



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alvord Unified School District

CDS Code: 36697700000000

School Year: 2022-23

LEA contact information:

Allan J. Mucerino, Ed.D.

Superintendent of Schools

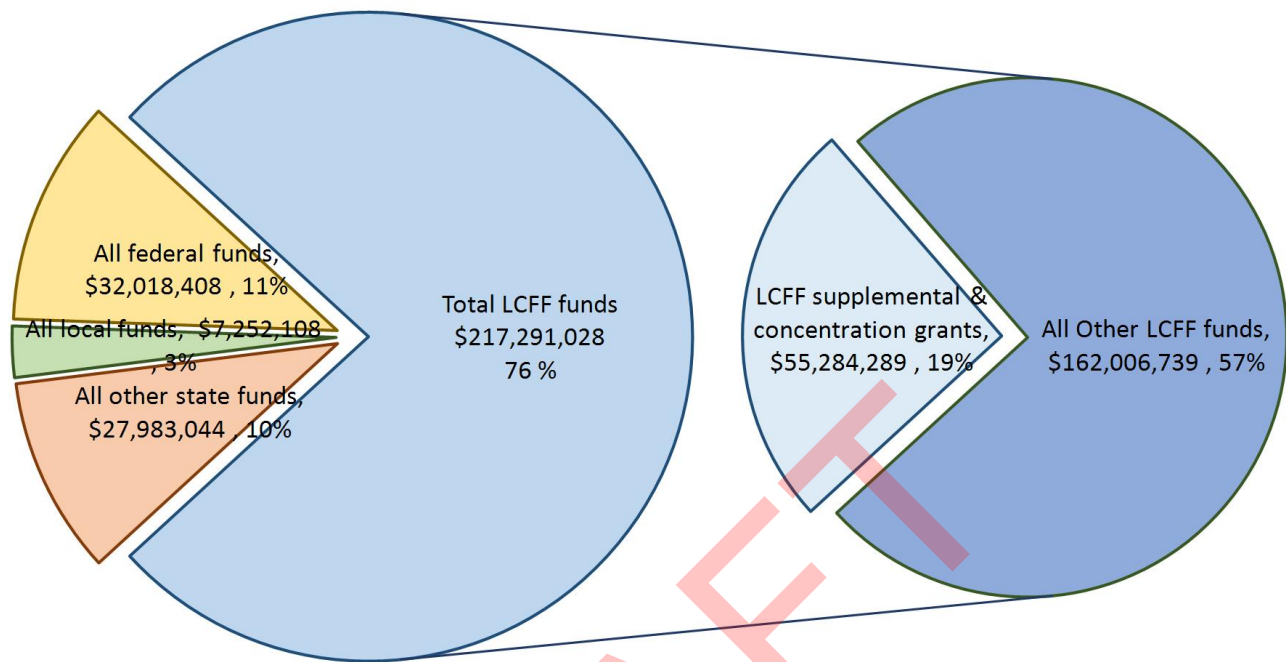
superintendent@alvordschools.org

(951) 509-5000

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

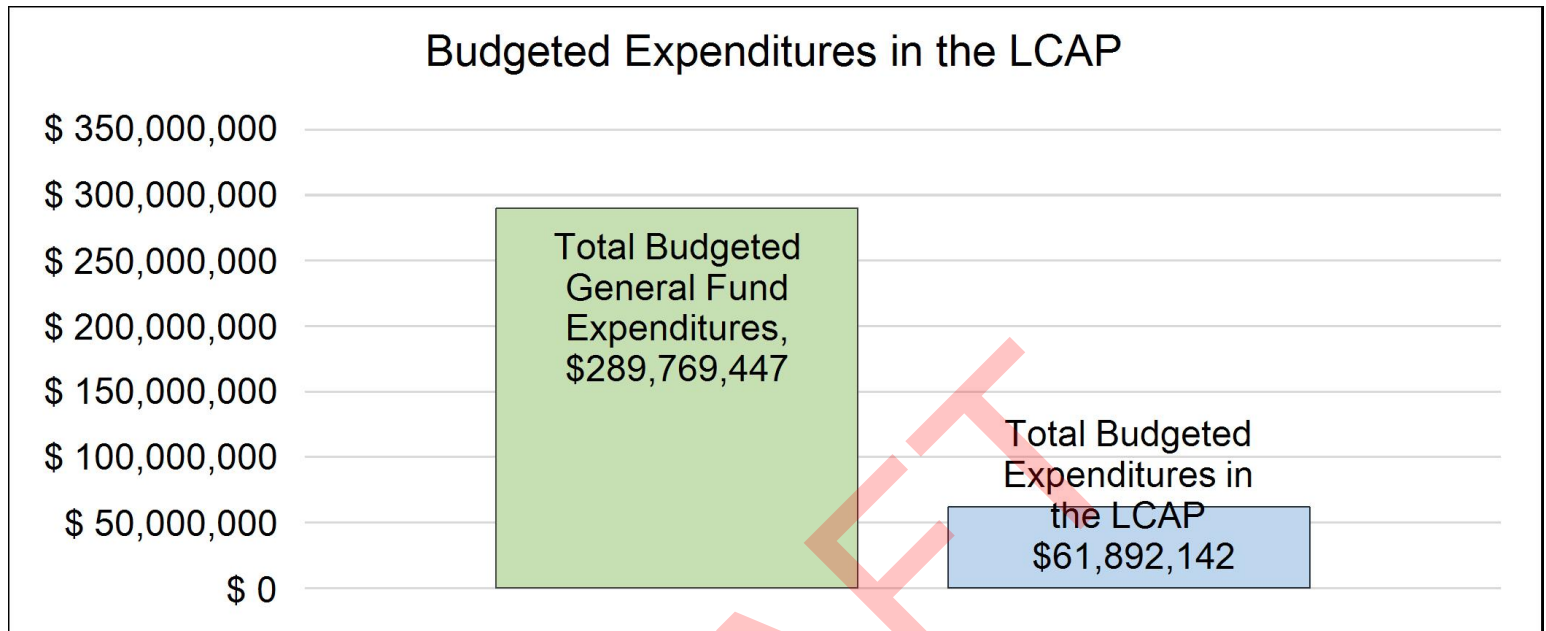


This chart shows the total general purpose revenue Alvord Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alvord Unified School District is \$284,544,588, of which \$217,291,028 is Local Control Funding Formula (LCFF), \$27,983,044 is other state funds, \$7,252,108 is local funds, and \$32,018,408 is federal funds. Of the \$217,291,028 in LCFF Funds, \$55,284,289 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Alvord Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alvord Unified School District plans to spend \$289,769,447 for the 2022-23 school year. Of that amount, \$61,892,142 is tied to actions/services in the LCAP and \$227,877,305 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

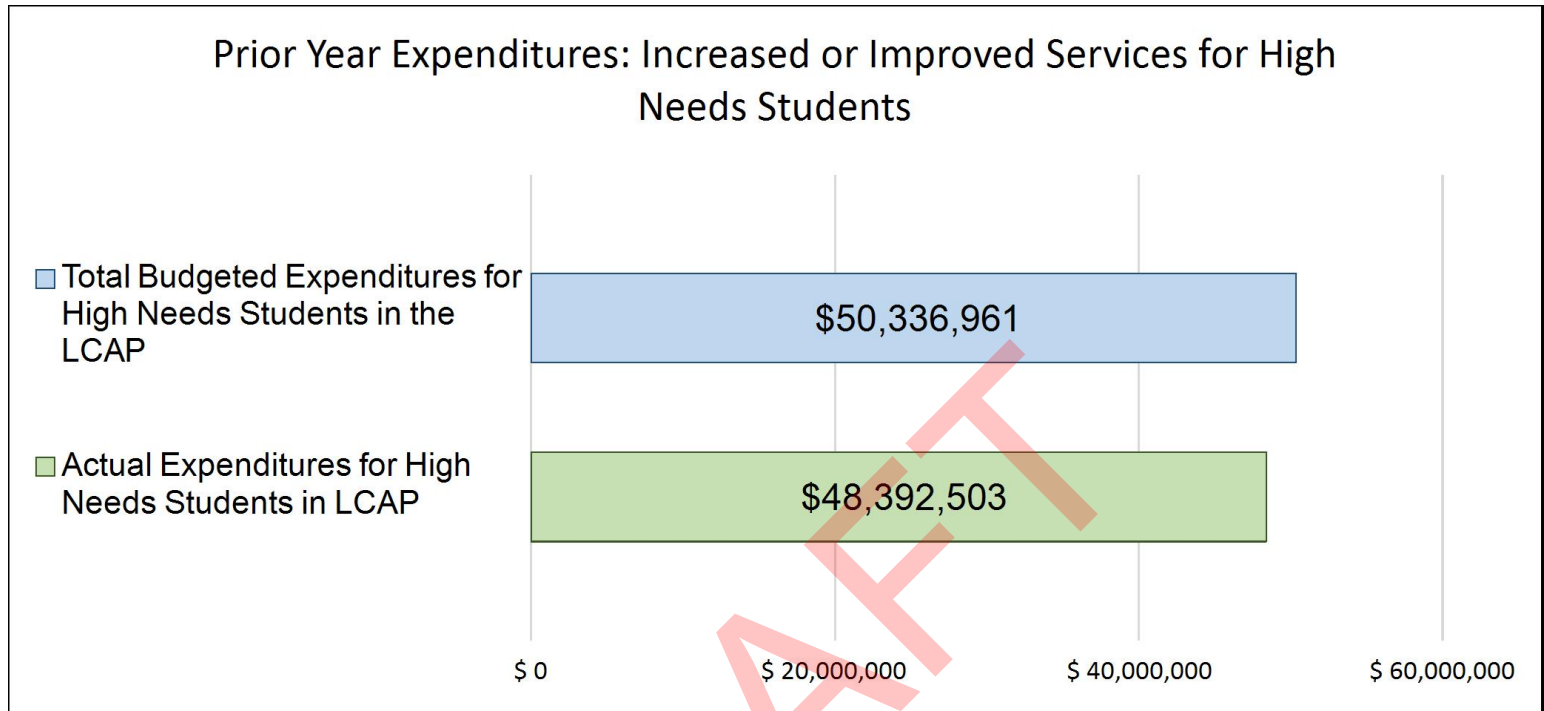
Total General Fund planned expenditures include all support to students through our instructional programs, site and department educational supports, and district administration staffing & department costs. Also included is the district's educational plan are the costs for our regular and special education programs for supplies, maintenance & upkeep of our facilities, utilities, insurances, & transportation of students, copiers, etc. and support costs at the district level. Additionally, one-time grants are included in the current proposed 2022/23 Adopted Budget.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Alvord Unified School District is projecting it will receive \$55,284,289 based on the enrollment of foster youth, English learner, and low-income students. Alvord Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alvord Unified School District plans to spend \$61,892,142 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Alvord Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alvord Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Alvord Unified School District's LCAP budgeted \$50,336,961 for planned actions to increase or improve services for high needs students. Alvord Unified School District actually spent \$48,392,503 for actions to increase or improve services for high needs students in 2021-22.

The total difference in the budgeted expenditure amounts to \$1,944,458. Although the actual expenditures were less than the budget, services were not affected. Other budgets were used to provide the services. For example, one-time funds such as ESSER, In-Person Instruction Grant, and Expanded Learning Opportunities Grant were used to ensure services were being provided. Moreover, the ASER grant provided funding for after-school and summer school programs that were originally budgeted out of LCAP.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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)509-5064

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

As a result of the Budget Act of 2021, the Alvord Unified School District (AUSD) received or will be receiving a number of additional grant funds including Educator Effectiveness Block Grant, A-G Completion Improvement Grant, Expanded Learning Opportunities Program, and Pre-K Planning and Implementation Grant. AUSD strongly believes that families and community members are authentic education partners. As such, engagement and feedback from AUSD's educational community were sought for the development of these expenditure plans.

The staff has or intends to call upon existing advisory groups, use survey feedback, as well as public hearings and the public comment section of regularly scheduled Governing Board meetings, in order to engage our community partners on the use of funds for these four plans specifically as follows:

EDUCATOR EFFECTIVENESS BLOCK GRANT (EEBG): Community partners and the public had opportunities to provide input at regularly scheduled meetings of the Governing Board where plans to spend funds for this grant were presented. A presentation for the Educator

Effectiveness Block Grant was held on December 9, 2021, and then this plan was presented for approval at a regular meeting of the Governing Board on December 16, 2021.

A-G COMPLETION IMPROVEMENT GRANT (A-G Grant): A preliminary draft plan will be developed by April 1, 2022. Community partners may provide input through a public hearing that is scheduled for the March 3 Governing Board meeting. Finally, an action item with a recommendation for approval will be held AUSD Board meeting in April of 2022.

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP): A survey will be provided to all foster, low-income, and English learner parents in grades K-6 during the spring of 2022. Additionally, periodic meetings with staff are currently calendared and being held.

PRE-K PLANNING AND IMPLEMENTATION GRANT (PreK Grant): Teacher and parent focus groups are currently being held and will continue throughout the second semester of the 2021-22 school year. A survey will be sent out in the early spring to parents and community members with the intent to have a plan presented to the Governing Board in May of 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Alvord Unified School District plans to use the concentration grant add-on funding to retain staff providing direct services to students at schools with an Unduplicated Pupil population (foster youth, low-income students, and English learners) of greater than 55 percent. For AUSD this accounts for 22 of the 23 schools. This personnel includes both certificated and classified staff that provide direct services to unduplicated students.

Music & Band (secondary schools) = 7.5 Total

Library Services (secondary schools) = 6 Total

Health Services (all grade levels) = 16 Total

Campus Safety (all grade levels) = 73 Total

Community Worker (elementary schools) = 1 Total

Extracurricular Student Activities (secondary) = 27 Total

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Since March of 2020, Alvord Unified School District has received one-time federal funds that intended to support the recovery from the COVID-19 pandemic and the impacts of distance learning on pupils through the CARES Act, including Learning Loss Mitigation (Res 3220), GEER I (Res 3215), GEER (Res 3217), ESSER I (Res 3210), and ESSER II (Res 3212). This funding was used during the initial stages and reactions to the pandemic. The process for seeking input from our community and educational partners is the same process for federal and state funds and input was used in creating each plan to ensure the continuity of services and programs.

At the district level, Alvord's Superintendent of Schools, solicits feedback from students, families, employees, and staff, school sites, and departments with a weekly Roundup text message and emails. In addition, weekly meetings were held with both the certificated non-management employee group and classified non-management employees, while administrative staff provides feedback and input through routine department and principal meetings.

In order to engage Alvord's parents and extended community partners, the ThoughtExchange platform is used to solicit input and ideas. ThoughtExchange is used for the development of districtwide plans such as the Local Control and Accountability Plan (LCAP) and ESSER III Funding Plan. Furthermore, AUSD has formalized parent meetings such as the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC). The PAC provides advice to the Board of Education and the Superintendent with the intent of improving and increasing services to the district's most under-resourced students, while the DELAC serves as a forum to discuss programs and services specifically for English language learners. Additionally, Alvord Cares, a unique program of the district, is used to address the needs of our homeless and low-income families. The ongoing interaction between the Alvord Cares program, school sites, and staff provides current and relevant feedback of needed services.

In order to garner input regarding the actions for the use of ESSER III funds, students, parents, and staff were invited to an interactive meeting on September 21, 2021. At this session, attendees were given the opportunity to ask questions, gather information, and provide feedback specifically related to the ESSER III Funding Plan.

In addition to the aforementioned opportunity, Alvord Unified School District (AUSD) has established protocols to continuously engage its community partners. For example, school sites use Blackboard, Parent Square, Aeries Parent Portal, ThoughtExchange, and individual school site websites to communicate and determine the specific needs of our students and their families.

Please note: AUSD currently does not have any tribes or civil rights organizations.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The following is an update on the actions outlined in the ESSER III Expenditure Plan and the implementation of the actions to date:

STRATEGIES FOR CONTINUOUS AND SAFE IN-PERSON LEARNING

1.1 Safe and Healthy Learning Environments: This action to provide extra personnel hours to clean, disinfect, and sanitize classrooms and school facilities are currently being funded through other funding sources (e.g. ESSER I and ESSER II). Once these funds are exhausted, ESSER III funds will be used to extend this service. As such, no funds for this action have been expended to date.

1.2 Personal Protective Equipment (PPE): This action to provide Personal Protective Equipment (PPE) is currently being funded through other funding sources (e.g. ESSER I and ESSER II). Once these funds are exhausted, ESSER III funds will be used to extend this service. As such, no funds for this action have been expended to date.

1.3 Safe and Healthy Learning Environments - The District received capital outlay approval from the State of California for both the purchase of HVAC systems and installation of outside learning environments. The engineering and installation for some of the HVAC systems have been completed and the outside learning environments are beginning in March of 2022.

1.4 Classroom Air Scrubbers: This action to provide additional air scrubbers is currently being funded through other funding sources (e.g. ESSER I and ESSER II). Once these funds are exhausted, ESSER III funds will be used to extend this service. As such, no funds for this action have been expended to date.

ADDRESSING THE IMPACT OF LOST INSTRUCTIONAL TIME

2.1 Early Numeracy: Funding was allocated to continue to fund early numeracy supports that are currently being funded through the Expanded Learning Opportunities Grant. Once these funds are exhausted, ESSER III funds will be utilized to continue these services next year. As such, no funds for this action have been expended to date.

2.2 Early Literacy: Funding was allocated to continue to fund early literacy supports that are currently being funded through the Expanded Learning Opportunities Grant. Once these funds are exhausted, ESSER III funds will be utilized to continue these services next year. As such, no funds for this action have been expended to date.

2.3 Intervention - Middle School: Funding was allocated to continue interventions currently funded through the Expanded Learning Opportunities Grant. Once these funds are exhausted, ESSER III funds will be utilized to extend this support service. As such, no funds for this action have been expended to date.

2.4 Intervention - High School: Funding was allocated to continue interventions that are currently being funded through the Expanded Learning Opportunities Grant. Once these funds are exhausted, ESSER III funds will be utilized to extend this support service. As such, no funds for this action have been expended to date.

2.5 iReady Assessment: Funding was allocated to continue the purchase of iReady assessments in future years. As such, no funds for this action have been expended to date.

2.6 Future Needs for Learning Loss: Funding for this action was allocated to continue to address areas of learning loss through the implementation of evidence-based interventions for the 2022-23 school year and beyond. As such, no funds for this action have been expended to date.

USE OF ANY REMAINING FUNDS

3.1 Additional Athletic positions: Seven additional athletic coaching positions at each comprehensive high school (21 total) have been allocated through the use of ESSER III funding.

3.2 Expansion of Visual and Performing Arts (VAPA): Additional musical instruments have not been purchased to date. Staff attempted to order instruments in November and December of 2022, however, vendors indicated that they would not be bidding due to the difficulty in obtaining instruments during the pandemic. Staff will be reaching out to vendors again this spring.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The function of the Local Control Accountability Plan (LCAP) is to support comprehensive strategic planning. The development process includes:

1. Analyzing both qualitative and quantitative data
2. Outlining successes
3. Determining the greatest needs
4. Evaluating choices amongst greatest needs
5. Identifying root causes
6. Researching options to address root causes of the greatest needs
7. Engaging community partners
8. Developing goals
9. Applying a cost analysis
10. Evaluating and prioritizing the use of resources to enact the identified priorities
11. Designing actions
12. Determining budgets and analyzing sustainability

The Alvord Unified School District (AUSD) uses these same protocols to develop plans for the additional funds received through the Educator Effectiveness Block Grant, the A-G Completion Improvement Grant, the Expanded Learning Opportunities Program, the PreK Planning and implementation Grant, and ESSER III Funding to increase or improve outcomes for students.

A few examples of this alignment are as follows:

- The ESSER III Goal 3.1 (Additional Athletic Positions) aligns with LCAP Goal 1 (Athletics) by adding additional positions to the LCAP goal for increased services.
- The ESSER III Goal 3.2 (Expansion of Visual and Performing Arts) aligns with LCAP Goal 11 (Visual and Performing Arts) through the purchase of additional musical instruments.
- The ESSER III Goal 2.5 (iReady Assessment) aligns with LCAP Goal 9 (District/Contract Vendors) by extending the iReady diagnostic program for additional years.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students

at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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 J. Mucerino, Ed.D. Superintendent of Schools	superintendent@alvordschools.org (951) 509-5000

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Alvord Unified School District has a total enrollment of 17,682 students with an ethnically diverse student body of 80% Hispanic, 8.7% White, 3.8% African American, 3.7% Asian, 1.5% Filipino, 1.4% Two or More Races, 0.2% American Indian, 0.5% Pacific Islander,

Our large population of high-need students includes 76.9% Socio-Economically Disadvantaged (low-income), 28.9% English Learners, 12.5% Students with Disabilities, 0.6% Foster Youth, and 3.8% Homeless. Students are served by 14 elementary schools, four middle schools, three comprehensive high schools, and two alternative high schools. These schools are guided by a Strategic Plan 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 of students and the future of our community

The Alvord Unified School District Local Control Accountability Plan (LCAP) has been a collaborative effort supported by multiple community partners within the Alvord educational 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.

The following are reflections of the successful progress the Alvord Unified School District (AUSD) has made for each goal. The goals were developed in collaboration with our community partners to direct the actions of the district.

GOAL 1 - CONDITIONS FOR LEARNING - SUCCESSES

- 0% of teachers misassigned
- 100% of Instructional Assistants are highly qualified
- 100% of students have standards-aligned materials
- 100% of schools have appropriate facilities
- Professional Development for English Language Arts (ELA), English Language Development (ELD), and Math
- Instructional materials for ELA and ELD
- Implementation of Career Technical Education (CTE), Health, PE, Visual and Performing Arts, and World Languages
- Developing trusting/respectful relationships
- Creating welcoming environments

- Supporting family strengths, cultures, and goals for their children
- Two-way communication
- Providing families information to support student learning
- Engaging families in advisory groups and decision-making
- Implementing strategies to seek input from underrepresented groups
- Providing opportunities to school staff and families to work together

GOAL 2 - STUDENT OUTCOMES - SUCCESSES

- The following student groups increased in the Dashboard Indicator for English Language Arts:
- All students, English learners, low-income, Students with Disabilities, American Indian, Asian, African American, Filipino, Hispanic, two or more races
- Students with Disabilities increased on the iReady Reading assessment
- The American Indian, Asian, African American, Filipino, and two or more races student groups increased on the Dashboard Indicator for Math
- Increased the percentage of UC/CSU course completion rates for All students, low-income, foster youth, English learners, and Students with Disabilities
- The following student groups increased the rate of Career Technical Education (CTE): All students, English learners, and low-income
- The following student groups increased the course completion rate for both CTE and UC/CSU: All students, low-income, and Students with Disabilities

GOAL 3 - ENGAGEMENT - SUCCESSES

- The number of suspensions declined for the following student groups on the Dashboard Indicator for Suspension: American Indian/Alaska Native, African American, two or more races, and white
- The expulsion rates for all students and all student groups identified as needing improvement decreased
- The foster youth attendance rate increased
- The chronic absenteeism rate decreased for two or more races
- The graduation rates increased for the white student group and foster youth
- Middle school drop-out rates remained at 0%
- High school drop-out rates decreased

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.

Although the Alvord Unified School District (AUSD) experienced many successes as a result of the planned actions and services in the previous LCAP, AUSD has a profound commitment to continuous improvement. As such, based on a review of the California Dashboard and local data, the District has identified the following areas of identified need:

GOAL 1 - CONDITIONS FOR LEARNING - IDENTIFIED NEEDS

- Professional Development for History-Social Science (HSS)
- Instructional materials Math and World Language

GOAL 2 - STUDENT OUTCOMES - IDENTIFIED NEEDS

- The Pacific Islander student group decreased on the English Language Arts Dashboard Indicator
- All students, English learners, and low-income students declined on the iReady Reading assessment
- The following groups of students declined on the iReady Math assessment: All students, English learners, low-income, and Students with Disabilities
- English learner reclassification rates
- Advanced Placement pass rates
- English learners declined the course completion rate for both CTE and UC/CSU

GOAL 3 - ENGAGEMENT - IDENTIFIED NEEDS

- Suspension rates for foster youth
- Chronic absenteeism rates for all students
- The graduation rates for all students

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 actions to address these goals are as follows::

GOAL 1 - CONDITIONS OF LEARNING -----

1.1 - ATHLETICS

- A. Supplies and services for students (including uniforms, helmets, repairs, and materials)
- B. Athletic trainer contracts
- C. Athletic stipends
- D. Transportation to ensure equitable opportunities for students who come from low-income families are able to access athletic activities
- E. Athletic Directors (1.8 FTE)
- F. Athletic field maintenance
- G. Middle school athletics (additional hours and supplies)
- H. Athletic equipment replacement
- I. Hudl software for performance analysis at high schools
- J. Referees for high schools
- K. Research the potential for adding after-school programs in both the elementary and middle school grade spans

1.2 - BROAD COURSE OF STUDY

- A. Expand the number of advanced courses at secondary school sites
- B. Provide professional development on A-G courses with school counselors
- C. Research the potential for implementation of the Puente college preparatory program
- D. Director of Secondary Education (.30 FTE)
- E. Director of Elementary Education (.30 FTE)
- F. Assistant to the Director of Secondary Education (.30 FTE)
- G. Assistant to the Director of Elementary Education (.30 FTE)
- H. Pilot new materials for World Languages
- I. Pilot new materials for Mathematics

1.3 - CADET CORPS

- A. Cadet Corp teacher
- B. Books, supplies, additional hours, transportation, and field trips

1.4 - CLASS SIZE REDUCTION

- A. Elementary grade span
- B. Middle school grade span
- C. High school grade span

1.5 - LIBRARIES

- A. Seven (7) teacher librarians (7 FTE) at the middle and comprehensive high schools

- B. Fourteen (14) Library Assistants (7.375 FTE) provide literacy support for students at all 14 elementary schools
- C. Eight (7.5) Library Assistants II to provide literacy support for students at the middle and high schools to increase students' experiences in different genres of literature and cultivate a deep enjoyment of reading for multiple purposes

1.6 - REGISTRARS

- A. Registrars (4 FTE)

1.7 - SANITATION

- A. Ten (10) FTE Custodial
- B. Increased oversight of custodial staff to ensure school cleanliness by implementing a process to meet on a quarterly basis to ensure progress is being made

1.8 - SUPPLY BUDGET

- A. Supply Budget for each school site

1.9 - TECHNOLOGY:

- A. 1:1 devices
- B. Implement a refresh program of technology equipment for 3rd, 6th, and 9th-grade levels
- C. Conduct a needs assessment to identify obsolete technology

1.10 - TRANSPORTATION

- A. Provide home-to-school transportation for students living within the designated walking distance of seven targeted elementary schools

1.11 - VISUAL AND PERFORMING ARTS (VAPA)

- A. Support at the four middle schools
- B. Support at the three comprehensive high schools
- C. Provide three marching band teachers at the comprehensive high schools
- D. Provide two (2) choir teachers at the high school level
- E. Provide four (4) music teachers at the middle school level
- F. Provide elementary music instruction to all elementary schools
- G. Books and supplies to support music instruction
- H. Development of an AUSD VAPA Strategic Plan
- I. Additional hours or subs to support the development of the VAPA Strategic Plan
- J. Transportation to support VAPA
- K. Instrument replacement at middle and high schools
- L. 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
- M. Instrument cleaning at the secondary level. *****

GOAL 2 - STUDENT OUTCOMES -----

2.1 - ADVANCED PLACEMENT

- A. Transportation
- B. Professional Development

2.2 - ASSESSMENT

- A. Data and Assessment Technician (0.5 FTE)
- B. Assessment Testers (sub costs)

2.3 - Advancement Via Individual Determination (AVID)

- A. Elementary grade span (books and supplies, college trips)
- B. Middle and high school grade span (AVID tutors)
- C. AVID annual contract
- D. AVID Summer Institute/Pathways professional development for Alvord staff (subs, travels costs, registration)
- E. District AVID Coordinator
- F. Secondary AVID teachers (3 FTE/comprehensive HS, 4/middle school)
- G. Supplies and materials (Secondary)
- H. College trips (Secondary)

2.4 - CAREER AND TECHNICAL EDUCATION (CTE)

- A. Riverside County Office of Education (RCOE) Service contract for CTE teachers (10 FTE)
- B. Alvord USD certificated staff (12.4 FTE)
- C. Assistant to the Director for program support (.7 FTE)
- D. Director of Alternative Programs and CTE to oversee the program (40% LCAP)
- E. Career Services and Outreach Liaison for program support (1 FTE)

2.5 - COLLEGE READINESS TESTING

- A. PSAT/KHAN Academy testing suite package for tenth-grade students
- B. Advanced Placement (AP) testing

2.6 - CONTINUATION HIGH SCHOOLS

- A. Lower class size (16 FTE)

2.7 - INSTRUCTIONAL COACHES (SECONDARY)

A. Instructional coaches (7 FTE)

2.8 - CSTEM PATHWAY

A. Integration of CSTEM into seventh and eighth-grade math

2.9 - DISTRICT VENDOR CONTRACTS

A. Odysseyware (Edgenuity)

B. Thought Exchange

C. Parchment

D. iReady (Curriculum Associates)

E. Care Solace

F. DNA (Illuminate)

G. Document Tracking Translation services of LCAP, LCAP Annual Update, BOP, and Federal Addendum

2.10 - DUAL LANGUAGE IMMERSION (DLI)

A. DLI support materials

B. DLI teachers for two elementary and one middle school site

C. Bilingual Instructional Assistants

2.11 - DUAL ENROLLMENT

A. Curriculum and materials

2.12 - EARLY RELEASE DAYS

A. Weekly early release days

2.13 - ENGLISH LEARNER (EL) DEPARTMENT

A. Bilingual EL support staff

B. Bilingual EL Director

C. Supplies/services

D. Curricular supports

E. Professional development

F. Bilingual testers

G. Translators/interpreters (additional to generally funded translators/interpreters)

2.14 - LITERACY

A. Elementary Literacy Teachers (ELTs)

2.15 - FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

A. Additional hours to support FAFSA Nights at each high school in collaboration with AUSD and local post-secondary institutions

2.16 - GIFTED AND TALENTED EDUCATION (GATE)

A. GATE Professional Development

B. GATE Materials and Supplies to support GATE strategies

C. Purchase of Naglieri Nonverbal Ability Test (NNAT-3) administered to all 3rd-grade students annually

2.17 - INTERNATIONAL BACCALAUREATE (IB)

A. Certificated teacher as IB Coordinator (1 FTE)

B. Materials and supplies

C. IB testing support

D. IB teachers (6.4 FTE)

2.18 - INFORMATION TECHNOLOGY STAFF

A. IT Technician II (1 FTE)

B. IT Technician III (1.65 FTE)

C. Network Administrator (1 FTE)

D. One (1) FTE Assistant Director of Technology

E. Provide training on new interactive touch boards

2.19 - LCFF LOW-INCOME (LI) AND ENGLISH LEARNER (EL) ALLOCATIONS

A. Provide low-income allocation to sites to support the academic and socio-emotional needs of low-income students.

B. Provide English learner (EL) allocation to sites to support the academic and socio-emotional needs of ELs.

2.20 - MATH INTERVENTION

A. One (1 FTE) intervention teacher at the Alternative Education Center

2.21 - PHYSICAL EDUCATION (ELEMENTARY)

A. Physical Education teachers (10 FTE)

B. Physical Education assistants (7.5 FTE)

C. Maintain equipment/supplies used during physical education instruction and provide teachers with professional development

2.22 - STUDENT SAFETY

A. Expand the use of an Emergency and Reunification Management System (i.e Raptor) districtwide. Provide materials, support, and professional development in the expanded use of the system

B. Provide crossing guards at identified high traffic areas to increase student safety for those walking to and from school

C. Maintain trauma kits and Automated External Defibrillators (AEDs) for all sites

2.23 - SUMMER SCHOOL (9-12 CREDIT RECOVERY)

- A. Additional support for 9-12 credit recovery to meet graduation requirements

2.24 - PUENTE PROGRAM

- A. One (1) FTE
- B. Supplies, services, substitutes, and professional development

2.25 - SPECIAL EDUCATION

- A. *****
- B. Bilingual EL Director
- C. Supplies / Services
- D. Curricular Supports
- E. Professional Development F. Bilingual Testers
- G. Translators/Interpreters (additional to generally funded translators/interpreters)

GOAL 3 - ENGAGEMENT -----

3.1 - ASSISTANT PRINCIPALS

- A. Elementary grade span (4 FTE)
- B. Middle school grade span (1 FTE)
- C. High school grade span (6 FTE)

3.2 - CAMPUS SUPERVISION

- A. Maintain additional campus supervision hours at school sites to provide support and safety for students. (6.9 FTE)
- B. Expand campus supervision to adjust to TK/K expansion and changing start times

3.3 - CHRONIC ABSENTEEISM

- A. Assistant Director, Student Services
- B. Attendance monitoring program and support to enhance attendance systems
- C. Site allocations to assist with chronic absenteeism

3.4 - COMMUNICATION

- A. Parent Square, ClassLink, and other communication software packages

3.5 - COUNSELORS

- A. Elementary Schools (14 FTE)

- B. Middle Schools (6.5 FTE)
- C. High Schools (8 FTE)
- D. Additional counseling hours to monitor student progress and provide collaboration time for middle and high school counselors

3.6 - CULTURALLY RELEVANT STUDENT ACTIVITIES

- A. Professional development for supporting culturally relevant pedagogy

3.7 - EQUITY AND ACCESS

- A. Director of Equity and Access

3.8 - EXPANDED LEARNING

- A. Contract for a consultant to assist in providing a comprehensive program
- B. Middle school bussing

3.9 - FAMILY ENGAGEMENT

- A. Coordinator (1 FTE)
- B. Childcare and translation services
- C. Community Worker located @ Arlanza Elementary

3.10 - HEALTH SERVICES

- A. Maintain one six-hour Health Services Assistant at 21 school sites (15.75FTE)
- B. Maintain nurses to serve students and families districtwide and offer a health clinic to the community
- C. Provide the Alvord community with access to the district health clinic and maintain a Health Services Department - Health Services Clerk (1.0 FTE)

3.11 - HEALTH AND WELLNESS

- A. Implement a wellness program at each school site

3.12 - MENTAL HEALTH OUTREACH

- A. One (1) Mental Health Coordinator
- B. One Mental Health Unit Teacher
- C. Fourteen (14) Registered Behavior Technicians (RBTs)
- D. One (1) Board Certified Behavior Analyst (BCBA)

3.13 - SATURDAY ACADEMY

- A. Staff to provide additional academic support to students who are experiencing chronic absenteeism and are at risk of credit deficiencies

3.14 - SCHOOL CLIMATE SURVEY

A. Administer a School Climate Survey to students in grades 5, 7, 9, and 11, as well as parents and school staff

3.15 - SCHOOL RESOURCE OFFICER (SRO)

A. Maintain contracts with the City of Riverside and County of Riverside for School Resource Officers

3.16 - STIPEND POSITIONS

A. Stipend positions ensure proper staffing to motivate and engage students in extra-curricular activities

3.17 - TEEN PARENT SUPPORTS

A. Continue providing parenting classes and support to teen parents

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-led 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 community groups 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’s 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 community partners including in-person meetings and workshops, virtual meetings and workshops, electronic communication, and surveys. Each method provides our partners 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 its community partners through these means on a consistent basis. The community partner group engaging with ACHS includes 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 meetings are held to address areas of need and develop appropriate plans to address deficits.

The ACHS community partner 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 includes the Assistant Superintendent of Educational Services, the Director of English Learners, the School Principal, and the various members of the school team. The team will continue its work in partnership with RCOE until the completion of the CSI process. CSI Improvement Team meets 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 groups, 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," needs were identified. The CSI 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, conducted a Needs Assessments utilizing various tools (Fishbone, Digraph, 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 engages its community partners 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 annually as part of the SPSA plan. As we continue to 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 the 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. ACHS has responded to students' needs by using iReady scores and credits earned to analyze student proficiency. In addition, the CSI Improvement team investigated other evidence-based interventions to implement. The team analyzed how ACHS might respond to student needs, by reviewing the current program of Extended Learning, which delivers small group instruction. ACHS found that small group instruction is integral to engaging students in their learning. 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 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 continue to recruit ACHS students to take district Dual Enrollment classes. Our next step will be to continue to collect baseline data, such as Empathy Interviews and Student Data (e.g. student enrollment surveys) in order to identify the need for additional evidence-based interventions.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Alvord Unified School District (AUSD) recognizes that systematic engagement with our community partners is paramount in the development of a transparent LCAP that meets the needs of our unduplicated students. Numerous forums provided input that allowed the district to understand the perspectives of the schools and families we serve. The following groups were actively involved in the LCAP development process described below:

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 the District's most under-resourced students. The PAC met in October, March, and May during the 2021-2022 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. Specific feedback from the PAC members for the 2022-23 LCAP Goals was elicited on May 17, 2022.

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 2021-2022 school year. The Alvord DELAC provided specific input for the LCAP on May 17, 2022.

GOVERNING BOARD MEETINGS:

Board of Education meetings were broadcasted live and held publicly during the 2021-2022 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 LCAP was part of the June 9, 2022 (Public hearing), June 16th Study Session, and June 23, 2022 (Board approval) meetings.

LCAP ADVISORY MEETING:

The community at large was 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 2021, gave an overview of the LCAP. In February 2022, local indicators were discussed. In April 2022, LCAP proposed actions were shared and Alvord accepted input on these actions. More than information dissemination, these meetings allowed for an open discussion where Alvord's educational partners shared their perspectives.

THOUGHT EXCHANGE AND PARENT/STAFF SURVEYS:

Alvord leveraged the ThoughtExchange platform to provide another avenue for Alvord's educational community to give input into the LCAP programs and services. Through the Thought Exchange, Alvord's educational partners were able to not only provide advice and thoughts but also view the comments of other community members and up-vote the sentiments that they agreed with. This functionality harnessed the collective imagination of AUSD 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 educational partners could give their thoughts without the influence of others. Parent and Staff surveys created a direct line of communication between individual educational partners.

SCHOOL SITE COUNCILS (SSC):

During the months of December through March school site council meetings were held at each AUSD campus for the purpose of providing training and collecting input on the LCAP. Goals and services were discussed in an open forum and feedback was documented in the meeting minutes. The input was then forwarded to the District for review. Trends were noted for consideration and inclusion in the decision-making process for LCAP programs and services.

SELPA and SPECIAL EDUCATION ADVISORY GROUP:

The Coordinator of Family Engagement met with the educational partners representing Students with Disabilities on May 5, 2022, and gathered input for each LCAP Goal. Furthermore, the Assistant Superintendent of Educational Services met with the Special Education Local Plan Area Director on May 9, 2022. The Director reviewed the draft LCAP and only had commendations for the actions already included.

ALVORD EDUCATORS ASSOCIATION:

The Educational Services Department staff met with the Alvord Educators Association (AEA) on April 26, 2022, to collect input and advice regarding the development of the LCAP. They did not offer any further input to the current actions listed by staff and other educational partners.

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 339:

Members of the California School Employees Association (CSEA), Chapter 339 provided input and feedback from this crucial educational partner group on May 5, 2022. CSEA members assigned a representative to attend LCAP advisory meetings.

STUDENT ENGAGEMENT:

The voice of students was equally important in providing input and ideas for the development of the annual LCAP. For this reason, an LCAP survey was sent out to each grade span to solicit advice during the first week of May 2022. The survey was developed following the goals of the LCAP and provided to students in grades five, eight, and ten. Additionally, students in grades 5, 7, 9, and 11 participated in the California Healthy Kids Survey - Core Module.

A summary of the feedback provided by specific educational partners.

As a result of the various input sessions, feedback and ideas for the development of the Local Control and Accountability Plan (LCAP) were gathered, sorted, and organized to examine trends. Listed below is a summary of the topics and comments for each of the LCAP goals. The names in parenthesis demonstrate the educational partner that made the particular comments for each topic. In addition to the ideas for improvement, there were multiple commendations provided by Alvord's educational partners. The specific comments were forwarded to the appropriate department and manager for consideration and inclusion in the LCAP.

GOAL 1 -----

Athletics

- After school sports programs for elementary grades (SSC) (STUDENTS)
- Improved funding for improved success of middle school athletics programs (LCAP Advisory) (ThoughtExchange) (PAC) (STUDENTS)
- Provide extra duty pay for middle school athletic directors (Principals)
- Improve athletic facilities (Principals)
- Fund all sports equitably (LCAP Advisory)
- New athletic equipment and replacement or repair of existing equipment. New athletic equipment and replacement or repair of existing equipment (DELAC) (PAC)

Broad Course of Study

- Improve the number of advanced classes to allow more students to get into the classes (LCAP Advisory)
- Expand CTE opportunities to prepare students for careers (LCAP Advisory) (Principals) (DELAC)
- Training for counselors on A-G courses and providing release time for A-G course development (Principals)
- New math curriculum for both general and special education (ATPESE - SPED Advisory)
- Vertical implementation of CTE programs in 2nd-12th grade (DELAC)
- Add gardening, hydroponics, and construction courses (DELAC)
- Offer other World Language courses (Japanese, Mandarin, French) as well as American Sign Language (STUDENTS)

Class Size Reduction

- Added itinerant teachers (SSC)
- Reduced class sizes for improved differentiation and meeting student needs (LCAP Advisory) (ATPESE - SPED Advisory)
- Staff allocations for smaller class sizes for math and ELA for incoming 9th graders as intervention (Principals)
- Increase the number of aides for special education classes (ATPESE - SPED Advisory)

Libraries

- More hours for part-time librarians (Principals)
- Funding for literacy materials (LCAP Advisory)
- More multi-cultural books (PAC)

High School Registrars

- Provide free or reduced-cost transcripts (LCAP Advisory) and transcript review training (Principals)
- High school registrars to work closely with newcomer families and/or immigrant families (DELAC)

Sanitation

- More custodial support (SSC) and more frequent evaluation of current classified custodial staff to ensure school cleanliness (LCAP Advisory) (DELAC) (STUDENTS)
- Increased sanitation and cleaning of school restrooms (LCAP Advisory) and in classrooms (Principals)

Supply Budget

- Provide funding so that teachers and students have adequate supplies (ThoughtExchange)

Student Safety

- Assistant principals at all sites will support student safety (SSC)
- More frequent drug dog inspection (Principals)
- Additional radios on campus (Principals)
- Consistent emergency supplies and supply replenishment (Principals)
- Installing cameras at all sites (Principals)
- Support students who are in trouble to understand the reason they misbehaved and acted how they did (ThoughtExchange)

Technology

- Basic school technology has become outdated (SSC) and should be removed (LCAP Advisory)
- Conduct a needs assessment to inform the district about near obsolete technology. (SSC)
- Provide coding and cyber security classes for all students (LCAP Advisory) to prep students for future jobs (LCAP Advisory).
- Continued training for new technology (Principals)
- Touch-friendly devices for TK/Kinder (Principals)
- Expand the number of technology devices to provide laptop computers for students and families to keep at home and school (SSC)

Transportation

- Provide bussing to middle school students (LCAP Advisory)
- Expand transportation to include ACHS students both in the morning and after school (SSC)
- Bring district bussing back (PAC)

Visual and Performing Arts

- Having music education in grades TK-5 (SSC) (LCAP Advisory) (Principals) (ThoughtExchange) (PAC)
- Art teachers, or additional hours for art lessons, for elementary students (SSC) (Principals)
- Transportation for competitions, festivals, and other enrichment activities (LCAP Advisory) (ThoughtExchange)
- Dedicated choir teacher (LCAP Advisory) (PAC)
- Funding for instrument repair and replacement (LCAP Advisory) (ThoughtExchange)
- Upgraded sound equipment and lighting in the performing arts center [site not specified] (LCAP Advisory) (ThoughtExchange)
- Music pathway from grades 5-12 (LCAP Advisory) (Principals) (ThoughtExchange)
- Fund a district-level VAPA coordinator (LCAP Advisory) (ThoughtExchange)
- Dedicated music teachers at each school site (LCAP Advisory)
- Develop Strategic Arts Plan to ensure continuity in spite of administrative turnover (LCAP Advisory) (ThoughtExchange)
- Art events districtwide (Principals)
- Facility improvement to have dedicated VAPA class space (Principals)
- Equitable resources (ATPESE - SPED ADVISORY) (PAC)

GOAL 2 -----

Advanced Placement

- Offer more opportunities for AP classes across all high schools (LCAP Advisory)
- Release time for site teams to plan and develop AP marketing campaigns (Principals)

Assessment

- Release time for common formative assessments in all departments (Principals)

AVID

- AVID training for all teachers (Principals)
- AVID Coordinator stipend (Principals)

Career and Technical Education

- Adding options for trade school readiness for students (LCAP Advisory) as well as CTE in middle school (Principals)

College Readiness Testing

- Added support for the college application process (LCAP Advisory)
- Prep class for ACT and SAT (PAC)

Secondary Instructional Coaches

- Continue coaches (LCAP Advisory)

CSTEM Pathways

- Offer CSTEM at all secondary schools (Principals) (PAC) and provide teachers with professional development (Principals)

District Vendor Contracts

- Re-evaluate the usefulness of iReady (LCAP Advisory)
- Continue iReady for consistency (Principals) (PAC)
- Continue DIBELS/PELI for consistency (Principals)
- Purchase a summer reading application (PAC)

Dual Language Immersion (DLI)

- Having BIAs and Special Education Assistants to specifically support DLI program at Loma Vista (SSC)
- Provide additional DLI programs in different languages (Principals)
- Hire a DLI TOSA (Principals)
- Increased access to Spanish books in DLI schools (DELAC)
- Students in DLI have access to participate in VAPA

Early Release Days

- Provide training for teachers on conducting a PLC (Principals)

English Learner Support Services Department

- Provide resources to support LTELs (Principals) and release time for EL Facilitators (Principals)

Elementary Literacy Teachers

- Sustain ELT and ENT for more than two years (SSC)

Gifted and Talented Education

- GATE Program specialist (Principals)
- International Baccalaureate (IB) Program
- Parents need to be informed of expectations and requirements so that they can support their students to stay in the program (PAC)
- Information Technology Staff
- Increase IT staff to support elementary sites (Principals)
 - Training on new interactive touch boards (Principals)
 - Educational technology coaches (Principals)
- LCFF LI/EL Allocations
- Maintain funding amounts (LCAP Advisory) and ensure they are spent (ThoughtExchange)
- Physical Education - Elementary
- PE teachers for all elementary grades (SSC) to keep PE classes less than 75 students (Principals)
- Puente Program
- Bring Puente Program to Hillcrest (Principals)
- Student Safety
- Provide bussing to middle school students for their safety (LCAP Advisory)
 - Increase campus supervision at elementary sites (Principals)
 - Add cameras on all secondary school campuses (Principals)
 - Fund a school social worker (Principals) or additional counselors to support SEL (Principals)
 - Continue funding SROs (Principals)
 - Professional development for teachers to support and prevent student bullying (DELAC)

GOAL 3 -----

- Assistant Principals
- Every school should have a minimum of one assistant principal (SSC)
 - Have two APs at middle school sites (Principals)
 - Continue funding full time designated APs at all elementary sites (DELAC)
- Campus Supervision
- Classified staff should have itinerant substitutes (SSC)
 - Provide additional hours (Principals)
 - Increase supervision (ThoughtExchange) (DELAC)
- Chronic Absenteeism
- Provide student incentives to attend (LCAP Advisory) as well as transportation to ensure attendance (LCAP Advisory)
 - District attendance officer (Principals)
 - Saturday academy to recover ADA (Principals)
 - Professional development for teachers on ParentSquare (SSC)
- Communication

- Repair PA systems in schools (Principals)
- Public Information Officer to handle press requests and social media (Principals)
- Improved marketing and communication for Alvord schools programs (ATPESE - SPED Advisory) (DELAC)
- Students would like to have more of a voice in decision-making (STUDENTS)

Counselors

- Full-time counselors at every elementary site (SSC)
- Middle and high school counselors should coordinate and articulate (Principals)

Culturally Relevant Student Activities

- PD for admin on supporting culturally relevant pedagogies (Principals)
- Highlight college-going culture for African American students (PAC)

Equity and Access

- Support for enhanced co-teaching practices (Principals)
- Gym facilities at all middle schools (PAC)
- Professional development for admin on supporting culturally relevant pedagogies (Principals)
- Equitable learning opportunities (LCAP Advisory)

Expanded Learning

- Allow students to participate in Expanded Learning part-time, perhaps on a rotating schedule (SSC) (PAC)
- Transportation in middle school (Principals)

Family Engagement

- Having a centralized Parent Engagement Center to host family training (SSC) (DELAC)
- Increase ATP stipend (Principals)
- Improve funding for in-person Family Engagement opportunities (DELAC)
- Family engagement support to assist parents in accessing information and available resources (ATPESE - SPED Advisory)

Health and Wellness

- Fund on-site wellness centers (Principals)

Mental Health Outreach

- Behavior Intervention Technician position as a tool to support mental health issues at each school (SSC) (ThoughtExchange)
- Add mental health therapists to support middle and high school tier 2 and 3 needs (Principals)
- Provide proactive mental health support to students (ThoughtExchange) (STUDENTS)
- Provide trauma-informed practices/professional development for teachers to support student mental health (PAC)

School Resource Officers

- Provide more training to SROs (Principals)

Teen Parent Support

- Provide connections to wrap around programs i.e. medical /first aid (PAC)

Saturday Academy

- Continue funding for ADA recovery (Principals)

School Climate Survey

- Having a good school environment is the number one priority (ThoughtExchange)

Stipend Positions

- Provide a stipend for VAPA teachers and a piano accompanist (LCAP Advisory)
- AVID coordinator stipend (Principals)
- Increase ATP stipend (Principals)

Note: The SELPA Director and AEA had no additional input on the actions that were already listed by staff and educational partners.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Alvord's educational partners provided feedback through a wide variety of channels. Alvord considered both the qualitative and quantitative forms of feedback to influence the actions of the Local Control and Accountability (LCAP). Suggestions received covered a wide array of student, staff, and family needs and addressed these needs in thoughtful ways. Input gathered during the educational partner sessions was analyzed and discussed by the Board of Education, Executive Cabinet, Cabinet, site administrators, school sites, and department teams.

Each focus area was examined and aligned to AUSD Goals and state priorities. In addition to the educational partner feedback, a comprehensive data analysis was conducted to ensure the decisions being made were based on results as well as feedback from input sessions. Actions, expenditures, and services were identified by each project manager responsible for meeting the goals established by the Board of Education. A review team analyzed the actions and corresponding expenditures prior to presenting the draft for review. Many of the suggestions that our educational partners offered to the district are incorporated into the plan. The specific actions within each of the goals that were influenced by educational partners include the following:

GOAL 1, LEARNING CONDITIONS -----

Athletics

- Supplies and Services will be provided to students, including our most vulnerable groups, to access the full experience (including uniforms, helmets, repairs, and materials).
- Middle School Athletics
- Athletic stipends
- Elementary athletics

Broad Course of Study

- Expand the number of advanced courses at secondary school sites
- Research the potential for implementation of the Puente college preparatory program
- Provide professional development on A-G courses with school counselors
- Pilot new materials for Mathematics

Sanitation

- Increased oversight of custodial staff to ensure school cleanliness by implementing a process to meet on a quarterly basis to ensure progress is being made

Supply Budget

- Continue to provide supplemental supply funds to staff

Technology

- Refresh technology equipment
- Conduct a needs assessment to identify obsolete technology

Visual and Performing Arts

- Provide two (2) choir teachers at the high school level
- Instrument replacement and repairs
- Development of an AUSD VAPA Strategic Plan

GOAL 2, STUDENT OUTCOMES -----

Advanced Placement

- Offer more Advanced Placement courses

Career and Technical Education

- Expand CTE to the middle school level

College Readiness Testing

- PSAT/KHAN Academy testing suite package for 10th grade

Secondary Instructional Coaches

- Maintain secondary instructional coaches

District Vendor Contracts

- Maintain iReady contract
- Maintain Preschool Early Learning Indicators (PELI)

Literacy

- Elementary Literacy Teachers (ELTs)
- Literacy Materials

Information Technology Staff

- One (1 FTE) Assistant Director of Technology
- Provide training on new interactive touch boards

LCFF LI/EL Allocations

- Provide low-income allocations to sites
- Provide English learner (EL) allocations to sites

Physical Education - Elementary

- Physical Education Teachers

Student Safety

- Additional radios for school campuses
- Inventory and replenish emergency supplies
- Professional development on restorative justice and other means of correction

Summer School (9-12 Credit Recovery)

- Expand the number of itinerant teachers

GOAL 3, ENGAGEMENT -----

Assistant Principals

- Expand the number of Assistant Principals to include one at each elementary school and two on each middle school campus

Counselors

- Additional counseling hours to monitor student progress
- Provide collaboration time for middle and high school counselors
- Full-time counselors at every elementary site

Culturally Relevant Student Activities

- Professional development for supporting culturally relevant pedagogy

Equity and Access

- Enhance co-teaching practices
- Equitable learning opportunities

Expanded Learning

- Modify the protocol to allow students to participate in the Expanded Learning Program part-time

Family Engagement

- Coordinator of Family Engagement
- Childcare and Translation services are provided during family workshops and meetings which require stakeholder input and/or advisory

Mental Health Outreach

- Fourteen (14 FTE) Registered Behavior Technicians (RBTs)

School Resource Officers

- Maintain contracts with the City of Riverside and County of Riverside
- Maintain School Resource Officer support with Riverside County Sheriff's Department to include schools in the unincorporated areas of the district

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	2019 Dashboard	2021 Dashboard			Maintain 0% of mis-assigned teachers
CALPADS and FIT reports provided data for this baseline.	Number of Teachers Mis-Assigned (2019-2020): 0%	<ul style="list-style-type: none"> 0% of teachers misassigned 100% of classified Instructional Assistants meet the requirements of 			Maintain 100% of qualified classified instructional staff
	100% of Classified Instructional Assistants meet the requirements of	100% of classified Instructional Assistants meet the			Maintain 100% of pupils have sufficient access to standards-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>having an associate degree or higher, two years of post-secondary education 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.</p> <p>100% of pupils have sufficient access to standards-aligned instructional materials.</p> <p>School Rated “Good or Exemplary on “FIT: 100%</p>	<p>requirements of having an associate degree or higher, two years of post secondary education 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</p>			<p>aligned instructional materials</p> <p>Maintain 100% of schools rated “good or exemplary” on the FIT report</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> 100% of pupils have sufficient access to standards-aligned instructional materials. 100% of schools rated "Good" or "Exemplary" on the annual FIT report 			
<p>IMPLEMENTATION OF STATE STANDARDS and FAMILY ENGAGEMENT LOCAL INDICATOR 2 AND 3</p> <p>The self-reflection tool measures the implementation of state standards as measured by site administration and parent/family engagement opportunities.</p>	<p>2019 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability</p> <p>ELA Professional Development - 5.0 Instructional Materials - 4.0 Policy and Programs - 4.0</p>	<p>2021 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability</p> <p>ELA Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 3.0</p>			<p>RATING SCALE 1-5:</p> <p>1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability</p> <p>Average 4.0 in all areas.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELD Professional Development - 5.0 Instructional Materials - 4.0 Policy and Programs - 4.0</p> <p>MATH Professional Development - 5.0 Instructional Materials - 2.0 Policy and Programs - 4.0</p> <p>NGSS Professional Development - 3.0 Instructional Materials - 3.0 Policy and Programs - 4.0</p> <p>HISTORY-SOCIAL SCIENCE Professional Development - 3.0 Instructional Materials - 3.0 Policy and Programs - 4.0</p> <p>CAREER</p>	<p>ELD Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 3.0</p> <p>MATH Professional Development - 4.0 Instructional Materials - 3.0 Policy and Programs - 3.0</p> <p>NGSS Professional Development - 3.0 Instructional Materials - 2.0 Policy and Programs - 2.0</p> <p>HISTORY-SOCIAL SCIENCE Professional Development - 2.0 Instructional Materials - 2.0 Policy and Programs - 2.0</p> <p>CAREER</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>TECHNICAL ED (CTE) Implementation of Standards - 4.0</p> <p>HEALTH CONTENT Implementation of Standards- 4.0</p> <p>PHYSICAL EDUCATION Implementation of Standards- 4.0</p> <p>VAPA Implementation of Standards- 5.0</p> <p>WORLD LANGUAGE Implementation of Standards - 5.0</p> <p>ENGAGEMENT Identifying professional learning needs of GROUPS - 3.0 Identifying professional learning needs of INDIVIDUALS - 3.0 Providing support for teachers - 3.0</p>	<p>TECHNICAL ED (CTE) Implementation of Standards - 3.0</p> <p>HEALTH CONTENT Implementation of Standards- 3.0</p> <p>PHYSICAL EDUCATION Implementation of Standards- 4.0</p> <p>VAPA Implementation of Standards- 3.0</p> <p>WORLD LANGUAGE Implementation of Standards - 3.0</p> <p>ENGAGEMENT Identifying professional learning needs of GROUPS - 3.0 Identifying professional learning needs of INDIVIDUALS - 3.0 Providing support for teachers - 3.0</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> ----- ----- ---- <p>2019 Dashboard PARENT AND FAMILY ENGAGEMENT RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability</p> <p>1. Progress of developing the capacity of staff to build trusting and respectful relationship with families - 4.0</p> <p>2. Creating welcoming environments for all families in the community - 4.0</p> <p>3. Staff supports family strengths, cultures, language, and goals for their children - 4.0</p>	<ul style="list-style-type: none"> ----- ----- ---- <p>2021 Dashboard PARENT AND FAMILY ENGAGEMENT RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability</p> <p>1. Progress of developing the capacity of staff to build trusting and respectful relationship with families - 4.0</p> <p>2. Creating welcoming environments for all families in the community - 4.0</p> <p>3. Staff supports family strengths, cultures, language, and goals for their children - 4.0</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4. Progress in 2-way communication between families and educators - 4.0</p> <p>5. Professional Learning to provide support in improving school's capacity to partner with families - 3.0</p> <p>6. Providing families with information and resources to support student learning and development in the home - 4.0</p> <p>7. Policies or programs for teachers to meet with families to discuss student progress - 3.0</p> <p>8. Supporting families to understand and exercise their legal rights - 3.0</p> <p>9. Progress in building the capacity of and supporting principals and staff to effectively</p>	<p>4. Progress in 2-way communication between families and educators - 4.0</p> <p>5. Professional Learning to provide support in improving school's capacity to partner with families - 3.0</p> <p>6. Providing families with information and resources to support student learning and development in the home - 4.0</p> <p>7. Policies or programs for teachers to meet with families to discuss student progress - 3.0</p> <p>8. Supporting families to understand and exercise their legal rights - 3.0</p> <p>9. Progress in building the capacity of and supporting principals and staff to effectively</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>engage families in advisory groups and with decision-making - 4.0</p> <p>10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 3.0</p> <p>11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 4.0</p> <p>12. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family</p>	<p>engage families in advisory groups and with decision-making - 4.0</p> <p>10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 3.0</p> <p>11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - 4.0</p> <p>12. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	engagement activities at school and district levels. - 3.0	engagement activities at school and district levels. - 3.0			
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.	Due to COVID-19 a metric is still undetermined and will be identified in the 2022-23 school year.			Maintain or increase % of students
VAPA OFFERINGS AT THE SECONDARY LEVEL	<p>2019-20 (Pre-Pandemic, In-Person Instruction)</p> <p>140 sections in Middle School</p> <p>119 sections in High School</p> <p>Data Source CALPADS 3.6 - Course Section Enrollment 2019-20</p>	<p>2020-21 (In-Person and Virtual Instruction during Pandemic)</p> <ul style="list-style-type: none"> 150 sections at the middle school grade span 242 sections at the high school grade span (This increase is due to the coding requirements) 			Maintain or Increase sections of VAPA courses
BROAD ELECTIVE OFFERINGS AT THE MIDDLE SCHOOL LEVEL	2019-20 Data Source CALPADS 3.6 - Course Section Enrollment	2020-21 Data Source CALPADS 3.6 -Course Section Enrollment			Maintain or increase sections of elective course offerings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	132 sections including AVID and Study Skills	244 including AVID and Study Skills			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Athletics	<p>Educational partner input included a variety of feedback regarding the Alvord athletic programs. Input influenced this action to include supplies and services, equipment replacement, support for Hudl & referee costs, athletic trainers, stipends, transportation, Athletic Directors, field maintenance, and middle school athletic opportunities for our unduplicated students. Expansion to bring athletics to our elementary schools will be researched in 2022/23.</p> <p>A. Supplies and services will be provided to students, including our most vulnerable groups, to access the full experience (including uniforms, helmets, repairs, and materials) \$159,000.00</p> <p>B. Athletic trainers contracts \$260,568.00</p> <p>C. Athletic stipends \$855,657.00</p> <p>D. Transportation to ensure equitable opportunities for students who come from low-income families are able to access the athletic activity. \$374,400.00</p> <p>E. Athletic Directors (1.8 FTE) \$259,985.00</p> <p>F. Athletic field maintenance \$150,000.00</p> <p>G. Middle school athletics (additional hours and supplies) \$40,000.00</p>	\$2,303,930.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>H. Athletic equipment replacement \$40,000.00</p> <p>I. Hudl software for high schools \$30,000.00</p> <p>J. Referees for high schools \$60,000.00</p> <p>K. Research the potential for adding after-school programs at both the elementary and middle school grade spans \$10,000.00</p> <p>L. Indirect costs \$64,320.00</p>		
1.2	Broad Course of Study	<p>AUSD prides itself in providing a rigorous and broad course of study. This involves ensuring that unduplicated students have access to a robust catalog of A-G, CTE, elective, and rigorous courses to ensure a comprehensive course of study. To ensure personalized attention and increased enrollment for our unduplicated students, the following actions will be taken:</p> <p>A. Expand the number of advanced courses at secondary school sites \$0.00</p> <p>B. Provide professional development on A-G courses with school counselors \$0.00</p> <p>C. Research the potential for implementation of the Puente college preparatory program at all high schools \$0.00</p> <p>D. Director of Secondary Education (.30 FTE) \$69,954.00</p> <p>E. Director of Elementary Education (.30 FTE) \$69,954.00</p> <p>F. Assistant to the Director of Secondary Education (.30 FTE) \$28,694.00</p>	\$208,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>G. Assistant to the Director of Elementary Education (.30 FTE) \$32,405.00</p> <p>H. Pilot new materials for World Languages</p> <p>I. Pilot new materials for Mathematics</p> <p>J. Indirect costs \$7,538.00</p>		
1.3	Cadet Corps	<p>The Alvord Cadet Corps supports unduplicated students at La Sierra High School. The program's objectives are to develop leadership, citizenship, and patriotism to promote academic excellence, encourage personal health and wellness, and teach basic military subjects.</p> <p>A. Cadet Corp teacher \$114,250.00</p> <p>B. Books, supplies, additional hours, transportation, and field trips \$20,000.00</p> <p>C. Indirect costs \$5,034.00</p>	\$139,284.00	Yes
1.4	Class Size Reduction	<p>This action will provide teachers with 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.</p> <p>A. Elementary grade span \$3,679,510.00</p> <p>B. Middle school grade span \$1,169,348.00</p>	\$6,318,514.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>C. High school grade span \$1,241,276.00</p> <p>D. Indirect costs \$228,380.00</p>		
1.5	Libraries	<p>This service will equip schools with qualified teacher librarians and library assistants in providing research-based literacy support by developing inclusive collections that celebrate diverse experiences and provide opportunities to empower our unduplicated students as effective users and creators of information and ideas.</p> <p>A. Seven (7) teacher librarians (7 FTE) at the middle and comprehensive high schools \$1,041,630.00</p> <p>B. 14 Library Assistants (7.375 FTE) provide literacy support for students at all 14 elementary schools \$434,553.00</p> <p>C. Eight (7.5) Library Assistants II to provide literacy support for students at the middle and high schools to increase students' experiences in different genres of literature and cultivate a deep enjoyment of reading for multiple purposes \$595,757.00</p> <p>D. Indirect costs \$77,698.00</p>	\$2,149,638.00	Yes
1.6	Registrars (High School)	Maintain registrars at high schools to provide services to ensure students have access to enroll in a broad course of study including courses required for graduation and/or A-G completion focusing on students who need additional support, such as those identified as foster youth, English learners, homeless, and/or low-income students.	\$386,724.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A. Registrars (4 FTE) \$372,746.00</p> <p>B. Indirect costs \$13,978.00</p>		
1.7	Sanitation	<p>Educational partner 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.</p> <p>A. Ten (10) FTE Custodial \$857,752.00</p> <p>B. Increased oversight of custodial staff to ensure school cleanliness by implementing a process to meet on a quarterly basis to ensure progress is being made \$0.00</p> <p>C. Indirect costs \$32,166.00</p>	\$889,918.00	No
1.8	Supply Budget	<p>The educational staff supply budget provides an annual amount to classroom teachers, intervention specialists, behavioral specialists, speech & language pathologists, school counselors, and librarians with a supplemental supply budget of \$500 each 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. These materials are for the purpose of creating engaging and enriching lessons beyond the base program, supplies, and resources.</p> <p>A. Supply Budget \$446,900.00</p> <p>B. Indirect costs to support annual supplemental classroom supply budget \$16,759.00</p>	\$463,659.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Technology	<p>Technology supports continue to be of high importance to the district's educational partners in providing successful teaching and learning opportunities. Creating districtwide support 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 the State Standards and related assessments provides the critical resource of equitable access for unduplicated students.</p> <p>A. 1:1 devices \$1,000,000.00</p> <p>B. Implement a refresh program of technology equipment for 3rd, 6th, and 9th-grade levels \$1,100,000.00</p> <p>C. Conduct a needs assessment to identify obsolete technology \$0.00</p> <p>D. Indirect costs to support updating and adding technology devices and infrastructure \$78,750.00.00</p>	\$2,178,750.00	Yes
1.10	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 the academic achievement of unduplicated students.	\$935,775.00	Yes
1.11	Visual and Performing Arts (Comprehensive)	Visual and Performing Arts programs, at all levels, were identified by our educational partners as an important element of 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.	\$2,694,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A. Support of visual and performing arts at the four middle schools \$40,000.00</p> <p>B. Support of visual and performing arts at the three comprehensive high schools \$60,000.00</p> <p>C. Provide three marching band teachers at the comprehensive high schools \$347,030.00</p> <p>D. Provide two (2) choir teachers at the high school level \$234,393.00</p> <p>E. Provide four (4) music teachers at the middle school level \$497,095.00</p> <p>F. Provide elementary music instruction to all elementary schools and targeted grade levels. (7.0 certificated teachers) \$964,807.00</p> <p>G. Books and supplies to support music instruction \$20,000.00</p> <p>H. Development of an AUSD VAPA Strategic Plan \$15,000.00</p> <p>I. Additional hours or subs to support the development of the VAPA Strategic Plan \$10,000.00</p> <p>J. Transportation to support VAPA \$30,000.00</p> <p>K. Instrument replacement for the middle and high schools \$75,000.00</p> <p>L. 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</p> <p>M. Instrument repairs & cleaning at the secondary level \$150,000</p> <p>N. Indirect costs to VAPA and the development of a matriculated music program through high school \$91,625.00</p>		

Action #	Title	Description	Total Funds	Contributing

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.

Planned actions for Goal 1, Conditions of Learning, were implemented as described in the LCAP with minimal substantive differences. The successes and/or challenges are noted below:

ACTION 1.1 - ATHLETICS: Athletic trainers and stipend coaches supported the social-emotional and character development of students in district athletic programs. Transportation was provided for students to attend away games at all three comprehensive high schools as well as for the Hillcrest and La Sierra home games that were held at the district stadium located at the Norte Vista high school campus. In addition, the District maintained 1.8 full-time Athletic Directors.

ACTION 1.2 - BROAD COURSE OF STUDY: Alvord Unified School District (AUSD) continued to provide a robust catalog of A-G, Career Technical Education (CTE), and elective classes to ensure a comprehensive course of study.

ACTION 1.3 - CADET CORPS: Throughout the 2021-22 school year, AUSD continued to employ a Cadet Corps teacher at La Sierra High School. Funds for supplies, uniforms, and transportation (for parades and balls) allowed students to enhance their skills in leadership, citizenship, and patriotism. Furthermore, this program promoted academic excellence, encouraged personal health and wellness, and taught basic military subjects.

ACTION 1.4 - CLASS SIZE REDUCTION: This action provided for additional teachers to continue 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.

ACTION 1.5 - LIBRARIES: Schools were equipped schools with qualified teacher librarians and library assistants in order to provide research-based literacy support through the development of inclusive collections that celebrate diverse experiences and provide opportunities to empower our unduplicated students as effective users and creators of information and ideas.

ACTION 1.6 - REGISTRARS (HIGH SCHOOL): AUSD maintained four full-time Registrars assigned to each high school. The Registrars ensured that students had access to a broad course of study including courses required for graduation and/or to meet the A-G UC/CSU requirements.

ACTION 1.7 - SANITATION: Ten full-time custodians were hired to increase the service of sanitizing classroom surfaces to reduce the spread of viruses and reduce absenteeism.

ACTION 1.8 - SUPPLY BUDGET: The following certificated staff was allotted a supplemental \$500 supply budget to increase instructional support and provide greater access to state standards: Teachers, Intervention Specialists, Behavioral Specialists, Speech and Language Pathologists, School Counselors, and Librarians.

ACTION 1.9 - TECHNOLOGY: Technology continued to be of high importance throughout the 2021-22 school year. In order to ensure each student had appropriate access to an electronic device, District staff continued to deploy Chromebooks to all students and maintained a strategic reserve of devices to replace lost or damaged devices. Furthermore, replacement laptops and updated desktop computers were provided to staff at school sites and district offices as appropriate.

ACTION 1.10 - TRANSPORTATION: Home-to-school transportation was implemented for low-income, homeless, and foster youth that lived beyond the district-established service area in order to increase daily attendance. This service was extended to targeted students at Twinhill, RMK, Lake Hills, Stokoe, Myra Linn, and Orrenmaa elementary schools.

ACTION 1.11 - VISUAL AND PERFORMING ARTS: AUSD continued to support a rigorous Visual and Performing Arts (VAPA) program by funding 4.5 full-time certificated teachers to provide elementary music instruction in grades three through five at all 14 elementary school sites for both general and special education students. Schools purchased additional instruments and repaired existing instruments, as well as books and supplies to support teachers and students in music instruction. At all three comprehensive high schools, funding was provided to support visual and performing arts programs. Unfortunately, the development of an AUSD VAPA Strategic Plan was not realized due to the shortage of substitute teachers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

When examining the differences between budgeted expenses and the estimated actuals for Goal 1 - Conditions of Learning, there was only one action that did not expend funds as planned:

ACTION 1.10 - TECHNOLOGY: An additional million dollars was added to the cost for this action to purchase needed technology for students and staff.

ACTION 1.11 - VISUAL AND PERFORMING ARTS: An additional one million dollars was allocated to the VAPA program during the 2021-22 school year to fund additional staff and conduct needed instrument repairs. Unfortunately, the development of an AUSD VAPA Strategic Plan was not realized due to the shortage of substitute teachers. District staff intends to develop the plan during the 2022-23 school year.

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

An analysis of the data for Goal 1, Learning Conditions, yielded the following outcomes:

ACTION 1.1 - ATHLETICS, ACTION 1.2 - BROAD COURSE OF STUDY, and ACTION 1.3 - CADET CORPS

- 2022 Student LCAP Survey, 60% "Completely Agree" or "Somewhat Agree" with the prompt, "I participate in extra-curricular activities offered through my school, such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities."
- Annual 5th Grade Survey, 54% report that they get to do interesting activities at/when you participate in school "All" or "Most" of the time.
- Annual 7th, 9th, and 11th Grade Survey, 36% "Strongly Agree" or "Agree" with the prompt, "I try hard on my schoolwork because I am interested in it."
- Advanced Placement (AP) Exams: The AP pass rate in 2019-20 was 50.0%. In 2020-21, the rate was 34.2%.
- In 2019-20 there were 132 AVID and Study Skills sections offered to middle school students. This increased to 244 sections in 2020-21.

ACTION 1.4 - CLASS-SIZE REDUCTION

- Alvord Continuation High School Student Survey, 60% of student respondents stated that they are earning grades of "Mostly As, Bs, or Cs."
- AACHS Student Survey, 62% of student respondents stated that they are earning grades of "Mostly As, Bs, or Cs."

ACTION 1.5 - LIBRARIES and ACTION 1.6 - REGISTRARS (HIGH SCHOOL)

- Completion of University of California A-G Requirements: 36.2% of twelfth-grade students completed all of the A-G course requirements in 2019-20. In 2020-21, this rate increased to 42.4%.
- Annual Parent Survey, 87% "Strongly Agree" or "Agree" with the prompt, "This school promotes academic success for all students."

ACTION 1.7 - SANITATION

- Annual Parent Survey, 79% "Strongly Agree" or "Agree" with the prompt, "The school has clean and well-maintained facilities and properties."
- Annual 5th Grade Survey, 65% report that their school building is neat and clean "All" or "Most" of the time.
- 2022 Student LCAP Survey, 59% "Completely Agree" or "Somewhat Agree" with the prompt, "My school is clean."

ACTION 1.8 - SUPPLY/PROGRAM/RESOURCES BUDGET

- As evidenced from the Business Services budget spreadsheets, the following certificated staff was allotted a supplemental \$500 supply budget to increase instructional support and provide greater access to state standards: Teachers, Intervention Specialists, Behavioral Specialists, Speech and Language Pathologists, School Counselors, and Librarians.

ACTION 1.9 - TECHNOLOGY

- As reported by the Information Technology Department, AUSD Provided Chromebooks to all students and maintained a strategic reserve of devices to replace lost or damaged devices to ensure that all students had access to technology.

ACTION 1.10 - TRANSPORTATION

- Annual 5th Grade Survey, 81% report that they feel safe on their way to and from school "All" or "Most" of the time.

ACTION 1.11 - VISUAL AND PERFORMING ARTS (VAPA)

- In 2019-20 there were 140 VAPA sections in the middle school grade span. This increased to 150 sections in 2020-21.
- In 2019-20 there were 119 VAPA sections in the high school grade span. This increased to 242 sections in 2020-21.
- Purchase orders, as well as Business Services budget spreadsheets, show that schools purchased additional instruments and repaired existing instruments, as well as books and supplies to support teachers and students in music instruction and all three comprehensive high schools were provided funding allocations to support the Visual and Performing Arts programs.

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.

Amendments to the actions and or services for the 2021-2024 LCAP include:

Action 1.1 - Athletics: The following additional services have been added to this action:

H. Athletic equipment replacement \$40,000.00

I. Hudl software for high schools \$30,000.00

J. Referees for high schools \$60,000.00

K. Research the potential for adding after-school programs at both the elementary and middle school grade spans \$10,000.00

Action 1.2 - Broad Course of Study: Although this is not a new action, the following services have been added and will begin in the 2022-23 school year:

A. Expand the number of advanced courses at secondary school sites \$0.00

B. Provide professional development on A-G courses with school counselors \$0.00

C. Research the potential for implementation of the Puente college preparatory program \$0.00

D. Director of Secondary Education (.30 FTE) \$69,954.00

E. Director of Elementary Education (.30 FTE) \$69,954.00

F. Assistant to the Director of Secondary Education (.30 FTE) \$28,694.00

G. Assistant to the Director of Elementary Education (.30 FTE) \$32,405.00

H. Pilot new materials for World Languages (non-contributing)

I. Pilot new materials for Mathematics (non-contributing)

J. Indirect costs \$7,538.00

Action 1.7 - Sanitation: The following additional services have been added to this action, "B. Increased oversight of custodial staff to ensure school cleanliness by implementing a process to meet on a quarterly basis to ensure progress is being made."

Action 1.9 - Technology: The following amendments were made to this action: Item "B" was changed from "Additional technology equipment," to "Implement a refresh program of technology equipment for 3rd, 6th, and 9th-grade levels." Additionally, "C. Conduct a needs assessment to identify obsolete technology" was added.

Action 1.11 - Visual and Performing Arts (VAPA): Item "A" was modified from, "Band instrument purchases and repairs for middle school," to "Instrument replacement for the middle and high schools." Additionally the following services were added to Action 1.11 beginning with the 2022-23 school year

I. Transportation to support VAPA \$30,000.00

J. Instrument cleaning at the secondary level \$150,000

K. Provide three marching band teachers at the comprehensive high schools \$347,030.00

L. Support of visual and performing arts at the four middle schools \$50,000.00

M. Provide two (2) choir teachers at the high school level \$234,393.00

N. Provide four (4) music teachers at the middle school level \$501,485.00

Additionally, the indirect costs for the Class Size Reduction (Action 1.4), Libraries (Action 1.5), Registrars (Action 1.6), and Sanitation (Action 1.7), were omitted from the 2021-22 LCAP and consequently added.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 on 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 (EL) growth and reclassification to support our continued focus on EL 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 rates. 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	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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)	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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
	PERFORMANCE LEVEL: Orange				
STATE ACADEMIC INDICATORS - ELA American Indian	Spring 2019 Dashboard 21.3 points below level 3 CHANGE: Increased (+20.4) PERFORMANCE LEVEL: N/A	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard CHANGE: Increase (+14.4) points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CHANGE: Increased (+12.4) PERFORMANCE LEVEL: Yellow				PERFORMANCE LEVEL: GREEN
STATE ACADEMIC INDICATORS - ELA Filipino	Spring 2019 Dashboard 57.5 points above level 3 CHANGE: Increased (+20.5) PERFORMANCE LEVEL: Blue	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard CHANGE: Increase (26.2) points PERFORMANCE LEVEL: GREEN
STATE ACADEMIC INDICATORS - ELA Pacific Islander	Spring 2019 Dashboard	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	56.9 points below level 3 CHANGE: Declined (-18.9) PERFORMANCE LEVEL: Orange				CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - ELA Two or More Races	Spring 2019 Dashboard 17.7 points above level 3 CHANGE: Increased (+14.2) PERFORMANCE LEVEL: Green	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard CHANGE: Increase (+6.0) points PERFORMANCE LEVEL: GREEN

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LOCAL ACADEMIC INDICATORS - ELA Overall	iReady Mid Year Diagnostic 2021 (Taken at home) 30% At/Near grade level	iReady Mid Year Diagnostic 2022 (Taken in-person) 28% 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 (Taken at home) 12% At/Near grade level	iReady Mid Year Diagnostic 2022 (Taken in-person) 9% At/Near grade level			i Ready Mid Year Diagnostic 2024 22% At/Near grade level
LOCAL ACADEMIC INDICATORS - ELA Socio Economically Disadvantaged	iReady Mid Year Diagnostic 2021 (Taken at home) 25% At/Near Grade level	iReady Mid Year Diagnostic 2022 (Taken in-person) 24% 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 (Taken at home) 8% At/Near grade level	iReady Mid Year Diagnostic 2022 (Taken in-person) 9% At/Near grade level			i Ready Mid Year Diagnostic 2024 18% At/Near grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STATE ACADEMIC INDICATORS - MATH	Spring 2019 Dashboard	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard
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.	59.5 points below level 3				CHANGE: Increase (+9.0) points
	CHANGE: Maintained (+2.1)				PERFORMANCE LEVEL: YELLOW
PERFORMANCE LEVEL: Orange					
All Students					
STATE ACADEMIC INDICATORS - MATH	Spring 2019 Dashboard	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard
English Learners	78.4 points below level 3				CHANGE: Increase (+9.0) points
	CHANGE: Maintained (+1.5)				PERFORMANCE LEVEL: YELLOW
PERFORMANCE LEVEL: Orange					
STATE ACADEMIC INDICATORS - MATH	Spring 2019 Dashboard	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socio-economically Disadvantaged	<p>70.4 points below level 3</p> <p>CHANGE: Maintained (+1.7)</p> <p>PERFORMANCE LEVEL: Orange</p>				<p>CHANGE: Increase (+9.0) points</p> <p>PERFORMANCE LEVEL: YELLOW</p>
STATE ACADEMIC INDICATORS - MATH Students with Disabilities	<p>Spring 2019 Dashboard</p> <p>147.1 points below level 3</p> <p>CHANGE: Increased (+4.5)</p> <p>PERFORMANCE LEVEL: Orange</p>	The 2020 and 2021 Dashboards were suspended due to the pandemic.			<p>Spring 2024 Dashboard</p> <p>CHANGE: Increase (+15.0) points</p> <p>PERFORMANCE LEVEL: ORANGE</p>
STATE ACADEMIC INDICATORS - MATH American Indian	<p>Spring 2019 Dashboard</p> <p>57.2 points below level 3</p> <p>CHANGE: Increased (+9.5)</p>	The 2020 and 2021 Dashboards were suspended due to the pandemic.			<p>Spring 2024 Dashboard</p> <p>CHANGE: Increase (+9.0) points</p> <p>PERFORMANCE LEVEL: YELLOW</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PERFORMANCE LEVEL: N/A				
STATE ACADEMIC INDICATORS - MATH Asian	Spring 2019 Dashboard 33.1 points above level 3 CHANGE: Increased (+10.9) PERFORMANCE LEVEL: Green	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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) PERFORMANCE LEVEL: Yellow	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard CHANGE: Increase (+24.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Filipino	Spring 2019 Dashboard	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	23.5 points above level 3 CHANGE: Increased (+19.2) PERFORMANCE LEVEL: Blue				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	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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 CHANGE: Maintained (-0.7) PERFORMANCE LEVEL: Orange	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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 - MATH Two or More Races	Spring 2019 Dashboard 17.1 points below level 3 CHANGE: Increased (+9.6) PERFORMANCE LEVEL: Green	The 2020 and 2021 Dashboards were suspended due to the pandemic.			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	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: GREEN
LOCAL ACADEMIC INDICATORS - MATH Overall	iReady Mid Year Diagnostic 2021 22% At/Near Grade Level	iReady Mid Year Diagnostic 2022 (Taken in-person) 17% At/Near grade level			i Ready Mid Year Diagnostic 2024 28% At/Near grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LOCAL ACADEMIC INDICATORS - MATH English Learners	iReady Mid Year Diagnostic 2021 13% At/Near Grade Level	iReady Mid Year Diagnostic 2022 (Taken in-person) 5% 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	iReady Mid Year Diagnostic 2022 (Taken in-person) 17% 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	iReady Mid Year Diagnostic 2022 (Taken in-person) 5% 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 English language proficiency CHANGE: N/A	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Spring 2024 Dashboard Dashboard Rate: 55.5% making progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PROGRESS LEVEL: Medium				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	2020-21 ELPAC 16.6% Well Developed 35.35% Moderately Developed 31.05% Somewhat Developed 16.98% Minimally Developed			2023-2024 55%
ANNUAL EL RECLASSIFICATION RATE DataQuest	2017-2018 15.1% 2018-2019 15.7% 2019-2020 20.9%	2020-21 • 19.2%			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%	2020-21 • 34.2%			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)	2020-21 • 42.4%			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%	2020-21 • 38.3%			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%	2020-21 • 16.7%			2023-2024 A-G Course Completion Rate: 20%

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 English Learners	2019-2020 Total Graduates: 338 Total Graduate with A-G requirement Met: 75 Rate: $75/338 = 22.19\%$	2020-21 • 21.5%			2023-2024 A-G Course Completion Rate: 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: $24/129 = 18.60\%$	2020-21 • 17.5%			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: $87/1074 = 8.10\%$	2020-21 CALPADS (Definition for CTE completion changed during the Pandemic) • 13.17%			2023-2024 CTE Completion Rate: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE COMPLETION RATE CDE Public Data/CALPADS Foster Youth	2019-2020 Total Graduates: 11 Total Graduate as CTE Completer: 0 Rate: $0/11 = 0\%$	2020-21 CALPADS (Definition for CTE completion changed during the Pandemic) <ul style="list-style-type: none">0%			2023-2024 CTE Completion Rate: 5%
CTE COMPLETION RATE CDE Public Data/CALPADS English Learners	2019-2020 Total Graduates: 338 Total Graduate as CTE Completer: 25 Rate: $25/338 = 7.49\%$	2020-21 CALPADS (Definition for CTE completion changed during the Pandemic) <ul style="list-style-type: none">13.77%			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: $10/129 = 7.75\%$	2020-21 CALPADS (Definition for CTE completion changed during the Pandemic) <ul style="list-style-type: none">7.75%			2023-2024 CTE Completion Rate: 10%
UC/CSU A-G COURSE COMPLETION AND CTE COMPLETION	2019-2020 Total Graduates: 1270	2020-21 CALPADS (Definition for CTE completion changed			2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Public Data/CALPADS All Students	Total Graduate A-G and CTE: 53 Rate: $53/1270 = 4.17\%$	during the Pandemic) • 6.04%			A-G and CTE Completion Rate: Maintain or Increase
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: $32/1074 = 2.98\%$	2020-21 CALPADS (Definition for CTE completion changed during the Pandemic) • 4.88%			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: $0/11 = 0\%$	2020-21 CALPADS (Definition for CTE completion changed during the Pandemic) • 0%			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 English Learners	2019-2020 Total Graduates: 338 Total Graduate A-G and CTE: 9 Rate: $9/338 = 2.66\%$	2020-21 CALPADS (Definition for CTE completion changed during the Pandemic) <ul style="list-style-type: none"> 2.30% 			2023-2024 A-G and CTE Completion Rate: 3%
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: $3/129 = 2.33\%$	2020-21 CALPADS (Definition for CTE completion changed during the Pandemic) <ul style="list-style-type: none"> 1.41% 			2023-2024 A-G and CTE Completion Rate: 3%
EAP COLLEGE READY RATE ELA CDE Dataquest CAASPP Reports % GR 11 Level 4	2017-2018 15.32% 2018-2019 19.67% 2019-2020 N/A	Students did not participate in SBAC testing during the 2020-21 school year. As such, there is no EAP data.			2023-2024 EAP ELA Rate: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP COLLEGE READY RATE MATH	2017-2018 3.48%	Students did not participate in SBAC testing during the 2020-21 school year. As such, there is no EAP data.			2023-2024
CDE Dataquest	2018-2019 6.87%				EAP ELA Rate:
CAASPP Reports %	2019-2020 N/A				10%
GR 11 Level 4					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Advanced Placement	<p>Aligned to the goal of preparing students to be college and career ready when they graduate from high school, unduplicated students taking AP exams 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.</p> <p>A. Transportation \$6,000.00</p> <p>B. Professional Development \$12,500.00</p> <p>C. Indirect costs \$694.00</p>	\$19,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Assessment	<p>Continue refining the Districtwide system of assessment and progress monitoring to identify unique student needs, measure growth, and assist in instructional practices, specifically designed to target unduplicated students and differentiated instruction. Progress monitoring will focus on the needs of at-risk students including unduplicated student counts and students with disabilities.</p> <p>A. Data and Assessment Technician (0.5 FTE) \$58,092.00</p> <p>B. Assessment Testers (sub costs) \$12,000.00</p> <p>C. Indirect costs \$2,698.00</p>	\$72,720.00	Yes
2.3	AVID	<p>Advancement Via Individual Determination (AVID) is valued by our Alvord community. AVID provides students with an added advantage and aids in closing the opportunity gap by providing unduplicated students with college and career preparation. AVID funds will be principally allocated to support our unduplicated students 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.</p> <p>A. Elementary: \$5,000 allocation per AVID site (books and supplies, college trips) \$50,000.00</p> <p>B. Middle and high schools: AVID tutors \$175,230.00</p> <p>C. AVID annual contract \$60,000.00</p> <p>D. AVID Summer Institute/Pathways professional development for Alvord staff (subs, travels costs, registration) \$20,000.00</p>	\$1,497,956.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>E. District AVID Coordinator \$16,427.00</p> <p>F. Secondary AVID teachers (3 FTE/comprehensive HS, 4/middle school) \$1,016,322.00</p> <p>G. Supplies and materials (Secondary) \$21,000.00</p> <p>H. College trips (Secondary) \$85,000.00</p> <p>I. Indirect costs \$53,977.00</p>		
2.4	Career and Technical Education (CTE)	<p>Community input included increased CTE course offerings to provide our unduplicated students with 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 outreach liaison our unduplicated student count will have equitable opportunities for a variety of career and technical pathways.</p> <p>A. Riverside County Office of Education (RCOE) Service contract for CTE teachers (10 FTE) \$969,928.00</p> <p>B. Alvord USD certificated staff (12.4 FTE) \$1,857,769.00</p> <p>C. Assistant to the Director for program support (.7 FTE) \$82,191.00</p> <p>D. Director of Alternative Programs and CTE to oversee the program (40% LCAP) \$87,226.00</p> <p>E. Career Services and Outreach Liaison for program support (1 FTE) \$108,589.00</p>	\$3,222,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		F. Indirect costs \$116,464.00		
2.5	College Readiness Testing	<p>Continue support for supplemental college-readiness testing to ensure access for all unduplicated students.</p> <p>A. PSAT/KHAN Academy testing suite package for tenth-grade \$82,000.00</p> <p>B. Advanced Placement (AP) testing \$75,000.00</p> <p>C. Indirect costs \$5,888.00</p>	\$162,888.00	Yes
2.6	Continuation High Schools	<p>Supporting lower class sizes as compared to comprehensive high schools allows unduplicated students access to their learning from teachers, instructional supports, and materials. This will include research-based small group interventions, enrichment, increased oral production, and overall progress towards mastery.</p> <p>A. Certificated staff (16 FTE) \$2,317,652.00</p>	\$2,317,652.00	Yes
2.7	Coaches (Instructional), Secondary	<p>Maintain secondary instructional coaches to provide instructional coaching support for secondary staff to support increased and improved services of unduplicated students.</p> <p>A. Instructional coaches (7 FTE) \$1,191,137.00</p>	\$1,191,137.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	CSTEM Pathway	<p>Integrate elements of the Communication Science Technology Engineering Math (CSTEM) program into the 7th and 8th-grade mathematics curriculum to support the CSTEM pathway. The CSTEM Pathway's mission is to serve the underserved and underrepresented using engaging and hands-on real-world projects to encourage entry into the talent pipeline, inspire innovative thinking, bolster self-confidence, and foster a well-rounded mastery of the areas of communication, science, technology, engineering, and mathematics.</p> <p>A. Integration of CSTEM into seventh and eighth-grade math \$20,000.00</p> <p>B. Indirect costs \$750.00</p>	\$20,750.00	Yes
2.9	District/Vendor Contracts	<p>To support and enhance student achievement specifically for our unduplicated students, software programs are available to address learning needs, access records, support social-emotional health, and engage our families. All of these programs are available after school and most are available 24 hours a day.</p> <p>A. Odysseyware (Edgenuity) \$112,500.00</p> <p>B. Thought Exchange \$26,460.00</p> <p>C. Parchment \$20,495.00</p> <p>D. iReady (Curriculum Associates) \$350,000</p> <p>E. Care Solace \$33,942.00</p> <p>F. DNA (Illuminate) \$100,481.00</p> <p>G. Document Tracking Translation services of LCAP, LCAP Annual Update, BOP, and Federal Addendum \$10,000.00</p>	\$678,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
		J. Indirect costs \$24,250.00		
2.10	DLI (Terrace, Valley View, Loma Vista MS)	<p>Expand/Continue support of the Dual Language Immersion (DLI) program promoting biliteracy in support of both academic and second language fluency achievement. The DLI program offers many benefits for our unduplicated students, specifically, it helps students strengthen their self-perception and identity while enhancing cultural awareness and diversity.</p> <p>A. DLI support materials \$50,000.00</p> <p>B. DLI teachers for two elementary and one middle school site \$4,291,357.00</p> <p>C. Bilingual Instructional Assistants \$43,333.00</p> <p>D. Indirect costs \$164,426.00</p>	\$4,549,116.00	Yes
2.11	Dual Enrollment	<p>The Dual Enrollment program fosters a learning environment to improve and increase college admission, enrollment, and retention principally directed toward our unduplicated student count at all five high schools.</p> <p>A. Curriculum and materials \$8,300.00</p>	\$8,300.00	Yes
2.12	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.	\$666,656.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	EL Department	<p>English learners (ELs) make up 29% of the district and are supported through this plan by ensuring improved and increased staff, supplies, services, and testers. These services provide impactful opportunities for language acquisition, leading to access to core content mastery with an ultimate goal of reclassification. These additional services ensure an equitable opportunity for impactful services, appropriate assessment measures, materials to support the functions of EL supports, and language supports outside of generally funded actions.</p> <p>A. Bilingual EL support staff \$370,435.00</p> <p>B. Bilingual EL Director \$230,449.00</p> <p>C. Supplies/services \$100,000.00</p> <p>D. Curricular supports \$50,000.00</p> <p>E. Professional development \$100,000.00</p> <p>F. Bilingual testers \$250,720.00</p> <p>G. Translators/interpreters (additional to generally funded translators/interpreters) \$397,176.00</p> <p>H. Indirect costs \$56,204.00</p>	\$1,554,984.00	Yes
2.14	Elementary Literacy Teachers	Both state and local achievement data have confirmed the continued need for foundational literacy support. This is significantly important for our unduplicated student population. It allows for smaller reading groups, strategies for struggling readers, and additional training for teachers to help them support their unduplicated students.	\$2,045,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A. Elementary Literacy Teachers (ELTs) \$2,045,705.00		
2.15	FAFSA Support	<p>To support college and career readiness for unduplicated student count provide materials and supplies to support high school student participation in Free Application for Federal Student Aid (FAFSA) completion.</p> <p>A. Additional hours to support FAFSA Nights at each high school in collaboration with AUSD and local post-secondary institutions \$3,735.00</p>	\$3,735.00	Yes
2.16	Gifted and Talented Education (GATE)	<p>The action to identify gifted and talented unduplicated students helps ensure that our students have access to rigorous opportunities that spark critical thinking. This action will continue the 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 student groups, specifically in the area of the arts.</p> <p>A. GATE Professional Development \$20,000.00</p> <p>B. GATE Materials and Supplies to support GATE strategies \$7,500.00</p> <p>C. Purchase of Naglieri Nonverbal Ability Test (NNAT-3) administered to all 3rd-grade students annually \$13,650.00</p> <p>D. Indirect costs \$1,543.00</p>	\$42,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.17	International Baccalaureate (IB)	<p>Rigorous and comprehensive IB courses challenge students to excel in their studies in preparation for post-secondary opportunities. This contributing action ensures a principal focus for our unduplicated student count to provide equitable opportunities in higher education.</p> <p>A. Certificated teacher as IB Coordinator (1 FTE) \$167,600.00</p> <p>B. Materials and supplies \$37,800.00</p> <p>C. IB testing support \$45,000.00</p> <p>D. IB teachers (6.4 FTE) \$927,617.00</p> <p>E. Indirect costs \$42,488.00</p>	\$1,222,193.00	Yes
2.18	Information Technology Staff	<p>In order to ensure AUSD continues its mission of ensuring that all students reach their unlimited potential, AUSD is committed to providing unduplicated students, English Learners, and students with unique needs with the 21st-century resources they need to be successful. Implementing one-to-one technology, interactive flat panels, and providing state-of-the-art resources for unduplicated students will provide our students with the resources they need. AUSD will need the support of technical staff to help teachers ensure their equipment is working properly. The additional IT staff will provide access and support to students, teachers, and parents to troubleshoot technical problems.</p> <p>A. IT Technician II (1 FTE) \$122,269.00</p> <p>B. IT Technician III (1.65 FTE) \$217,558.00</p> <p>C. Network Administrator (1 FTE) \$201,156.00</p> <p>D. One (1) FTE Assistant Director of Technology \$220,579.00</p>	\$806,849.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>E. Provide training on new interactive touch boards \$25,000.00</p> <p>F. Indirect costs \$20,287.00</p>		
2.19	LCFF LI/EL Allocations	<p>LCFF Allocations are reflected in the site-level School Plan for Student Achievement, which is approved by the Board of Education annually. School plan goals and actions are aligned to the LCAP goals and state priorities.</p> <p>A. Provide low-income allocation to sites to support the academic and socio-emotional needs of unduplicated students. The site allocation is determined by the number of low-income unduplicated students at the site and is used in providing engaging and enriching environments for the purchase of additional materials and supplies \$591,182.00</p> <p>B. Provide English learner (EL) allocation to sites to support the academic and socio-emotional needs of ELs. The site allocation is determined by the number of EL unduplicated students at the site and is used in providing engaging and language-rich environments with materials, resources, supplies, and/or professional development \$430,955.00</p> <p>C. Indirect costs \$38,330.00</p>	\$1,060,467.00	Yes
2.20	Math Intervention	<p>State and local data show a need to support the academic achievement and learning gaps in the content area of Mathematics.</p> <p>A. An intervention teacher at the Alternative Education Center will provide strategic math support targeting unduplicated students (1 FTE) \$157,377.00</p>	\$157,377.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.21	Physical Education, Elementary	<p>Health and wellness are vital components of child development. Unduplicated students may not have the space, time, or ability to participate in physical education outside of the school day. Physical Education is provided to students in Grades TK-5. By providing PE teachers at the Elementary levels, classroom teachers are provided time to analyze data and support their instructional program in the response to the needs of unduplicated students and students with disabilities.</p> <p>A. Physical Education teachers (13 FTE) \$1,745,158.00</p> <p>B. Physical Education assistants (9.75 FTE) \$671,196.00</p> <p>C. Maintain equipment/supplies used during physical education instruction and provide teachers with professional development. \$25,000.00</p> <p>D. Indirect costs \$91,551.00</p>	\$2,532,905.00	Yes
2.22	Student Safety	<p>Educational partners prioritize safety at all Alvord school sites to improve communication, traffic safety, and emergencies. This action item ensures unduplicated students are safe from door to door.</p> <p>A. Expand the use of an Emergency and Reunification Management System (i.e Raptor) districtwide. Provide materials, support, and professional development in the expanded use of the system \$35,000.00</p> <p>B. Provide crossing guards at identified high traffic areas to increase student safety for those walking to and from school \$248,312.00</p>	\$304,311.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>C. Maintain trauma kits and Automated External Defibrillators (AEDs) for all sites \$10,000.00</p> <p>D. Indirect costs \$10,999.00</p>		
2.23	Summer School (9-12 Credit Recovery)	High Schools provide additional support and multiple opportunities for unduplicated students in grades 9-12 to meet graduation requirements.	\$103,750.00	Yes
2.24	Puente Program	<p>The Puente Project is a transfer support program designed to increase the number of unduplicated students who: Enroll in four-year colleges and universities. Earn college degrees. And return to their communities as mentors and leaders. The Puente Project will continue at Norte Vista. La Sierra High School and Hillcrest High School will use the 22-23 school year to explore options for adding the program.</p> <p>A. One (1) FTE \$148,135.00</p> <p>B. Supplies, services, substitutes, and professional development \$35,000</p> <p>C. Indirect costs \$6,868.00</p>	\$190,003.00	Yes
2.25	Inclusion and Co-Teaching	Inclusion is directed at ensuring that unduplicated students with disabilities can benefit from the best learning environments possible. By providing additional educational supports, unduplicated students identified with specific learning disabilities will receive more attention	\$951,475.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>from the teacher, engage in academic discourse, and become more connected to their peers. Newly identified students that are English learners and require special education will benefit from this action as well. The workability program offers comprehensive skills training and pre-employment opportunities for unduplicated students making the transition from school to work.</p> <p>A. Additional Special Education Instructional Assistants @ 6 Elem sites \$396,224.00</p> <p>B. Special Education Workability Technician 78% not funded by workability grant \$61,215.00</p> <p>C. Additional Special Education Resource Teacher at each Middle School (4.0 FTE) to reduce student to teacher ratio from 28:1 to 22:1 \$494,036.00</p>		

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.

Planned actions for Goal 2, Student Outcomes, were implemented as described in the LCAP with minimal substantive differences. The successes and/or challenges are noted below:

ACTION 2.1 - ADVANCED PLACEMENT (AP): The action of providing AP students with transportation services to attend AP Readiness Saturday sessions at the University of California - Riverside, was not implemented due to Covid-19 pandemic social distancing restrictions. Student readiness sessions were facilitated virtually and no transportation was required. Furthermore, teacher professional development was delivered at no cost by the College Board.

ACTION 2.2 - ASSESSMENT: While the testing of students Districtwide was successfully completed, the monitoring and identifying the unique needs of at-risk students was not with the exception of Students with Disabilities. District staff has identified the need for a concentrated effort to connect data analysis to instruction, especially for English learners (ELs) and Students with Disabilities.

ACTION 2.3 - AVID: Advancement Via Individual Determination (AVID) funds were principally allocated to support the Unduplicated Pupils (UPs) and Students with Disabilities with materials, supplies, AVID tutors, and college trips. Allocations were provided to the ten elementary, four middle, and three comprehensive high school AVID sites. However, due to Covid-19 restrictions, these sites were not able to go visit colleges as intended. Additionally, because of Covid-19 restrictions, professional development meetings were facilitated virtually and did not necessitate registration, travel, lodging, or food costs and Alvord did not have to pay for sub costs. Sophomore and Junior college trips are traditionally multi-day trips; due to Covid-19 restrictions, this was not possible. In order to support all AVID programs throughout the District, an elementary principal served as the AVID liaison and was paid ten additional days to fulfill these duties. One challenge that presented itself during the 2021-22 school year, was in the hiring and maintaining of AVID tutors.

ACTION 2.4 - CAREER AND TECHNICAL EDUCATION (CTE): Services for the CTE program were implemented as planned. Alvord has successful programs with positive student completion data.

ACTION 2.5 - COLLEGE READINESS TESTING: PSAT fees were paid by the district for all tenth and eleventh-grade students. Other components of the action were not implemented as the administrator overseeing this action resigned during the first half of the school year.

ACTION 2.6 - CONTINUATION HIGH SCHOOL: AUSD maintained lower class sizes at two continuation high schools as compared to the comprehensive high schools to minimize barriers for UPs and Students with Disabilities. This allowed for small group interventions, enrichment, increased oral production, and overall progress towards mastery.

ACTION 2.7 - COACHES (INSTRUCTIONAL) SECONDARY: Seven secondary instructional coaches served all middle and comprehensive high schools. Coaches worked with teachers on instructional strategies that engaged students in learning academic standards and supported the instructional needs of low-income students, foster youth, and ELs.

ACTION 2.8 - CSTEM PATHWAY: District staff continued to integrate elements of CSTEM (robotics) in the seventh and eighth-grade curriculum at Villegas Middle School to strengthen the CSTEM pathway to Hillcrest High School. Four teachers were trained in strategies to engage students in high levels of hands-on STEM instruction. Software licenses were purchased to provide technology access during instruction.

ACTION 2.9 - DISTRICT/VENDOR CONTRACTS: Student achievement was supported by maintaining contracts with partners and providing professional development for teachers. Partners included Odysseyware, Parchment, iReady, Care Solace, DNA, and Document Tracking Services (DTS).

ACTION 2.10 - DLI (TERRACE, VALLEY VIEW, LOMA VISTA): The Dual Language Immersion (DLI) program was expanded to sixth grade at Loma Vista Middle School. Supplemental materials were purchased for language acquisition including Imagine Learning en Español, technology, and computer-assisted instructional programs. In addition, DLI sites purchased instructional materials and resources to support the DLI program.

ACTION 2.11 - DUAL ENROLLMENT: Curriculum and materials were purchased to support student success at all three comprehensive high schools and both continuation high schools to increase college admissions, enrollment, and retention. District textbook funds were used to purchase curriculum materials.

ACTION 2.12 - EARLY RELEASE DAYS: All non-management and certificated staff were provided time for collaboration, staff meetings, professional development, and professional learning communities to analyze data in order to identify student needs, plan instruction, identify materials and resources needed to positively impact student achievement.

ACTION 2.13 - EL DEPARTMENT: Comprehensive support was provided to support English learners (ELs). This included English Language Development (ELD) instruction at various language proficiency levels as well as integrated instruction in core content at all grade spans. A Bilingual Director of EL Support Services provided continued to guide and support the programs and services for ELs. AUSD staff facilitated English Language Proficiency Assessments for California (ELPAC) testing of ELs through the use of employee testers and testing materials in order to support appropriate placement and reclassification of ELs districtwide. Moreover, bilingual staff provided interpretation and translation services to the district, sites, and community in order to enhance communication with non-English speakers.

ACTION 2.14 - ELEMENTARY LITERACY TEACHERS: Fourteen elementary literacy teachers provided supplemental literacy interventions to target students in grades K-5 at all fourteen elementary schools. The program was principally aimed at students identified as low-income, homeless, or foster youth.

ACTION 2.15 - FAFSA SUPPORT: Due to the pandemic this action did not occur.

ACTION 2.16 - GIFTED AND TALENTED EDUCATION (GATE): Some of the planned services were not implemented as the administrator overseeing the program resigned during the first half of the school year.

ACTION 2.17 - INTERNATIONAL BACCALAUREATE (IB): Alvord staff continued to support the International Baccalaureate (IB) program at Norte Vista High School through the hiring of 6.4 IB teachers, the cost of annual fees, and release time for professional development and assessments. There were 23 students who completed the IB program in 2021-22. The challenge continues to be the number of students that start, but don't complete the entire IB pathway.

ACTION 2.18 - INFORMATION TECHNOLOGY STAFF: Technology continues to be an integral part of the educational program and a necessary tool for those that support the Alvord Unified School District. As such, AUSD continued to staff one full-time IT Technician II, three IT Technician IIIs, and one Network Manager.

ACTION 2.19 - LCFF LI/EL ALLOCATION: Allocations were afforded to all campuses to support low-income and ELs and is reflected in each School Plan for Student Achievement. These plans were aligned with the LCAP goals and approved by the Board of Education.

ACTION 2.20 - MATH INTERVENTION: The District continued to provide one additional math teacher to support "At-Promise" students at the Alternative Education Center.

ACTION 2.21 - PHYSICAL EDUCATION, ELEMENTARY: The District was able to maintain ten physical education teachers and ten assistants to implement the Physical Education program for students in grades one through five. This enabled teachers to have collaboration time while students received instruction on the physical education model content standards. However, due to a change in leadership and the impact of Covid-19 restrictions, supplies and professional development were not implemented as intended.

ACTION 2.22 - STUDENT SAFETY: District staff continued to support the implementation of an Emergency and Reunification Management System (i.e Raptor), however, the expansion of this system was not realized due to the pandemic. Crossing guards at identified high traffic areas provided increased student safety for those walking to and from school and one additional crossing guard was added to serve Loma Vista Middle School at a busy intersection.

Trauma kits and Automated External Defibrillators (AEDs) were maintained at school sites.

ACTION 2.23 - SUMMER SCHOOL (9-12 CREDIT RECOVERY): Summer school was provided at all three comprehensive high schools to enable credit deficient students to take and retake courses. This allowed many students to gain access to a high school diploma within four years. Other district funds were leveraged to fund this action.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

When examining the differences between budgeted expenses and the estimated actuals for Goal 2 - Student Outcomes, the following actions did not expend funds as planned:

ACTION 2.1 - ADVANCED PLACEMENT (AP): The action of providing AP students with transportation services to attend AP Readiness Saturday sessions at the University of California - Riverside, was not implemented due to Covid-19 pandemic social distancing restrictions. Student readiness sessions were facilitated virtually and no transportation was required. Furthermore, teacher professional development was delivered at no cost by the College Board. As a result, there were no costs associated with this action.

ACTION 2.3 - AVID: Due to the pandemic and Covid-19 restrictions, schools were not able to visit colleges as intended. Additionally, because of Covid-19 restrictions, professional development meetings were facilitated virtually and did not necessitate registration, travel, lodging, or food costs and Alvord did not have to pay for substitute teachers. Sophomore and Junior college trips are traditionally multi-day trips; due to Covid-19 restrictions, this was not possible, resulting in unexpended funds for the district. Additionally, there were several vacancies for AVID tutors due to the challenges in finding and keeping appropriate staff. As such, there was also a cost-saving for this planned action.

ACTION 2.5 - COLLEGE READINESS TESTING: Some components of this action were not implemented as the administrator overseeing this action resigned during the first half of the school year. These funds will be carried over into the 2022-23 school year.

ACTION 2.6 - CONTINUATION HIGH SCHOOL: There was an increase in costs of approximately \$900,000 to this action as Additional Concentration funds were used to lower class size at both continuation high schools.

ACTION 2.9 - DISTRICT VENDOR CONTRACTS: Slightly less than half the budgeted amount for the District Vendor Contracts was expended. Other one-time funds, such as ESSER and ELOP, were used to fund planned services.

ACTION 2.11 - DUAL ENROLLMENT: No funds were expended for Dual Enrollment due to the one-time funds that were available. Services for Action 2.11 were implemented as planned with other funding sources.

ACTION 2.13 - EL DEPARTMENT: Professional Development was provided through other means due to the challenges experienced in obtaining substitute teachers.

ACTION 2.15 - FAFSA SUPPORT: Due to the pandemic this action did not occur.

ACTION 2.16 - GIFTED AND TALENTED EDUCATION (GATE): Some of the planned services were not implemented as the administrator overseeing the program resigned during the first half of the school year.

ACTION 2.21 - PHYSICAL EDUCATION, ELEMENTARY: Due to a change in leadership and the impact of Covid-19 restrictions, supplies, and professional development were not implemented as intended.

ACTION 2.22 - STUDENT SAFETY: The expansion of the Raptor system was not realized due to the pandemic and one additional crossing guard was added to serve Loma Vista Middle School at a busy intersection.

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

An analysis of the data for Goal 2, Student Outcomes, showed that minimal gains and regression of academic achievement were noted. Staff attribute this decline to the pandemic and the inability to implement some of the actions outlined in the LCAPs for the previous two years. The effectiveness of specific actions to meet the articulated goal above are listed below:

ACTION 2.1 - ADVANCED PLACEMENT (AP), ACTION 2.16 - GIFTED AND TALENTED EDUCATION (GATE), ACTION 2.17 - INTERNATIONAL BACCALAUREATE (IB), ACTION 2.4 - CAREER TECHNICAL EDUCATION (CTE), ACTION 2.8 - CSTEM PATHWAY, ACTION 2.11 - DUAL LANGUAGE IMMERSION (DLI), ACTION 2.21 - PHYSICAL EDUCATION (ELEMENTARY), and ACTION 2.6 - CONTINUATION HIGH SCHOOL

- The Career Technical Education (CTE) completion rate in 2019-20 was 9.3% for all students. This increased to 14.0% in 2020-21. However, the staff recognizes that the definition for CTE completion changed/broadened during the pandemic.
- Advanced Placement (AP) Exams: The AP pass rate in 2019-20 was 50.0%. In 2020-21, the rate was 34.2%.

- Annual Parent Survey, 64% "Strongly Agree" or "Agree" with the prompt, "This school has quality programs for my child's talents, gifts, or special needs."
- Annual Parent Survey, 85% "Strongly Agree" or "Agree" with the prompt, "This school provides high-quality instruction to my child."

ACTION 2.2 - ASSESSMENT, ACTION 2.5 COLLEGE READINESS TESTING, ACTION 2.9 - DISTRICT VENDOR CONTRACTS, ACTION 2.12 - EARLY RELEASE DAYS, and ACTION 2.18 - INFORMATION TECHNOLOGY STAFF

- iReady K-8, Reading (Mid-Year Diagnostic - Taken at Home) - In 2021, 30% of ALL students scored "On" or "Above" grade level. This percentage was 28% for 2022 (Mid-Year Diagnostic - Taken in-person). Student groups that were being monitored scored as follows for these same two diagnostic windows for ELA: English learners (ELs) declined from 12% to 9%, Low-Income Students declined from 25% to 24%, and Students with Disabilities increased from 8% to 9%.
- iReady K-8, Math (Mid-Year Diagnostic - Taken at Home) - In 2021, 22% of ALL students scored "On" or "Above" grade level. This percentage was 17% for 2022 (Mid-Year Diagnostic - Taken in-person). Student groups that were being monitored scored as follows for these same two diagnostic windows for ELA: English learners declined from 13% to 5%, Low-Income Students declined from 19% to 17%, and Students with Disabilities declined from 9% to 5%.
- Advanced Placement (AP) Exams: The AP pass rate in 2019-20 was 50.0%. In 2020-21, the rate was 34.2%.
- Completion of University of California A-G Requirements: 36.2% of twelfth-grade students completed all of the A-G course requirements in 2019-20. In 2020-21, this rate increased to 42.4%.
- Annual Parent Survey, 87% "Strongly Agree" or "Agree" with the prompt, "This school promotes academic success for all students."

ACTION 2.3 - AVID, ACTION 2.13 - ENGLISH LEARNER (EL) DEPARTMENT, ACTION 2.19 - LCFF LOW-INCOME/ENGLISH LEARNER ALLOCATIONS

- English learner reclassification rates declined (-1.7%) moving from a rate of 20.9% in 2019-20 to 19.2% in 2020-21.
- The 2020-21 English Language Proficiency Assessment of California (ELPAC) shows that ELs performed at the following levels: 16.6% Well Developed, 35.35% Moderately Developed, 31.05% Somewhat Developed, and 16.98% Minimally Developed.
- In 2019-20 there were 132 AVID and Study Skills sections offered to middle school students. This increased to 244 sections in 2020-21.
- The Chronic Absenteeism Rate for low-income students increased from 11.2% in 2018-19 to 14.5% in 2020-21.
- iReady K-8, Reading (Mid-Year Diagnostic - Taken at Home) - In 2021, 12% of ELs "On" or "Above" grade level. This percentage was 9% for 2022 (Mid-Year Diagnostic - Taken in-person).
- iReady K-8, Math (Mid-Year Diagnostic - Taken at Home) - In 2021, 13% of ELs scored "On or "Above" grade level. This percentage was 5% for 2022 (Mid-Year Diagnostic - Taken in-person).

ACTION 2.14 - ELEMENTARY LITERACY TEACHERS, 2.20 MATH INTERVENTIONS, ACTION 2.23 SUMMER SCHOOL (9-12 CREDIT RECOVERY)

- Annual Parent Survey, 83% "Strongly Agree" or "Agree" with the prompt, "My child is receiving adequate instruction from teachers to support assigned work."

iReady K-8, Reading (Mid-Year Diagnostic - Taken at Home) - In 2021, 30% of ALL students scored "On" or "Above" grade level. This percentage was 28% for 2022 (Mid-Year Diagnostic - Taken in-person). Student groups that were being monitored scored as follows for

these same two diagnostic windows for ELA: English learners declined from 12% to 9%, Low-Income Students declined from 25% to 24%, and Students with Disabilities increased from 8% to 9%.

- iReady K-8, Math (Mid-Year Diagnostic - Taken at Home) - In 2021, 22% of ALL students scored "On" or "Above" grade level. This percentage was 17% for 2022 (Mid-Year Diagnostic - Taken in-person). Student groups that were being monitored scored as follows for these same two diagnostic windows for ELA: English learners declined from 13% to 5%, Low-Income Students declined from 19% to 17%, and Students with Disabilities declined from 9% to 5%.
- Graduation Rates for all students declined from 93.8% in 2019-20 to 89.8% in 2020-21.
- Graduation Rates for Low-Income students declined from 93.8% in 2019-20 to 89.0% in 2020-21.
- Graduation Rates for Students with Disabilities declined from 87.5% in 2019-20 to 82.5% in 2020-21.
- Graduation Rates for African American students declined from 95.98% in 2019-20 to 94.7% in 2020-21.
- Graduation Rates for students identifying as Two or More Races remained static at 93.3% in both 2019-20 and 2020-21.
- Graduation Rates for Foster Youth increased from 84.6% in 2019-20 to 92.3% in 2020-21.
- The middle school drop-out rate remained at 0% for both 2019-20 and 2020-21.
- The high school drop-out rate declined from 5.2% in 2019-20 to 4.24% in 2020-21.

ACTION 2.15 - FAFSA SUPPORT

This action was not implemented during the 2021-22 school year, as such, there are no outcomes to measure.

ACTION 2.22 - STUDENT SAFETY

- 2022 Student LCAP Survey, 71% "Completely Agree" or "Somewhat Agree" with the prompt, "I feel safe in this school or in online school sessions."
- Annual Parent Survey, 87% "Strongly Agree" or "Agree" with the prompt, "This school is a safe place for my child."
- Annual 5th Grade Survey, 72% report that they feel safe at school "All" or "Most" of the time.
- Annual 7th, 9th, and 11th Grade Survey, 59% "Strongly Agree" or "Agree" with the prompt, "I feel safe in my school."

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.

New actions and or services added to the LCAP for the 22-2023 and 2023-24 school year include the following:

ACTION 2.24 - Puente Program: Puente in Spanish means "bridge" and is a nationally recognized and award-winning program. For 40 years the program has improved the college-going rate of tens of thousands of California's educationally underrepresented students. This program was an action in the previous 3-Year LCAP (2018-21) but was not part of the initial year for the 2021-24 LCAP. It is being reinstated for the 2022-23 school year and the program will be implemented at Norte Vista High School. La Sierra High School and Hillcrest High School will use the 22-23 school year to explore options for adding the program in future years.

ACTION 2.25 - Special Education: This action adds additional aides to the elementary grade span to provide needed support in Special Education classrooms. Additional certificated staff will also be added to the Special Education program at the middle school grade span to lower class size.

ACTiON 2.18 - Information Technology Staff: The addition of an Assitant Director of Technology (D.), as well as training on new interactive touch boards (E.), were both added to this action for the 2022-23 LCAP.

Additionally, the indirect costs for the Career Technical Education program (Action 2.4), College Readiness Testing (Action 2.5), District Vendor Contracts (Action 2.9), and Information Technology Staff (Action 2.18) were omitted from the 2021-22 LCAP and added for 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 USD and its community partners. This broad goal provides actions and services to ensure 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	Spring 2019 Dashboard	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Reduce suspension rate to 2%
CA Dashboard	RATE: 2.6%				
All Students	CHANGE: -0.2% (Maintained) PERFORMANCE LEVEL: Yellow				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socio-Economically Disadvantaged	Spring 2019 Dashboard RATE: 2.8% CHANGE: -0.2% (Maintained) PERFORMANCE LEVEL: Yellow	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Reduce to 2.5%
Students with Disabilities	Spring 2019 Dashboard RATE: 4.9% CHANGE: -0.2% (Maintained) PERFORMANCE LEVEL: Orange	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Reduce to 4.5%
American Indian or Alaska Native	Spring 2019 Dashboard RATE: 1.9% CHANGE: -0.3% (Declined) PERFORMANCE LEVEL: Green	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Maintain or reduce

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
African American	Spring 2019 Dashboard RATE: 4.1% CHANGE: -1.6% (Maintained) PERFORMANCE LEVEL: (Declined)	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Reduce to 3.6%
Two or More Races	Spring 2018 Dashboard RATE: 2.0% CHANGE: -1.4% (Declined) PERFORMANCE LEVEL: Green	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Maintain or reduce to 1.6%
White	Spring 2019 Dashboard RATE: 2.1% CHANGE: -1.1% (Declined) PERFORMANCE LEVEL: Green	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth	Spring 2019 Dashboard RATE: 6.7% CHANGE: +1.1% (Increased) PERFORMANCE LEVEL: Orange	The 2020 and 2021 Dashboards were suspended due to the pandemic.			Reduce to 6%
EXPULSION RATE CALPADS report 2018-2019 All Students	2018-19 0.53%	2020-21 • 0%			Maintain or decrease
EXPULSION RATE African American	2018-19 1.06%	2020-21 • 0%			Decrease by .5%
EXPULSION RATE Socio-economically Disadvantaged	2018-19 0.59%	2020-21 • 0%			Maintain or decrease
EXPULSION RATE Foster Youth	2018-19 2.99%	2020-21 • 0%			Decrease by .5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EXPULSION RATE	2018-19	2020-21			Maintain or decrease
English Learners	0.57%	<ul style="list-style-type: none"> 0% 			
EXPULSION RATE	2018-19	2020-21			Maintain or decrease
Students with Disabilities	0.32%	<ul style="list-style-type: none"> 0% 			
ATTENDANCE RATES	Total Days Expected: 2,386,759	2020-21			Maintain or Increase
CALDPADS report. 14.2	Total Days Attended: 2,276,672	<ul style="list-style-type: none"> 95.48% 			
All Students	Attendance Rate: 95.39%				
ATTENDANCE RATES	Total Days Expected: 89083	2020-21			Maintain or Increase
African American	Total Days Attended: 84802	<ul style="list-style-type: none"> 95.05% 			
	Attendance Rate: 95.20%				
ATTENDANCE RATES	Total Days Expected: 1925229	2020-21			Maintain or Increase
	Total Days Attended: 1832738	<ul style="list-style-type: none"> 94.89% 			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socio-economically Disadvantaged	Attendance Rate: 95.20%				
ATTENDANCE RATES Foster Youth	Total Days Expected: 4608 Total Days Attended: 8204 Attendance Rate: 91.24%	2020-21 • 94.42%			Increase by .5%
ATTENDANCE RATES English Learners	Total Days Expected: 669924 Total Days Attended: 638779 Attendance Rate: 95.35%	2020-21 • 94.43%			Maintain or Increase
ATTENDANCE RATES Students with Disabilities	Total Days Expected: 300423 Total Days Attended: 283181 Attendance Rate: 94.26%	2020-21 • 94.67%			Increase by .5%
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard	Spring 2019 Dashboard RATE: 10.2%	Dashboard • N/A 2020-21 DataQuest Grades K-8			Reduce to 9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Students	CHANGE: -0.4% (Maintained) PERFORMANCE LEVEL: Orange	<ul style="list-style-type: none"> Rate = 12.4% 			
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard Socio-Economically Disadvantaged	Spring 2019 Dashboard RATE: 11.2% CHANGE: -0.6% (Declined) PERFORMANCE LEVEL: Yellow	Dashboard <ul style="list-style-type: none"> N/A 2020-21 DataQuest Grades K-8 <ul style="list-style-type: none"> Rate = 14.5% 			Reduce to 10.7%
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard Students with Disabilities	Spring 2019 Dashboard RATE: 13.3% CHANGE: -1.0% (Declined) PERFORMANCE LEVEL: Yellow	Dashboard <ul style="list-style-type: none"> N/A 2020-21 DataQuest Grades K-8 <ul style="list-style-type: none"> Rate = 16.0% 			Reduce to 13%
CHRONIC ABSENTEEISM STATE INDICATOR	Spring 2019 Dashboard	Dashboard <ul style="list-style-type: none"> N/A 			Reduce to 17.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard American Indian or Alaska Native	RATE: 18.9% CHANGE: +9.5% (Increased) PERFORMANCE LEVEL: Orange	2020-21 DataQuest Grades K-8 • Rate = N/A			
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard African American	Spring 2019 Dashboard RATE: 14.3% CHANGE: -0.4% (Maintained) PERFORMANCE LEVEL: Orange	Dashboard • N/A 2020-21 DataQuest Grades K-8 • Rate = 15.3%			Reduce to 13.8%
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard Two or More Races	Spring 2019 Dashboard RATE: 10.0% CHANGE: -0.9% (Declined) PERFORMANCE LEVEL: Green	Dashboard • N/A 2020-21 DataQuest Grades K-8 • Rate = 9.4%			Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard White	Spring 2019 Dashboard RATE: 10.8% CHANGE: -0.7% (Declined) PERFORMANCE LEVEL: Yellow	Dashboard <ul style="list-style-type: none"> N/A 2020-21 DataQuest Grades K-8 <ul style="list-style-type: none"> Rate = 10.8% 			Reduce to 10.5%
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard Foster Youth	Spring 2019 Dashboard RATE: 12.9% CHANGE: -1.1% (Declined) PERFORMANCE LEVEL: Yellow	Dashboard <ul style="list-style-type: none"> N/A 2020-21 DataQuest Grades K-8 <ul style="list-style-type: none"> Rate = 26.7% 			Reduce to 12.5%
SCHOOL CLIMATE LOCAL INDICATOR CA Healthy Kids Survey	2020-2021 Data April 2021 Administration ELEMENTARY: High expectations - adult in school (85%)	2020-2021 Data April 2022 Administration ELEMENTARY: High expectations, adult in school (81%)			Increase or Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Feel safe on way to and from school (82%)</p> <p>Students treated with respect (90%)</p> <p>Sleep duration (90%)</p> <p>Peer supports (62%)</p> <p>Self-efficacy (75%)</p> <p>SECONDARY:</p> <p>Key indicator of School Climate (highest indicator)</p> <p>Facilities upkeep (84%)</p> <p>School perceived as very safe or safe (64%)</p> <p>Key indicator of student well-being, and social-emotional health (highest indicator)</p> <p>Physical exercise (62%)</p>	<p>Feel safe on way to and from school (81%)</p> <p>Students treated with respect (80%)</p> <p>Sleep duration (n/a- moved to the SEHM module)</p> <p>Peer supports (n/a- moved to the SEHM module)</p> <p>Self-efficacy (n/a- moved to the SEHM module)</p> <p>SECONDARY:</p> <p>Facilities upkeep (41%)</p> <p>School perceived as very safe or safe (52%)</p> <p>Physical exercise (n/a- moved to the SEHM module)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Adult supports (68%) Self-efficacy (66%)	Adult supports (n/a-moved to the SEHM module) Self-efficacy (n/a-moved to the SEHM module)			
GRADUATION RATE STATE INDICATOR CALPADS All Students	Spring 2020 RATE: 93.8%	Spring 2021 RATE: 89.8%			Increase to 95%
Socio-Economically Disadvantaged	Spring 2020 RATE: 93.8%	Spring 2021 RATE: 89.0%			Increase to 94%
Students with Disabilities	Spring 2020 RATE: 87.5%	Spring 2021 RATE: 82.5%			Increase to 89%
African American	Spring 2020 RATE: 95.9%	Spring 2021 RATE: 94.7%			Maintain at 95% or Increase
Two or More Races	Spring 2020	Spring 2021			Increase to 94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RATE: 93.3%	RATE: 93.3%			
White	Spring 2020 RATE: 93.7%	Spring 2021 RATE: 94.5%			Increase to 95%
Foster Youth	Spring 2020 RATE: 84.6%	Spring 2021 RATE: 92.3%			Increase to 85%
GRADUATION RATE STATE INDICATOR Middle School Dropouts All Students	Spring 2020 0%	Spring 2021 0%			Maintain 0% middle school dropouts
GRADUATION RATE STATE INDICATOR High School Dropouts All Students	Spring 2020 5.2%	Spring 2021 4.24%			Decrease by .5%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Assistant Principals	<p>Assistant Principals are funded through LCAP to maintain the support for the academic, social, and emotional needs of targeted student groups, principally unduplicated students. 2022/23 expanded the number of Assistant Principals to include one at each elementary school and two on each middle school campus.</p> <p>A. Elementary grade span (14 FTE) \$2,601,508.00</p> <p>B. Middle school grade span (9FTE) \$951,864.00</p> <p>C: High school grade span (6 FTE) \$1,237,204.00</p> <p>D. Indirect costs \$176,963.00</p>	\$4,967,539.00	Yes
3.2	Campus Supervision	<p>This action is principally directed toward ensuring our unduplicated students have a sense of safety, belonging, and connectedness at the school sites.</p> <p>A. Maintain additional campus supervision hours at school sites to provide support and safety for students (6.9 FTE) \$343,965.00</p> <p>B. Expand campus supervision to adjust to TK/K expansion and changing start times \$750,000.00</p> <p>C. Indirect costs \$12,899.00</p>	\$1,106,864.00	Yes
3.3	Chronic Absenteeism	<p>Research-based practices are the most effective when students are present. Effective support will ensure the implementation of chronic absenteeism systems and practices to provide outreach to students and families not attending school with a focus on increasing the academic achievement of all unduplicated student groups.</p>	\$374,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A. Assistant Director, Student Services \$199,807.00</p> <p>B. Attendance monitoring program and support to enhance attendance systems. \$125,000.00</p> <p>C. Attendance site allocations: \$1500 elementary school, \$2000 middle school, \$2500 high school. \$36,500.00</p> <p>D. Indirect costs \$13,549.00</p>		
3.4	Communication	<p>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. Using multiple channels increases the communication particularly for our unduplicated students.</p> <p>A. Parent Square, ClassLink, other communication software packages as needed \$129,065.00</p> <p>B. Indirect costs \$4,840.00</p>	\$133,905.00	Yes
3.5	Counselors	<p>Counselors are provided at all school sites to meet the socio-emotional and academic needs of unduplicated students and foster school connectedness, academic achievement, and a college-going culture.</p> <p>A. Elementary Schools: 14 elementary school sites \$2,155,048.00</p> <p>B. Middle Schools: 6.5 FTE, 2 at AMS, 2 at LVMS, 1 at WMS, and 1.5 at VMS \$12,124,694.00</p>	\$4,813,937.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>C. High Schools: (8 FTE-2 at LSHS, 3 at NVHS, 2 at HHS, .5 at AHS, .5 at AACHS) \$1,322,922.00</p> <p>D. Additional counseling hours to monitor student progress; provide collaboration time for middle and high school counselors \$37,275.00</p> <p>E. Indirect costs \$173,998</p>		
3.6	Culturally Relevant Student Activities	<p>Through input from multiple educational partnership groups via the LCAP process and work of the Family Engagement Office and Office of Educational Services, Culturally Relevant student activities specifically geared to our unduplicated student groups shall enhance our school communities in identifying about we can support the local indicator of learning more about each other's strengths, cultures, languages, and goals.</p> <p>A. Professional development for supporting culturally relevant pedagogy \$50,000.00</p>	\$50,000.00	No
3.7	Equity and Access	<p>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.</p>	\$0.00	Yes
3.8	Expanded Learning	<p>Expanded Learning is open to students in Grades TK-8 with a focus on providing additional intervention supports to unduplicated students and students with disabilities beyond the regular school day.</p>	\$480,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A. Contract with a consultant to assist in providing a comprehensive program \$380,000.00</p> <p>B. Middle school bussing \$100,000.00</p>		
3.9	Family Engagement	<p>Alvord's local indicator on parent engagement has shown an increase in implementation. Continued support of district family engagement and education staff to support school efforts and unduplicated students towards an increase in family and community involvement and welcoming school environments.</p> <p>A. Coordinator (1 FTE) \$207,390.00.00</p> <p>B. Childcare and Translation services are provided during family workshops and meetings which require educational partner input and/or advisory \$10,000.00</p> <p>C. Community Worker located @ Arlanza Elementary to support specific needs of parents of unduplicated students in this area of the district \$65,401.00</p> <p>D. Indirect costs \$10,605.00.00</p>	\$293,396.00	Yes
3.10	Health Services	<p>Students who attend school are more likely to succeed academically. Students gain background knowledge from discussions while learning in school and attending school also provides time for social interactions with peers. Unduplicated students face challenges that cause them to miss school and can ultimately cause chronic absenteeism. By providing health services through the use of health technicians and our health clinic, families have access to health</p>	\$2,433,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>services at a time that is most convenient to them and with people they trust. These services, specifically geared for our unduplicated students can increase school attendance and ultimately help our students increase their student achievement.</p> <p>This goal/activity maintains health services throughout the district, providing services to our unduplicated students who might not be able to obtain these services outside the school day.</p> <p>A. Maintain one six-hour Health Services Assistant at 21 school sites (15.75 FTE) \$1,303,476.00</p> <p>B. Maintain nurses to serve students and families districtwide and offer a health clinic to the community \$944,367.00</p> <p>C. Provide the Alvord community with access to the district health clinic and maintain Health Services Department - Health Services Clerk (1.0 FTE) \$97,742.00</p> <p>D. Indirect costs \$87,595.00</p>		
3.11	Health and Wellness	Implement a wellness program at each school site by identifying a representative to work collaboratively to develop support for addressing the needs of our unduplicated students in the area of student wellness, including targeting their social-emotional needs. The supports will be included in the District's Multi-Tiered System of Supports and shared with all staff	\$0.00	Yes
3.12	Mental Health Outreach	Staff will be assigned to provide Mental Health support services to reduce barriers to our unduplicated students and Students with Disabilities in accessing mental health supports needed for them and their families.	\$1,061,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A. One (1) Mental Health Coordinator - funded 50% Title I & 50% LCAP \$92,380.00</p> <p>B. One Mental Health Unit Teacher \$69,921.00</p> <p>C. Fourteen (14) Registered Behavior Technicians (RBTs) - funded with one-time Special Education Learning Loss Recovery in 22/23, moving to LCAP in 2023/24 \$629,339.00</p> <p>D. One (1) Board Certified Behavior Analyst (BCBA) - funded with one-time Special Education Learning Loss Recovery in 22/23, moving to LCAP in 2023/24 \$171,284.00</p> <p>E. Indirect costs \$6,086.00</p>		
3.13	Saturday Academy	<p>Saturday Academies will focus on all high schools to provide additional academic support to students who are experiencing chronic absenteeism and are at risk of credit deficiencies, and provide intervention supports principally focused on unduplicated student count.</p> <p>A. Staff \$108,000.00</p> <p>B. Indirect costs \$4,050.00</p>	\$112,050.00	Yes
3.14	School Climate Survey	Administer a School Climate Survey to students in grades 5, 7, 9, and 11 as well as parents and school staff to gather evidence of school connectedness and the social-emotional well-being of students. The survey allows for student voice specifically targeting our unduplicated student population.	\$8,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	School Resource Officer	<p>School Resource Officers are community partners who provide a familiar and trusted resource for our unduplicated students and their families. They provide increased and improved support and increased safety at all high schools and feeder middle and elementary schools. This action is principally directed toward ensuring our unduplicated students have a sense of safety, belonging, and connectedness at the school sites.</p> <p>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 schools and feeder middle and elementary schools. \$545,993.00</p> <p>B Indirect costs \$20,475.00</p>	\$566,468.00	Yes
3.16	Extracurricular Stipend positions	<p>Extra-curricular activities are crucial to increasing student engagement. Extracurricular activities help students expand their social circles, and build leadership skills. Research demonstrates that involvement in extracurricular activities leads to positive long-term outcomes. These activities are principally directed toward our unduplicated students who might not have opportunities outside the school environment to participate in athletics, clubs, and project-based learning activities. Stipend positions ensure proper staffing to motivate and engage students. Student activities are provided to support school connectedness.</p>	\$325,413.00	Yes
3.17	Teen Parent supports	<p>Continue providing parenting classes and support to teen parents in collaboration with the Riverside County Office of Education in ensuring our teen parents graduate from high school, receiving healthcare and childcare services, and assistance in the development of post-secondary goals including parenting.</p>	\$123,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.18	Student Engagement	<p>Extracurricular activities help students expand their social circles, and build leadership skills. Research demonstrates that involvement in extracurricular activities leads to positive long-term outcomes. These activities are principally directed toward our unduplicated students who might not have opportunities outside the school environment to participate in field trips, ASB activities, and other activities outside of the school day.</p> <p>A. Three (3.0) FTE Activities Directors at 3 comprehensive high schools \$445,487.00</p> <p>B. Three (3.0) FTE ASB Senior Account Clerks \$285,407.00</p> <p>C. Additional hours for all grade levels to support field trips and other outside the school day activities \$221,002.00</p> <p>D. Indirect costs \$35,696.00</p>	\$987,592.00	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.

Planned actions for Goal 3, Engagement, were implemented as described in the LCAP with minimal substantive differences. The successes and/or challenges are noted below:

ACTION 3.1 - ASSISTANT PRINCIPALS: Assistant Principals (APs) were assigned to support the academic, social, and emotional needs of primarily of students identified as low income, Students with Disabilities, homeless and foster youth. Four elementary APs were assigned to eight of the district's elementary schools (50% to each elementary campus). One AP supported Villegas Middle School and the District maintained two APs at each comprehensive high school.

ACTION 3.2 - CAMPUS SUPERVISION: Additional campus supervisors were funded to maintain safety on campuses.

ACTION 3.3 - CHRONIC ABSENTEEISM: Effective supports were implemented to reduce chronic absenteeism. These systems and practices included outreach to students and families not attending school through the funding of an Assistant Director of Student Services

and allocations to school sites for the purpose of attendance incentives and re-engagement activities. The purchase of an effective attendance monitoring program was not realized due to the pandemic. The district continued to use the AERIES Student System to monitor attendance.

ACTION 3.4 - COMMUNICATION: AUSD continued to enhance communications with parents and families using Blackboard and maintained District media tools, electronic publications, and the District website. For example, Parent Square was utilized to provide two-way communications between school staff and families, to send districtwide and site-level announcements, to collect input through surveys and forms, and clear absences through automatic notifications.

ACTION 3.5 - COUNSELORS: Counselors provided social-emotional and academic support at all schools to foster school connectedness, academic achievement, and a college-going culture. Specifically, fourteen counselors served the elementary grade span, six counselors were assigned to provide support at the middle schools, and ten counselors at the high school grade span.

ACTION 3.6 - CULTURALLY RELEVANT STUDENT ACTIVITIES: The activities for this action were not accomplished due to the resignation of administrative staff assigned to this program.

ACTION 3.7 - EQUITY AND ACCESS: The activities for this action were not accomplished due to the resignation of administrative staff assigned to this program.

ACTION 3.8 - EXPANDED LEARNING: The Director of Expanded Learning and a subcontractor (Creative Brain Learning) collaboratively planned a comprehensive after-school program that was offered at 12 elementary and four middle schools. The program principally targeted low-income and foster youth. The after-school program was designed to offer highly engaging expanded learning through tutoring, homework help, and interventions as well as enrichment activities (art, music, athletics, STEM, coding, and robotics). Students in Kindergarten through grade eight participated. Through collaboration with local colleges, college students were recruited, trained, and placed at school sites to work with small groups of students. Approximately 1,700 students participated in the daily afterschool and summer programs.

ACTION 3.9 - FAMILY ENGAGEMENT: Alvord continued to enhance family engagement to support school efforts in the educational process. A full-time Coordinator organized activities and served as a liaison. Translation services were provided during all family workshops and meetings which required educational partner input and feedback. Childcare was not been provided at all family workshops and meetings as many of these meetings were conducted virtually and childcare was not necessary.

ACTION 3.10 - HEALTH ASSISTANTS: The District was able to maintain eleven (11) full-time health assistants to meet the additional health needs of students, staff, and families.

ACTION 3.11 - HEALTH AND WELLNESS: Although a coordinated districtwide effort was not realized, each school site was able to implement practices to support the health and wellness of students, staff, and families.

ACTION 3.12 - MENTAL HEALTH OUTREACH: Staff was assigned to provide Mental Health support services to reduce barriers for Unduplicated Pupils and Students with Disabilities in accessing mental health supports for both students and their families. Supports included referrals to Outreach counseling, housing authorities, and community partners for clothing and food. Additionally, students were provided school supplies as needed. The Coordinator of Mental Health collaborated and followed up with these outside agencies to ensure students/families were provided services. The school site counselors were in communication with the Coordinator in reference to student updates and needs. The challenge that was faced during the pandemic was that the turnaround time for students/families to receive services from outside agencies took longer than usual. In addition, outside agencies were having staffing issues resulting in less availability to our students/families.

ACTION 3.13 - SATURDAY ACADEMY: All high schools provided Saturday Academy opportunities to increase academic achievement by offering additional instructional support for students with chronic absenteeism, behavioral concerns due to social-emotional needs, and/or at risk of not meeting grade-level requirements. Low student participation was a challenge in implementing this action, which required less staffing and resulted in lower than expected expenditures.

ACTION 3.14 - SCHOOL CLIMATE SURVEY: AUSD administered the California Healthy Kids Survey (CHKS) to students in grades 5, 7, 9, and 11. The survey was also administered to parents and staff within AUSD. Participation for the 2021-22 school year was as follows: elementary students (1,015), middle school students (824), high school students (2,697), parents (1,124), and staff (737).

ACTION 3.15 - SCHOOL RESOURCE OFFICER: Contracts with the City of Riverside for School Resource Officers (SROs) were administered to provide support and increased safety for all high school campuses and feeder schools. The District also coordinated services with the Riverside County Sheriff's Department to provide similar support to schools in the unincorporated areas of the district.

ACTION 3.16 - STIPEND POSITIONS: Stipends were afforded to staff at all three grade spans to increase student leadership and engagement. Teachers connect with students through extra-curricular or after-school activities such as Yearbook, Mock Trial, Cheer, 100 Mile Club, Drama, Science Fair Coordinator, Intramural Coach, ASB Advisor, etc.

ACTION 3.17 - TEEN PARENT SUPPORT: The Teen Parent program, located on the campus of Norte Vista High School, provided targeted supportive services. This program allowed teen parents the opportunity to be continuously enrolled and earn a high school diploma or its equivalent. Classes were specifically designed to assist students in transitioning into post-secondary education and productive lives, developing effective parenting skills, and providing children of enrolled teen parents with child care and development services, health screenings, immunizations, and enhanced school readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

When examining the differences between budgeted expenses and the estimated actuals for Goal 3, Engagement, the following actions did not expend funds as planned:

ACTION 3.2 - CAMPUS SUPERVISORS: Supervision was an identified need, thus the funding for this action was increased to provide additional supervision on school campuses.

ACTION 3.3 - CHRONIC ABSENTEEISM: The purchase of an effective attendance monitoring program was not realized. The district continued to use the AERIES Student System to monitor attendance throughout the 2021-22 school year. Staff will revisit the purchase of this software program for the 2022-23 school year.

ACTION 3.4 - COMMUNICATION: Costs for vendor contracts for online communication tools were less than anticipated. As such there was a cost-saving for this action.

ACTION 3.6 - CULTURALLY RELEVANT STUDENT ACTIVITIES: Not all of the activities for this action were not accomplished due to the resignation of administrative staff assigned to this program.

ACTION 3.7 - EQUITY AND ACCESS: Not all of the activities for this action were not accomplished due to the resignation of administrative staff assigned to this program.

ACTION 3.8 - EXPANDED LEARNING: The District utilized available one-time funds to implement the actions for Expanded Learning. Thus, the resources that were planned for in the LCAP were not utilized.

ACTION 3.9 - FAMILY ENGAGEMENT: Childcare was not been provided at all family workshops and meetings as many meetings were conducted virtually and childcare was not necessary. As such, the District did not spend all allocated funding for this action.

ACTION 3.10 - HEALTH SERVICES: There was an increase in costs of approximately one million dollars to provide for additional nurses and health clinic staff.

ACTION 3.11 - HEALTH AND WELLNESS: Although a coordinated districtwide effort was not realized, each school site was able to implement practices to support the health and wellness of students, staff, and families.

ACTION 3.13 - SATURDAY ACADEMY: Low student participation was a challenge in implementing this action, which required less staffing and resulted in lower than expected expenditures.

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

The effectiveness of specific actions to meet the articulated goal above are listed below:

ACTION 3.1 - ASSISTANT PRINCIPALS, ACTION 3.2 - CAMPUS SUPERVISION, and ACTION 3.15 - SCHOOL RESOURCE OFFICER:

- Annual Parent Survey, 87% "Strongly Agree" or "Agree" with the prompt, "This school is a safe place for my child."
- Annual 5th Grade Survey, 72% report that they feel safe at school "All" or "Most" of the time.
- Annual 7th, 9th, and 11th Grade Survey, 59% "Strongly Agree" or "Agree" with the prompt, "I feel safe in my school."
- 2022 Student LCAP Survey, 71% "Completely Agree" or "Somewhat Agree" with the prompt, "I feel safe in this school or in online school sessions."

ACTION 3.3 - CHRONIC ABSENTEEISM:

- Chronic absenteeism rates increased for all students by +2.4% from the baseline data in 2018-19 to 2020-21.
- Chronic absenteeism rates for Low-Income students increased by +3.3% from the baseline data in 2018-19 to 2020-21.
- Chronic absenteeism rates for Students with Disabilities increased by +2.7% from the baseline data in 2018-19 to 2020-21.
- Chronic absenteeism rates for African American students increased by +1.0% from the baseline data in 2018-19 to 2020-21.
- Chronic absenteeism rates for students of Two or More Races declined by -0.6% from the baseline data in 2018-19 to 2020-21.
- Chronic absenteeism rates for White students remained static from the baseline data in 2018-19 to 2020-21.
- Chronic absenteeism rates for Foster Youth increased by +14.5% from the baseline data in 2018-19 to 2020-21.

ACTION 3.4 - COMMUNICATION and ACTION 3.9 - FAMILY ENGAGEMENT:

- Although there is no specific metric listed in the LCAP for measuring the implementation of these two actions, participation logs show that the multitude of advisory opportunities were well attended. In addition, communication analytics for social media accounts and website traffic were high.

ACTION 3.5 - COUNSELORS:

- Annual Parent Survey, 71% "Strongly Agree" or "Agree" with the prompt, "This school provides quality counseling or other ways to help students with social or emotional needs."

ACTION 3.6 - CULTURALLY RELEVANT STUDENT ACTIVITIES and ACTION 3.7 - EQUITY AND ACCESS:

- Annual Parent Survey, 78% "Strongly Agree" or "Agree" with the prompt, "This school communicates the importance of respecting cultural beliefs and practices."
- Annual Parent Survey, 65% "Strongly Agree" or "Agree" with the prompt, "This school provides instructional materials that reflect my child's culture, ethnicity, and identity."
- Annual Parent Survey, 78% "Strongly Agree" or "Agree" with the prompt, "This school encourages students to care about how others feel."
- Annual 5th Grade Survey, 85% report that their school teaches students to care about each other and treat each other with respect "All" or "Most" of the time.

- ACTION 3.8 - EXPANDED LEARNING, and ACTION 3.13 - SATURDAY ACADEMY: The effectiveness of these actions was measured through a variety of quantitative metrics as well as qualitative survey data as follows:
- iReady K-8, Reading (Mid-Year Diagnostic - Taken at Home) - In 2021, 30% of ALL students scored "On" or "Above" grade level. This percentage was 28% for 2022 (Mid-Year Diagnostic - Taken in-person). Student groups that were being monitored scored as follows for these same two diagnostic windows for ELA: English learners declined from 12% to 9%, Low-Income Students declined from 25% to 24%, and Students with Disabilities increased from 8% to 9%.
- iReady K-8, Math (Mid-Year Diagnostic - Taken at Home) - In 2021, 22% of ALL students scored "On" or "Above" grade level. This percentage was 17% for 2022 (Mid-Year Diagnostic - Taken in-person). Student groups that were being monitored scored as follows for these same two diagnostic windows for ELA: English learners declined from 13% to 5%, Low-Income Students declined from 19% to 17%, and Students with Disabilities declined from 9% to 5%.
- Advanced Placement (AP) Exams: The AP pass rate in 2019-20 was 50.0%. In 2020-21, the rate was 34.2%.
- Completion of University of California A-G Requirements: 36.2% of twelfth-grade students completed all of the A-G course requirements in 2019-20. In 2020-21, this rate increased to 42.4%.
- Annual Parent Survey, 87% "Strongly Agree" or "Agree" with the prompt, "This school promotes academic success for all students."

ACTION 3.11 - HEALTH AND WELLNESS, ACTION 3.12 - MENTAL HEALTH OUTREACH, ACTION 3.14 - SCHOOL CLIMATE SURVEY, ACTION 3.10 - HEALTH ASSISTANTS, and ACTION 3.17 - TEEN PARENT SUPPORT:

- Annual Parent Survey, 78% "Strongly Agree" or "Agree" with the prompt, "My child's teachers are responsive to my child's social and emotional needs."
- Annual Parent Survey, 73% "Strongly Agree" or "Agree" with the prompt, "Our school provides parents with advice and resources to support my child's social and emotional needs."
- Annual 5th Grade Survey, 67% report that they feel good and happy "All" or "Most" of the time.

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.

After reflecting on prior practices, the following changes were made:

Action 3.2 - Campus Supervision: An additional service was added to this action, " B. Expand campus supervision to adjust to TK/K expansion and changing school start times" for a cost of \$478,518.

Action 3.5 - Counselors: An additional service was added to this action, " An additional service was added to this action, "D. Additional counseling hours to monitor student progress; provide collaboration time for middle and high school counselors" for a cost of \$37,275.

Action 3.7 - Equity and Access: The district has made a collective decision not to maintain the Director of Access and Equity position. As such item, "A" for this action has been eliminated.

Action 3.9 - Family Engagement: An additional service was added to this action, "C. Community Worker located @ Arlanza Elementary to support specific needs of parents and community in this area of the district" at a cost of \$65,401.

Action 3.10 - Health Services: The title for this action was changed from "Health Assistants" to "Health Services" and the following additional services added:

B. Maintain nurses to serve students and families districtwide and offer a health clinic to the community for \$944,367.00

C. Provide the Alvord community with access to the district health clinic and maintain Health Services Department - Health Services Clerk (1.0 FTE) \$97,742.00

D. Indirect costs \$87,595.00

Action - 3.12 Mental Health and Outreach: The following was added to this action

C. Fourteen (14) Registered Behavior Technicians (RBTs) - funded with one-time Special Education Learning Loss Recovery in 22/23, moving to LCAP in 2023/24

D. One (1) Board Certified Behavior Analyst (BCBA) - funded with one-time Special Education Learning Loss Recovery in 22/23, moving to LCAP in 2023/24

Action 3.18 - Student Engagement: This is a new action that has been added to the 2022-23 LCAP and will be continued in 2023-24.

Additionally, the indirect costs for the Assistant Principals (Action 3.1), Campus Supervision (Action 3.2), Chronic Absenteeism (Action 3.3), Communication (Action 3.4), Counselors (Action 3.5), Mental Health and Outreach (Action 3.12), and School Resource Officers (Action 3.15) were omitted from the 2021-22 LCAP and added for 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$55,284,289	\$6,223,862

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.55%	1.21%	\$1,916,095.00	35.76%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 an initial consideration of the needs of foster youth, English learners, and low-income students through the evaluation of data, researching options to increase or improve services; and analyzing how the actions are effective in meeting the goals of these particular student groups. 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 Pupils (low-income, English learners, and Foster Youth), 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 the data for low-income, English learners, and Foster Youth - only by ethnicity. However, when comparing survey responses regarding safety from schools with a high percentage of Unduplicated Pupils (UPs) versus sites with low percentages of UPs, results indicate fewer students feel safe at schools with high percentages of UPs. In addition, the 2019 suspension rates (when school was attended in-person) of Foster Youth (6.7%) and Socio-Economically Disadvantaged

(2.8%) are higher than all students (2.6%). From this data, we infer the need for increased/improved services for our UPs in the area of safety. To that end, Alvord provides specific law enforcement safety support by contracting site-based School Resource Officers (SROs) with the intent of increasing (1) feelings of safety, (2) school connectedness, (3) academic achievement, and (4) school attendance (Action 3.15). SROs are not on each campus daily, therefore, Alvord provides additional campus supervisors to schools to increase the safety of our campuses (Action 3.2). Assistant principals further provide safety measures through the implementation of positive systems of support for behavior (Action 3.1). Alvord's educational partners continue to prioritize the needs of safety for our school communities. As such, we will 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 group with a high-quality, safe environment after school 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/or improved services in the areas of social-emotional well-being, academic achievement, school connectedness, and sense of safety (Action 3.14). This annual survey provides data to support the monitoring of the effectiveness of our actions and services to support our UPs. Actions associated with our safe learning environments are measured by annual school surveys (California Healthy Kids Survey) and are evidenced by an increase in students, staff, and community perceptions as the school sites being a safe places conducive to learning.

MENTAL HEALTH SUPPORTS

Alvord staff members recognize that having expanded mental health services is key to academic success. Additionally, many of the advisory groups reported a high need for social and emotional learning supports. As such the following services are principally directed to support low-income, Foster Youth, and English learners. Counselors are effective in providing students with academic, social, and emotional support thereby improving access to classroom instruction and academic learning (Action 3.5). District staff provides information to support services that reduce barriers to our UPs and new this year, will the hiring of Registered Behavior Therapists (RBTs) to assist in delivering behavior analysis services (Action 3.12). In order to ensure that teen parents graduate from high school; receive healthcare and childcare services, and assist in the development of post-secondary goals including parenting, the Teen Parent Program is another mental health support (Action 3.17). The effectiveness of mental health support is evidenced through the number of internal and external counseling referrals/services, educational partner feedback, and annual parent, staff, and student surveys.

DIFFERENTIATED INSTRUCTION

The results of the 2019 Smarter Balanced Assessments (SBAs) coupled with more recent local indicators, illustrate that there still is a persistent academic achievement gap between all students and those identified in the Unduplicated Pupil (UP) population. Progress from intervention actions implemented has garnered improvements, however, there still remains a gap for UP students in meeting the state content standards in both English Language Arts (ELA) and Mathematics. The 2019 Dashboard showed that all students in Alvord USD scored -22.4 points below the Distance from Met (DFM) for English Language Arts (ELA). English learners (ELs) scored -43.0 below the DFM, low-income scored -32.7 below the DFM, and Foster Youth scored -56.3 below the DFM. In examining this same data for the content area of Mathematics, all students in Alvord USD scored -59.5 points below the Distance from Met (DFM) for Mathematics. ELs scored -78.4 below the DFM, low-income scored -70.4 below the DFM, and Foster Youth scored -85.5 below the DFM. More recent local data from the

iReady assessments showed a persistent gap for these same groups for both ELA and Math. To support these gaps in learning, multiple differentiated supports have been designed: (1) Class-size Reduction - Alvord maintains lower class size averages with the specific intent of identifying struggling students identified as ELs, Foster Youth, or Low Income. Educational partners continue to see this as an effective method in ensuring all students are provided equitable learning opportunities in their progress toward mastery (Action 1.4); (2) Supply Budget - 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 includes the need for Unduplicated Pupils to have access to equitable resources and materials to help access background knowledge and academic content (Action 1.8); (3) Assessment - resources for both formative and summative testing improve access to student data and provide teachers with information to guide learning (Action 2.2); (4) Early Release Days - through the differentiated work of 2017-2018, it was identified a need for a systemic approach toward 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 Pupils (Action 2.12); (5) Vendor Contracts - outside partners provide web-based intervention programs, professional development, digital learning, and assessment software to support elementary and secondary intervention programs (Action 2.9); (6) Literacy - Elementary Literacy Teachers (ELTs) work principally with Unduplicated Pupils 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. Additionally, materials and professional development activities provide foundational literacy support (Action 2.14); (7) Math-specific academic support is afforded to UPs at Alvord Alternative Education Center in order to build mastery of mathematic content. Partnerships with the Riverside County Office of Education (RCOE) and UCR enhance teacher pedagogy (Action 2.20); (8) Saturday Academy - weekend instructional opportunities allow high school students, who are experiencing chronic absenteeism, with additional academic and are at risk of credit deficiencies (Action 3.13); (9) Low-Income (LI) and EL Allocations - to increase support for some of Alvord's neediest students site allocations are provided for low-income and ELs based on the unduplicated student counts. School Site Council members make decisions on how to best serve these targeted students and outline plans of action in each campus's School Plan for Student Achievement (Action 2.19). In addition to the aforementioned interventions to mitigate achievement gaps, Alvord staff believes that all students deserve an education that matches their abilities. As such, enrichment courses are another way AUSD differentiates instruction and challenges students academically. (10) Gifted and Talented Education (GATE) - teachers receive professional development in differentiated instructional strategies to provide more in-depth and rigorous learning for students identified with gifted and talented needs. Identification for the program starts in third grade and special factors are accounted for to equitably identify UPs (Action 2.16); (11) International Baccalaureate (IB) - at the secondary level, students may participate in the IB program which is a rigorous, inter-disciplinary advanced academy environment. Students in this program are focused on community service and global awareness in preparation for post-secondary work. IB provides equitable service to ensure UPs are included and supported in college and career preparations (Action 2.17); and (12) Advanced Placement (AP) - the AP Readiness Program held at the University of California, Riverside (UCR) is 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 on how to improve and increase student preparedness for success in AP courses (Action 2.1). Differentiated instruction supports are also differentiated in their measure of effectiveness, but ultimately the effectiveness of each of these actions will be demonstrated by an increase in our state and local academic indicators as addressed within the plan.

CULTURALLY RESPONSIVE LEARNING/TEACHING

Alvord serves students who are 80% Hispanic, 8.7% White, 3.8% African American, 3.7% Asian, 1.5% Filipino, 1.4% Two or more races, .5% Pacific Islander, and 0.2% American Indian or Alaska Native and Not Reported. The district is further comprised of 76.9% low-income students and 28.9% of Alvord's students are English learners (ELs). To meet the needs of this diverse population Alvord teacher librarians and library assistants (Action 1.5) support student-centered learning through literacy by providing equitable access for UPs 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). Alvord is committed to providing access to a diverse understanding of people, cultures, and traditions. The effectiveness of culturally responsive learning/teaching will be evidenced through the inventory of library collections, annual survey data, and feedback from our educational partners. Moreover, an analysis of other qualitative and quantitative data showed a need for actions addressing cultural response learning and teaching. The LCAP Student Survey administered to students in grades 5, 8, and 10, showed that 60% of respondents "Completely Agreed" or "Somewhat Agreed" with the statement, "Kids at this school are kind to each other." Forums with educational partners voiced a need for equitable learning opportunities and professional development for administrators in supporting culturally relevant pedagogies. The California Healthy Kids Parent Survey revealed 78% of parents "Strongly Agreed" or "Agreed" with the survey prompt, "The school communicates the importance of respecting different cultural beliefs and practices." As such funding to increase and/or improve services in the areas of Equity and Access (Action 3.7) and Culturally Relevant Student Activities (Action 3.6) was allocated. It is the expectation that the planned strategies for culturally responsive teaching and learning will translate into enhanced perceptions and will be measured through annual survey data. Although these actions are principally directed to enhance students in the UP population research studies show all students across the district will benefit from these actions.

SCHOOL CONNECTEDNESS/ENGAGEMENT

We recognize school connectedness and engagement to be a key indicator of academic success and as such annually measure outcomes for these areas through the California Healthy Kids Survey (CHKS). Per the survey administered in Spring 2022, 47% of fifth-grade students report they "get really bored at school" all or most of the time. When asked, "How strongly do you agree or disagree that school is really boring" of secondary students, 49% rated this as a 6-10 on a ten-point scale where 10 = "Strongly Agree." Additionally, 54% of students who participated in the Student LCAP Survey "Completely Agreed" or "Somewhat Agreed" with the prompt, "Students have a voice in decision making at this school." In order to increase and/or improve student perceptions of school connectedness and engagement, the following actions have been included in the LCAP. Expanding support of sports teams allows Alvord's Unduplicated Pupils (UPs) 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 AUSD's high UP count, many students need the additional support of supplies, uniforms, trainers, and transportation to support access to the athletic program. The athletic program (Action 1.1). Aligned with matriculation into secondary level athletics, Physical Education is provided to elementary-aged students by a credentialed physical education teacher (Action 2.21). As a part of the district-wide Multi-Tiered System of Support (MTSS), elementary teachers work collaboratively in reviewing student performance on mastering content standards, research, best instructional practices, and modifying instructional approaches for UPs. This collaborative practice allows teachers to function as a professional learning community which is

effective in providing equitable access to academics (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. Alvord is committed to providing diverse choices in their college and career pathways. Cadet Corps offers our UPs to participate in a military career pathway (Action 1.3). This pathway has demonstrated effectiveness in higher levels of engagement, attendance, and graduation rates. In addition, AUSD is renowned for its Visual and Performing Arts (VAPA) programs. Most districts provide opportunities in the performing arts at only the secondary level. According to a new large-scale study, students who participate in music-related activities at early ages achieve significantly higher scores on science, math, and English exams than non-musical classmates (Gouzouasis, 2019). Alvord's UPs are provided a variety of VAPA opportunities (Action 1.11). The closures of schools due to the pandemic highlighted the need in supporting our low-income, foster youth, and English learners (ELs) in having equitable access to technology to ensure barriers to learning are minimized. It is integral for our UPs 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 1.9). Finally, 2020-21 data continues to show the discrepancy in attendance rates between all students and our UP group. In 2020-21, Alvord's Foster Youth had a chronic absenteeism rate of 26.7%, which is 12.2% higher than all students. Last year, low-income students had a Chronic Absenteeism rate of 14.5%, which is 2.1% higher than all other students and the chronic absenteeism rate for ELs was 1.5% higher compared to all students. Providing home-to-school transportation is effective in ensuring that our UPs attend school each day and provides support for student learning and academic achievement (Action 1.10). Student outcomes used to measure school connectedness and engagement will be completed by using qualitative survey data and quantitative Chronic Absenteeism rates.

LANGUAGE ACQUISITION

28.9% of the AUSD population consists of students that are English learners(ELs). In order to assist this special population in the mastery of the State Content Standards, students must improve their English language skills and reclassify students from EL to a status of Reclassified Fluent English Proficient (RFEP). The latest outcome data from the 2020-21 English Language Proficiency Assessments for California (ELPAC) shows ELs with 16.6% score at the Well Developed English language level, 35.35% Moderately Developed, 31.05% Somewhat Developed, and 16.98% Minimally Developed. Traditionally, Alvord USD has had reclassification rates higher than both the county and state rates. This continues to be true for 2020-21 where AUSD reclassification rates were 19.2% and the county rate equaled 15.5%, with the state rate at 17.6%. However, when examining the reclassification rates of 2020-21 compared to the LCAP baseline, the rate has declined by 1.7%. This translates over to academic achievement outcomes where Smarter Balanced Assessments (SBAs) and iReady data show that ELs and low-income students continue to score lower in reading and math than other students. The 2019 Dashboard showed that all students in Alvord USD scored -22.4 points below the Distance from Met (DFM) for English Language Arts (ELA) whereas ELs scored -43.0 below the DFM. In examining this same data for the content area of Mathematics, all students in Alvord USD scored -59.5 points below the Distance from Met (DFM) for Mathematics whereas. ELs scored -78.4 below the DFM. More recent local data from the iReady assessments showed a persistent gap between all students' academic performance in reading and math and the achievement levels of ELs. Specifically, the mid-year iReady Reading Diagnostic for 2022 shows a disparity of 9% between all students (28% "At" or "Above" grade level) and ELs (9% "At" or "Above" grade level). The 2022 mid-year iReady Math Diagnostic further illustrates this achievement gap, with 17% of all students "At" or "Above" grade level and 5% of ELs scoring "At" or "Above" grade level. Alvord is committed to working on ensuring all ELs are provided the necessary services to attain English as rapidly as possible and close the achievement gaps. The activities outlined for the English Learner Program (ACTION 2.13), focus on bilingual staff to provide, instructional support, primary language assistance, language

assessment, and reclassification progress monitoring. Providing additional site-level support for teacher instruction, student learning, and targeted interventions provides equitable access for students identified as ELs. Furthermore, professional development activities are a planned part of this action directed at enhancing the skills of instructional staff that directly support this special population. Providing additional site-level support for teacher instruction, student learning, and targeted interventions provides equitable access for students identified as ELs. The Dual Language Immersion (DLI) provides another academic support for ELs and serves as an alternative academic pathway (Action 2.10). 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, Alvord continues supporting this program by adding a new cohort each year. Bilingual Instructional Assistants provide Spanish language development support to ELs in the DLI programs. Research supports that dual language immersion programs are effective in supporting English Learners with academic achievement (Thomas & Collier; Medina, Lindholm-Leary). The effectiveness of the actions outlined above will be measured through language acquisition rates using the ELPAC. Metrics for academic achievement will be measured via SBAC data. These increased and/or improved services ensure an equitable opportunity for ELs.

FAMILY/HOME SCHOOL PARTNERSHIPS

Research by Egalite (2016), Bertonlini (2012), and supported by Henderson and Mapp (2002), shows the health of families heavily impacts student achievement, including substandard housing, and excessive mobility. Likewise, the lack of affordable, healthy food negatively affects students and contributes to tardiness, poor school attendance, and decreased ability to focus on schoolwork. In the area of healthcare, vision and oral health problems and chronic stress compounded by substance abuse are serious obstacles to academic achievement and upward economic mobility. In addition, to the research, AUSD stakeholders cited a high need for support in assisting parents in accessing information and available resources. Alvord's UPs and their families greatly benefit from the activities of the Family Engagement Coordinator (Action 3.9). This action provides 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.

Furthermore, communication is essential to family and school partnerships. Findings from the California Healthy Kids Survey (CHKS) show that the average reporting "Strongly Agree" or "Very Well" was 43% when families were surveyed regarding communication with parents about school. Thus, to keep UP and parents of other student groups informed mass communication platforms have been included in the funding allocations for this year's LCAP (Action 3.4). As stated in the paragraph above about SCHOOL CONNECTEDNESS/ENGAGEMENT, 2020-21 data continues to show the discrepancy in attendance rates between all students and our UP group. Actions have been developed to mitigate chronic absenteeism principally directed toward Alvord's UPs (ACTION 3.3).

COLLEGE/CAREER READINESS

We expect all students to demonstrate continued and improved academic achievement in order to emerge college and career-ready. In addition, students are provided an array of enrichment opportunities to expand their educational experience. In examining the data for graduation rates, it is evident that the rates for Unduplicated Pupils (UPs) are below the rate of all students. Specifically, the 5-Year Cohort rate for English learners (ELs) is -8.5% lower than the 5-year rate for all students. Although not as significant, there is an achievement gap

between low-income (-0.8%) and all students. Although the Foster Youth graduation rate has been traditionally lower than the rate for all students, during the 2020-21 school year the rates rose and exceeded the rate for all students by +0.5%. In order to narrow the achievement gap of the UP population, AUSD staff developed a comprehensive plan to ensure all students graduate high school as life-long learners and engaged global citizens. This plan of action has been developed collaboratively with our educational partners. Starting at the elementary levels, students are provided strategies, skills, and support 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 an 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 UPs are on track for graduating and prepared for post-secondary college and career opportunities (ACTION 1.6). 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. Career Technical Education (CTE) courses (Action 2.4) 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, hands-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 UPs to ensure future success, engage students, present dropouts, and increase attendance (Dougherty & Lombardi, 2016). 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 UPs. With lower class sizes, students 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). The Dual Enrollment program fosters a learning environment to improve and increase college admission, enrollment, and retention principally directed toward our UPs at all five high schools. Curriculum and materials will support Unduplicated Pupils 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 to graduation and college opportunities. Unduplicated Pupils receive increased and/or improved services through a Summer School program which provides students with additional opportunities to recover credit for graduation requirements. UPs are given priority enrollment for this opportunity (Action 2.23). Providing information to our families, students, and staff regarding the Free Application for Federal Student Aid (FAFSA), supports the process of college readiness (Action 2.15) by supporting them through the application process (National Association of Student Financial Aid Administrators, 2008). Finally, (Action 2.5) covers the costs of college/career testing fees in providing equitable access for UPs to meet admission requirements of universities and vocational programs. The effectiveness of college/career readiness will be measured by graduation rates as well as the percentage of students continuing towards post-secondary opportunities.

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 84.61%, which accounts for the district's projected supplemental and concentration revenue of \$55,284,289 for the 2022-23 school year. In addition, the Minimum Proportionality Percentage (MPP) rate is 34.55% for the 2022-23 school year. Approximately, \$848,552 will be 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Alvord USD has planned to use the Additional Concentration Grant Add-On Funding to increase and/or retain the number of certificated and classified staff who provide direct services to students at schools with an Unduplicated Pupil (UP) count that is greater than 55% as compared to the number of staff at schools with less than 55%. This will ensure the staff-to-student ratios at the schools with the most English learners, foster youth, and low-income students have more assistance. Specifically, Alvord has expanded the number of music teachers districtwide to support the Visual and Performing Arts program (Goal 1, Action 1.12). In order to address safety issues, increased campus supervisors (Goal 3, Action 3.2) have been hired and 21 coaching stipends (Goal 3, Action 3.16) were funded from the Additional Concentration Grant Add-On Funds. Both continuation high schools within the district have now been allocated additional staff to reduce class size (Goal 2, Action 2.6). Additionally, assistant principals (Goal 3, Action 3.1) have been added to assist at the elementary and middle school grade spans. Moreover, Special Education aides have been added at each elementary school site that has a UP count that exceeds the 55% threshold and additional Special Education teachers have been allocated at all middle schools as well (Goal 2, Action 2.25). Finally, the Dual Language Immersion program was expanded to the seventh grade (Goal 2, Action 2.10) and staffing was expanded at the centralized Health Clinic that principally supports UPs throughout the district (Goal 3, Action 3.10).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:49	1:40
Staff-to-student ratio of certificated staff providing direct services to students	1:18	1:17

DRAFT

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$58,497,844.00	\$825,623.00		\$2,568,664.00	\$61,892,131.00	\$50,750,215.00	\$11,141,916.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Athletics	English Learners Foster Youth Low Income	\$2,303,930.00				\$2,303,930.00
1	1.2	Broad Course of Study	English Learners Foster Youth Low Income	\$208,545.00				\$208,545.00
1	1.3	Cadet Corps	English Learners Foster Youth Low Income	\$139,284.00				\$139,284.00
1	1.4	Class Size Reduction	English Learners Foster Youth Low Income	\$6,318,514.00				\$6,318,514.00
1	1.5	Libraries	English Learners Foster Youth Low Income	\$2,149,638.00				\$2,149,638.00
1	1.6	Registrars (High School)	English Learners Foster Youth Low Income	\$386,724.00				\$386,724.00
1	1.7	Sanitation	All	\$889,918.00				\$889,918.00
1	1.8	Supply Budget	English Learners Foster Youth Low Income	\$463,659.00				\$463,659.00
1	1.9	Technology	English Learners Foster Youth	\$2,178,750.00				\$2,178,750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Transportation	English Learners Foster Youth Low Income	\$935,775.00				\$935,775.00
1	1.11	Visual and Performing Arts (Comprehensive)	English Learners Foster Youth Low Income	\$2,534,950.00			\$160,000.00	\$2,694,950.00
2	2.1	Advanced Placement	English Learners Foster Youth Low Income	\$19,194.00				\$19,194.00
2	2.2	Assessment	English Learners Foster Youth Low Income	\$72,720.00				\$72,720.00
2	2.3	AVID	English Learners Foster Youth Low Income	\$1,497,956.00				\$1,497,956.00
2	2.4	Career and Technical Education (CTE)	English Learners Foster Youth Low Income	\$3,222,167.00				\$3,222,167.00
2	2.5	College Readiness Testing	English Learners Foster Youth Low Income	\$162,888.00				\$162,888.00
2	2.6	Continuation High Schools	English Learners Foster Youth Low Income	\$2,317,652.00				\$2,317,652.00
2	2.7	Coaches (Instructional), Secondary	English Learners Foster Youth Low Income	\$1,191,137.00				\$1,191,137.00
2	2.8	CSTEM Pathway	English Learners Foster Youth Low Income	\$20,750.00				\$20,750.00
2	2.9	District/Vendor Contracts	English Learners Foster Youth Low Income	\$678,398.00				\$678,398.00
2	2.10	DLI (Terrace, Valley View, Loma Vista MS)	English Learners Foster Youth Low Income	\$4,549,116.00				\$4,549,116.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.11	Dual Enrollment	English Learners Foster Youth Low Income	\$8,300.00				\$8,300.00
2	2.12	Early Release Days	English Learners Foster Youth Low Income	\$666,656.00				\$666,656.00
2	2.13	EL Department	English Learners	\$1,554,984.00				\$1,554,984.00
2	2.14	Elementary Literacy Teachers	English Learners Foster Youth Low Income				\$2,045,705.00	\$2,045,705.00
2	2.15	FAFSA Support	English Learners Foster Youth Low Income	\$3,735.00				\$3,735.00
2	2.16	Gifted and Talented Education (GATE)	English Learners Foster Youth Low Income	\$42,693.00				\$42,693.00
2	2.17	International Baccalaureate (IB)	English Learners Foster Youth Low Income	\$1,222,193.00				\$1,222,193.00
2	2.18	Information Technology Staff	English Learners Foster Youth Low Income	\$561,270.00	\$25,000.00		\$220,579.00	\$806,849.00
2	2.19	LCFF LI/EL Allocations	English Learners Foster Youth Low Income	\$1,060,467.00				\$1,060,467.00
2	2.20	Math Intervention	English Learners Foster Youth Low Income	\$157,377.00				\$157,377.00
2	2.21	Physical Education, Elementary	English Learners Foster Youth Low Income	\$2,532,905.00				\$2,532,905.00
2	2.22	Student Safety	English Learners Foster Youth Low Income	\$304,311.00				\$304,311.00
2	2.23	Summer School (9-12 Credit Recovery)	English Learners Foster Youth Low Income	\$103,750.00				\$103,750.00
2	2.24	Puente Program	English Learners Low Income	\$190,003.00				\$190,003.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.25	Inclusion and Co-Teaching	English Learners Foster Youth Low Income	\$951,475.00				\$951,475.00
3	3.1	Assistant Principals	English Learners Foster Youth Low Income	\$4,967,539.00				\$4,967,539.00
3	3.2	Campus Supervision	English Learners Foster Youth Low Income	\$1,106,864.00				\$1,106,864.00
3	3.3	Chronic Absenteeism	English Learners Foster Youth Low Income	\$374,856.00				\$374,856.00
3	3.4	Communication	English Learners Foster Youth Low Income	\$133,905.00				\$133,905.00
3	3.5	Counselors	English Learners Foster Youth Low Income	\$4,813,937.00				\$4,813,937.00
3	3.6	Culturally Relevant Student Activities	All				\$50,000.00	\$50,000.00
3	3.7	Equity and Access	English Learners Foster Youth Low Income					\$0.00
3	3.8	Expanded Learning	English Learners Foster Youth Low Income	\$480,000.00				\$480,000.00
3	3.9	Family Engagement	English Learners Foster Youth Low Income	\$293,396.00				\$293,396.00
3	3.10	Health Services	English Learners Foster Youth Low Income	\$2,433,544.00				\$2,433,544.00
3	3.11	Health and Wellness	English Learners Foster Youth Low Income					\$0.00
3	3.12	Mental Health Outreach	English Learners Foster Youth Low Income	\$168,387.00	\$800,623.00		\$92,380.00	\$1,061,390.00
3	3.13	Saturday Academy	English Learners Foster Youth Low Income	\$112,050.00				\$112,050.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.14	School Climate Survey	English Learners Foster Youth Low Income	\$8,300.00				\$8,300.00
3	3.15	School Resource Officer	English Learners Foster Youth Low Income	\$566,468.00				\$566,468.00
3	3.16	Extracurricular Stipend positions	English Learners Foster Youth Low Income	\$325,413.00				\$325,413.00
3	3.17	Teen Parent supports	English Learners Foster Youth Low Income	\$123,809.00				\$123,809.00
3	3.18	Student Engagement	English Learners Foster Youth Low Income	\$987,592.00				\$987,592.00

DRAFT

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$160,035,572	\$55,284,289	34.55%	1.21%	35.76%	\$57,607,926.00	0.00%	36.00 %	Total:	\$57,607,926.00
								LEA-wide Total:	\$32,597,652.00
								Limited Total:	\$190,003.00
								Schoolwide Total:	\$52,031,095.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Athletics	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 6-12	\$2,303,930.00	
1	1.2	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,545.00	
1	1.3	Cadet Corps	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: La Sierra High School	\$139,284.00	
1	1.4	Class Size Reduction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,318,514.00	
1	1.5	Libraries	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,149,638.00	
1	1.6	Registrars (High School)	Yes	LEA-wide Schoolwide	English Learners Foster Youth	Specific Schools: Alvord High	\$386,724.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Schools		
1	1.8	Supply Budget	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$463,659.00	
1	1.9	Technology	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,178,750.00	
1	1.10	Transportation	Yes	LEA-wide 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	
1	1.11	Visual and Performing Arts (Comprehensive)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,534,950.00	
2	2.1	Advanced Placement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	\$19,194.00	
2	2.2	Assessment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$72,720.00	
2	2.3	AVID	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,497,956.00	
2	2.4	Career and Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	\$3,222,167.00	
2	2.5	College Readiness Testing	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	\$162,888.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Continuation High Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord Continuation High School Alvord Alternative Continuation High School	\$2,317,652.00	
2	2.7	Coaches (Instructional), Secondary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord Middle and Comprehensive High Schools	\$1,191,137.00	
2	2.8	CSTEM Pathway	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Villegas Middle School	\$20,750.00	
2	2.9	District/Vendor Contracts	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$678,398.00	
2	2.10	DLI (Terrace, Valley View, Loma Vista MS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Terrace Elementary, Valley View Elementary, Loma Vista Elementary	\$4,549,116.00	
2	2.11	Dual Enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	\$8,300.00	
2	2.12	Early Release Days	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$666,656.00	
2	2.13	EL Department	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$1,554,984.00	
2	2.14	Elementary Literacy Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord Elementary Schools		
2	2.15	FAFSA Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	\$3,735.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.16	Gifted and Talented Education (GATE)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$42,693.00	
2	2.17	International Baccalaureate (IB)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	\$1,222,193.00	
2	2.18	Information Technology Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$561,270.00	
2	2.19	LCFF LI/EL Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,060,467.00	
2	2.20	Math Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord Alternative Education Center	\$157,377.00	
2	2.21	Physical Education, Elementary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord Elementary Schools	\$2,532,905.00	
2	2.22	Student Safety	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$304,311.00	
2	2.23	Summer School (9-12 Credit Recovery)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	\$103,750.00	
2	2.24	Puente Program	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Norte Vista	\$190,003.00	
2	2.25	Inclusion and Co-Teaching	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Collett, Foothill, La Granda, Myra Linn, Promenade, RMK, Alvord Alternative HS Middle Schools	\$951,475.00	
3	3.1	Assistant Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools based on student needs	\$4,967,539.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Campus Supervision	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,106,864.00	
3	3.3	Chronic Absenteeism	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$374,856.00	
3	3.4	Communication	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$133,905.00	
3	3.5	Counselors	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,813,937.00	
3	3.7	Equity and Access	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.8	Expanded Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary (not program at Promenade and Lake Hills), All Middle Schools	\$480,000.00	
3	3.9	Family Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$293,396.00	
3	3.10	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,433,544.00	
3	3.11	Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.12	Mental Health Outreach	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$168,387.00	
3	3.13	Saturday Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High Schools	\$112,050.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.14	School Climate Survey	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Grade 5, 7, 9, 11	\$8,300.00	
3	3.15	School Resource Officer	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$566,468.00	
3	3.16	Extracurricular Stipend positions	Yes	LEA-wide	English Learners Foster Youth Low Income		\$325,413.00	
3	3.17	Teen Parent supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Norte Vista High School	\$123,809.00	
3	3.18	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$987,592.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$45,302,858.00	\$51,595,067.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Athletics	Yes	\$1,825,721.00	\$2,895,013.00
1	1.2	Broad Course of Study	No	\$0.00	\$0.00
1	1.3	Cadet Corps	Yes	\$125,843.00	\$127,949.00
1	1.4	Class Size Reduction	Yes	\$6,537,904.00	\$7,092,821.00
1	1.5	Libraries	Yes	\$1,573,026.00	\$1,600,794.00
1	1.6	Registrars (High School)	Yes	\$346,730.00	\$341,856.00
1	1.7	Sanitation	No	\$842,930.00	\$905,237.00
1	1.8	Supply Budget	Yes	\$466,783.00	\$466,783.00
1	1.9	Technology	Yes	\$1,139,380.00	\$943,082.00
1	1.10	Transportation	Yes	\$935,775.00	\$935,775.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Visual and Performing Arts (Comprehensive)	Yes	\$901,383.00	\$1,959,120.00
2	2.1	Advanced Placement	Yes	\$18,500.00	\$0.00
2	2.2	Assessment	Yes	\$72,180.00	\$70,572.00
2	2.3	AVID	Yes	\$1,449,928.00	\$1,256,927.00
2	2.4	Career & Technical Education	Yes	\$3,061,601.00	\$3,132,706.00
2	2.5	College Readiness Testing	Yes	\$160,000.00	\$89,654.00
2	2.6	Continuation High School	Yes	\$1,309,668.00	\$2,184,042.00
2	2.7	Coaches (Instructional), Secondary	Yes	\$1,056,911.00	\$1,113,829.00
2	2.8	CSTEM Pathway	Yes	\$20,716.00	\$18,985.00
2	2.9	District/Vendor Contracts	Yes	\$653,878.00	\$271,334.00
2	2.10	DLI (Terrace, Valley View, Loma Vista)	Yes	\$4,028,234.00	\$4,065,947.00
2	2.11	Dual Enrollment	Yes	\$8,000.00	\$0.00
2	2.12	Early Release Days	Yes	\$599,723.00	\$650,529.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.13	EL Department	Yes	\$1,458,893.00	\$1,377,217.00
2	2.14	Elementary Literacy Teachers	Yes	\$1,886,927.00	\$2,059,973.00
2	2.15	FAFSA support	Yes	\$3,600.00	\$1,787.00
2	2.16	Gifted and Talented Education (GATE)	Yes	\$42,623.00	\$26,906.00
2	2.17	International Baccalaureate (IB)	Yes	\$1,147,684.00	\$1,232,756.00
2	2.18	Information Technology Staff	Yes	\$497,875.00	\$516,186.00
2	2.19	LCFF LI/EL Allocations	Yes	\$953,025.00	\$848,552.00
2	2.20	Math Intervention	Yes	\$142,390.00	\$154,120.00
2	2.21	Physical Education, Elementary	Yes	\$1,868,371.00	\$1,911,855.00
2	2.22	Student Safety	Yes	\$293,454.00	\$304,203.00
2	2.23	Summer School (9-12 Credit Recovery)	Yes	\$100,000.00	\$105,175.00
2	2.24	Puente Program	Yes		\$202,326.00
2	2.25	Inclusion and Co-Teaching	Yes		\$1,240,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Assistant Principals	Yes	\$2,004,580.00	\$2,074,090.00
3	3.2	Campus Supervision	Yes	\$309,947.00	\$667,100.00
3	3.3	Chronic Absenteeism	Yes	\$348,217.00	\$223,193.00
3	3.4	Communication	Yes	\$201,000.00	\$143,124.00
3	3.5	Counselors	Yes	\$4,211,439.00	\$4,414,632.00
3	3.6	Culturally Relevant Student Activities	No	\$50,000.00	\$1,711.00
3	3.7	Equity and Access	Yes	\$202,095.00	\$123,014.00
3	3.8	Expanded Learning	Yes	\$480,000.00	\$0.00
3	3.9	Family Engagement	Yes	\$170,414.00	\$234,446.00
3	3.10	Health Services	Yes	\$533,090.00	\$1,577,620.00
3	3.11	Health and Wellness	Yes	\$20,000.00	\$0.00
3	3.12	Mental Health Outreach	Yes	\$180,000.00	\$161,513.00
3	3.13	Saturday Academy	Yes	\$113,894.00	\$113,894.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	School Climate Survey	Yes	\$7,516.00	\$8,000.00
3	3.15	School Resource Officers	Yes	\$545,993.00	\$495,993.00
3	3.16	Extra Curricular - Stipend positions	Yes	\$279,160.00	\$229,069.00
3	3.17	Teen Parent supports	Yes	\$115,857.00	\$115,857.00
3	3.18	Student Engagement - Extra Curricular	Yes		\$907,800.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$52,682,390	\$42,192,162.00	\$50,766,295.00	(\$8,574,133.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Athletics	Yes	\$1,825,721.00	\$2,895,013.00		
1	1.3	Cadet Corps	Yes	\$125,843.00	\$127,949.00		
1	1.4	Class Size Reduction	Yes	\$6,537,904.00	\$7,092,821.00		
1	1.5	Libraries	Yes	\$1,573,026.00	\$1,600,794.00		
1	1.6	Registrars (High School)	Yes	\$346,730.00	\$341,856.00		
1	1.8	Supply Budget	Yes	\$466,783.00	\$466,763.00		
1	1.9	Technology	Yes	\$1,139,380.00	\$943,082.00		
1	1.10	Transportation	Yes	\$935,775.00	\$935,775.00		
1	1.11	Visual and Performing Arts (Comprehensive)	Yes	\$741,383.00	\$1,959,120.00		
2	2.1	Advanced Placement	Yes	\$18,500.00	\$0.00		
2	2.2	Assessment	Yes	\$72,180.00	\$70,572.00		
2	2.3	AVID	Yes	\$1,449,928.00	\$1,256,927.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Career & Technical Education	Yes	\$3,061,601.00	\$3,132,706.00		
2	2.5	College Readiness Testing	Yes	\$160,000.00	\$89,654.00		
2	2.6	Continuation High School	Yes	\$1,309,668.00	\$2,184,042.00		
2	2.7	Coaches (Instructional), Secondary	Yes	\$1,056,911.00	\$1,113,829.00		
2	2.8	CSTEM Pathway	Yes	\$20,716.00	\$18,985.00		
2	2.9	District/Vendor Contracts	Yes	\$653,878.00	\$271,334.00		
2	2.10	DLI (Terrace, Valley View, Loma Vista)	Yes	\$4,028,234.00	\$4,065,947.00		
2	2.11	Dual Enrollment	Yes	\$8,000.00	\$0.00		
2	2.12	Early Release Days	Yes	\$599,723.00	\$650,529.00		
2	2.13	EL Department	Yes	\$1,458,893.00	\$1,377,217.00		
2	2.14	Elementary Literacy Teachers	Yes	\$0.00	\$2,059,973.00		
2	2.15	FAFSA support	Yes	\$3,600.00	\$1,787.00		
2	2.16	Gifted and Talented Education (GATE)	Yes	\$42,623.00	\$26,906.00		
2	2.17	International Baccalaureate (IB)	Yes	\$1,147,684.00	\$1,232,756.00		
2	2.18	Information Technology Staff	Yes	\$497,875.00	\$516,186.00		
2	2.19	LCFF LI/EL Allocations	Yes	\$953,025.00	\$848,552.00		
2	2.20	Math Intervention	Yes	\$142,390.00	\$232,316.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.21	Physical Education, Elementary	Yes	\$1,868,371.00	\$1,911,855.00		
2	2.22	Student Safety	Yes	\$293,454.00	\$304,203.00		
2	2.23	Summer School (9-12 Credit Recovery)	Yes	\$100,000.00	\$105,175.00		
2	2.24	Puente Program	Yes		\$202,326.00		
2	2.25	Inclusion and Co-Teaching	Yes		\$1,240,000.00		
3	3.1	Assistant Principals	Yes	\$2,004,580.00	\$2,074,090.00		
3	3.2	Campus Supervision	Yes	\$309,947.00	\$667,100.00		
3	3.3	Chronic Absenteeism	Yes	\$348,217.00	\$223,193.00		
3	3.4	Communication	Yes	\$201,000.00	\$143,124.00		
3	3.5	Counselors	Yes	\$4,211,439.00	\$4,414,632.00		
3	3.7	Equity and Access	Yes	\$121,256.00	\$123,014.00		
3	3.8	Expanded Learning	Yes	\$480,000.00	\$0.00		
3	3.9	Family Engagement	Yes	\$170,414.00	\$234,446.00		
3	3.10	Health Services	Yes	\$533,090.00	\$1,577,620.00		
3	3.11	Health and Wellness	Yes	\$20,000.00	\$0.00		
3	3.12	Mental Health Outreach	Yes	\$90,000.00	\$161,513.00		
3	3.13	Saturday Academy	Yes	\$113,894.00	\$113,894.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.14	School Climate Survey	Yes	\$7,516.00	\$8,000.00		
3	3.15	School Resource Officers	Yes	\$545,993.00	\$495,993.00		
3	3.16	Extra Curricular - Stipend positions	Yes	\$279,160.00	\$229,069.00		
3	3.17	Teen Parent supports	Yes	\$115,857.00	\$115,857.00		
3	3.18	Student Engagement - Extra Curricular	Yes		\$907,800.00		

DRAFT

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$158,307,586	\$52,682,390	0.00%	33.28%	\$50,766,295.00	0.00%	32.07%	\$1,916,095.00	1.21%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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:
 - **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.
 - **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.
 - **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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

DRAFT