was distributed to schools to meet the identified needs of low income and English learners to improve or increase services to these unduplicated student groups. School Site Councils deem actions and services to best serve the targeted students and aligned actions/services in the Single Plan for Student Achievement aligned to the LCAP goal of conditions of learning, pupil outcomes, and engagement. Based on the annual update review of effectiveness, stakeholder input and qualitative and quantitative analysis, the use of these funds is justified in principally serving unduplicated pupils.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$43,395,060.00			$1,917,798.00	$45,312,858.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$37,304,389.00	$8,008,469.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Athletics	$1,825,721.00				$1,825,721.00
1	2	English Learners Foster Youth Low Income	Broad Course of Study					
1	3	English Learners Foster Youth Low Income	Cadet Corps	$125,843.00				$125,843.00
1	4	English Learners Foster Youth Low Income	Class Size Reduction	$6,537,904.00				$6,537,904.00
1	5	English Learners Foster Youth Low Income	Libraries	$1,573,026.00				$1,573,026.00
1	6	English Learners Foster Youth Low Income	Preschool (SPED)	$10,000.00				$10,000.00
1	7	English Learners Foster Youth Low Income	Registrars (High School)	$346,730.00				$346,730.00
1	8	All	Sanitation	$842,930.00				$842,930.00
1	9	English Learners Foster Youth Low Income	Supply Budget	$466,783.00				$466,783.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Technology	$1,139,380.00				$1,139,380.00
1	11	English Learners Foster Youth Low Income	TK EA	$10,000.00				$10,000.00
1	12	English Learners Foster Youth Low Income	Transportation	$935,775.00				$935,775.00
1	13	English Learners Foster Youth Low Income	Visual and Performing Arts (Comprehensive)	$741,383.00			$160,000.00	$901,383.00
2	1	English Learners Foster Youth Low Income	Advanced Placement	$18,500.00				$18,500.00
2	2	English Learners Foster Youth Low Income	Assessment	$72,180.00				$72,180.00
2	3	English Learners Foster Youth Low Income	AVID	$1,449,928.00				$1,449,928.00
2	4	English Learners Foster Youth Low Income	Career & Technical Education	$3,061,601.00				$3,061,601.00
2	5	English Learners Foster Youth Low Income	College Readiness Testing	$160,000.00				$160,000.00
2	6	English Learners Foster Youth Low Income	Continuation High School	$1,309,668.00				$1,309,668.00
2	7	English Learners Foster Youth Low Income	Coaches (Instructional), Secondary	$1,056,911.00				$1,056,911.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	English Learners Foster Youth Low Income	CSTEM Pathway	$20,716.00				$20,716.00
2	9	English Learners Foster Youth Low Income	District/Vendor Contracts	$643,878.00				$643,878.00
2	10	English Learners Foster Youth Low Income	DLI (Terrace, Valley View, Loma Vista)	$4,028,234.00				$4,028,234.00
2	11	English Learners Foster Youth Low Income	Dual Enrollment	$8,000.00				$8,000.00
2	12	English Learners Foster Youth Low Income	Early Release Days	$599,723.00				$599,723.00
2	13	English Learners	EL Department	$1,458,893.00				$1,458,893.00
2	14	English Learners Foster Youth Low Income	Elementary Literacy Teachers	$349,968.00			$1,536,959.00	$1,886,927.00
2	15	English Learners Foster Youth Low Income	FAFSA support	$3,600.00				$3,600.00
2	16	English Learners Foster Youth Low Income	Gifted and Talented Education (GATE)	$42,623.00				$42,623.00
2	17	English Learners Foster Youth Low Income	International Baccalaureate (IB)	$1,147,684.00				$1,147,684.00
2	18	All	Information Technology Staff	$497,875.00				$497,875.00
2	19	English Learners Foster Youth Low Income	LCFF LI/EL Allocations	$953,025.00				$953,025.00
2	20	English Learners Foster Youth Low Income	Math Intervention	$142,390.00				$142,390.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	21	English Learners Foster Youth Low Income	Physical Education, Elementary	$1,868,371.00				$1,868,371.00
2	22	English Learners Foster Youth Low Income	Student Safety	$293,454.00				$293,454.00
2	23	English Learners Foster Youth Low Income	Summer School (9-12 Credit Recovery)	$100,000.00				$100,000.00
3	1	English Learners Foster Youth Low Income	Assistant Principals	$2,004,580.00				$2,004,580.00
3	2	English Learners Foster Youth Low Income	Campus Supervision	$309,947.00				$309,947.00
3	3	English Learners Foster Youth Low Income	Chronic Absenteeism	$348,217.00				$348,217.00
3	4	English Learners Foster Youth Low Income	Communication	$201,000.00				$201,000.00
3	5	English Learners Foster Youth Low Income	Counselors	$4,211,439.00				$4,211,439.00
3	6	All	Culturally Relevant Student Activities				$50,000.00	$50,000.00
3	7	English Learners Foster Youth Low Income	Equity and Access	$121,256.00			$80,839.00	$202,095.00
3	8	English Learners Foster Youth Low Income	Expanded Learning	$480,000.00				$480,000.00
3	9	English Learners Foster Youth Low Income	Family Engagement	$170,414.00				$170,414.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	10	All	Health Assistants	$533,090.00				$533,090.00
3	11	All	Health and Wellness	$20,000.00				$20,000.00
3	12	English Learners Foster Youth Low Income	Mental Health Outreach	$90,000.00			$90,000.00	$180,000.00
3	13	English Learners Foster Youth Low Income	Saturday Academy	$113,894.00				$113,894.00
3	14	English Learners Foster Youth Low Income	School Climate Survey	$7,516.00				$7,516.00
3	15	English Learners Foster Youth Low Income	School Resource Officer	$545,993.00				$545,993.00
3	16	All	Stipend positions	$279,160.00				$279,160.00
3	17	English Learners Foster Youth Low Income	Teen Parent supports	$115,857.00				$115,857.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$41,222,005.00	$43,089,803.00
LEA-wide Total:	$24,170,413.00	$24,501,252.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$17,051,592.00	$18,588,551.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Athletics	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools	$1,825,721.00	$1,825,721.00
1	2	Broad Course of Study	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools Grades 9-12		
1	3	Cadet Corps	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: La Sierra High School	$125,843.00	$125,843.00
1	4	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,537,904.00	$6,537,904.00
1	5	Libraries	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,573,026.00	$1,573,026.00
1	6	Preschool (SPED)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools with Pre-school SPED services	$10,000.00	$10,000.00
1	7	Registrars (High School)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	$346,730.00	$346,730.00
1	9	Supply Budget	LEA-wide	English Learners	All Schools	$466,783.00	$466,783.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
1	10	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,139,380.00	$1,139,380.00
1	11	TK EA	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Alvord Elementary Schools	$10,000.00	$10,000.00
1	12	Transportation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Twinhill Elementary, Rosemary Kennedy Elementary, Lake Hills Elementary, Stokoe Elementary, Myra Linn Elementary, Orrenmaa Elementary	$935,775.00	$935,775.00
1	13	Visual and Performing Arts (Comprehensive)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$741,383.00	$901,383.00
2	1	Advanced Placement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	$18,500.00	$18,500.00
2	2	Assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,180.00	$72,180.00
2	3	AVID	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,449,928.00	$1,449,928.00
2	4	Career & Technical Education	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	$3,061,601.00	$3,061,601.00
2	5	College Readiness Testing	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	$160,000.00	$160,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	6	Continuation High School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord Continuation High School	$1,309,668.00	$1,309,668.00
2	7	Coaches (Instructional), Secondary	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord Middle and Comprehensive High Schools	$1,056,911.00	$1,056,911.00
2	8	CSTEM Pathway	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Villegas Middle School	$20,716.00	$20,716.00
2	9	District/Vendor Contracts	LEA-wide	English Learners Foster Youth Low Income	All Schools	$643,878.00	$643,878.00
2	10	DLI (Terrace, Valley View, Loma Vista)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Terrace Elementary, Valley View Elementary, Loma Vista Elementary	$4,028,234.00	$4,028,234.00
2	11	Dual Enrollment	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	$8,000.00	$8,000.00
2	12	Early Release Days	LEA-wide	English Learners Foster Youth Low Income	All Schools	$599,723.00	$599,723.00
2	13	EL Department	LEA-wide	English Learners	All Schools	$1,458,893.00	$1,458,893.00
2	14	Elementary Literacy Teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord Elementary Schools	$349,968.00	$1,886,927.00
2	15	FAFSA support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	$3,600.00	$3,600.00
2	16	Gifted and Talented Education (GATE)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,623.00	$42,623.00
2	17	International Baccalaureate (IB)	Schoolwide	English Learners Foster Youth	Specific Schools: Alvord High Schools	$1,147,684.00	$1,147,684.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	19	LCFF LI/EL Allocations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$953,025.00	$953,025.00
2	20	Math Intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord Alternative Education Center	$142,390.00	$142,390.00
2	21	Physical Education, Elementary	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord Elementary Schools	$1,868,371.00	$1,868,371.00
2	22	Student Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	$293,454.00	$293,454.00
2	23	Summer School (9-12 Credit Recovery)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	$100,000.00	$100,000.00
3	1	Assistant Principals	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools based on student needs	$2,004,580.00	$2,004,580.00
3	2	Campus Supervision	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,947.00	$309,947.00
3	3	Chronic Absenteeism	LEA-wide	English Learners Foster Youth Low Income	All Schools	$348,217.00	$348,217.00
3	4	Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	$201,000.00	$201,000.00
3	5	Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,211,439.00	$4,211,439.00
3	7	Equity and Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,256.00	$202,095.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	8	Expanded Learning	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary (not program at Promenade and Lake Hills), All Middle Schools	$480,000.00	$480,000.00
3	9	Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,414.00	$170,414.00
3	12	Mental Health Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	$180,000.00
3	13	Saturday Academy	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	$113,894.00	$113,894.00
3	14	School Climate Survey	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 5, 7, 9, 11	$7,516.00	$7,516.00
3	15	School Resource Officer	LEA-wide	English Learners Foster Youth Low Income	All Schools	$545,993.00	$545,993.00
3	17	Teen Parent supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Norte Vista High School	$115,857.00	$115,857.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		