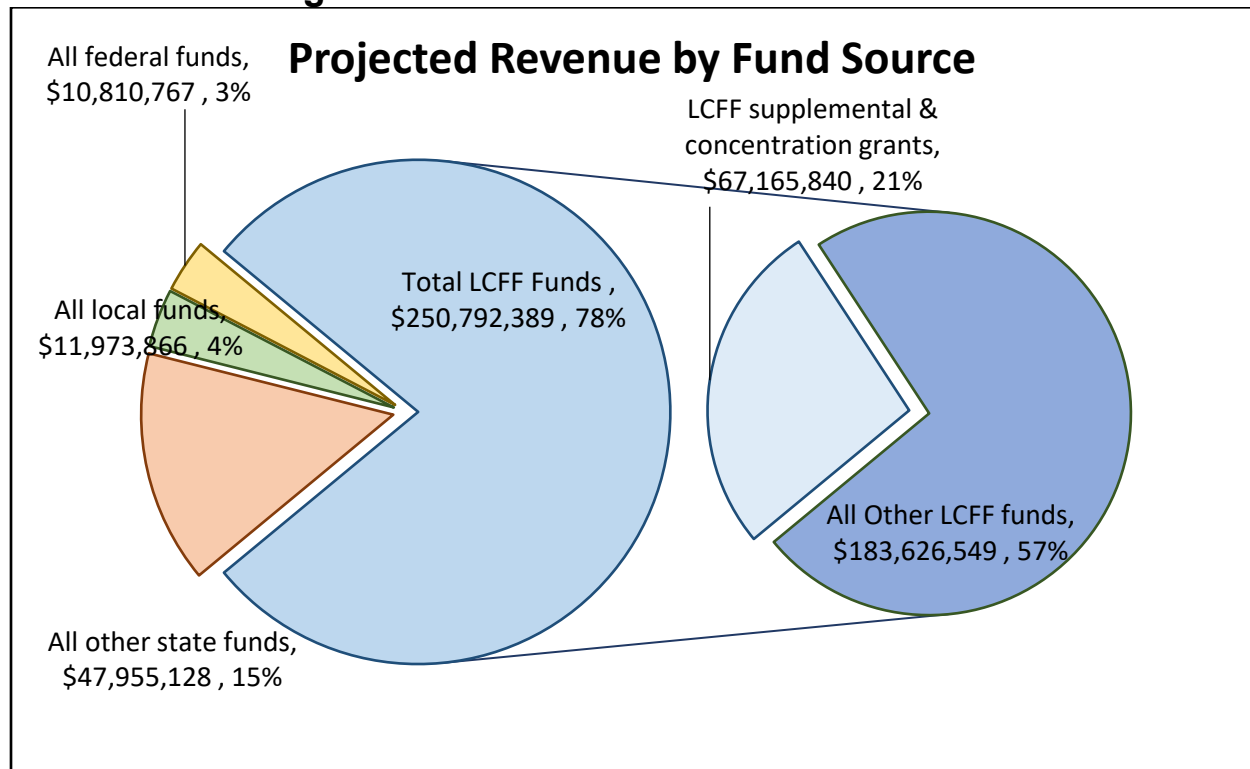# LCFF Budget Overview for Parents

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

CDS Code: 3669770000000

School Year: 2024-25

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $10,810,767 , 3%

LCFF supplemental & concentration grants, $67,165,840 , 21%

All local funds, $11,973,866 , 4%

Total LCFF Funds , $250,792,389 , 78%

All Other LCFF funds, $183,626,549 , 57%

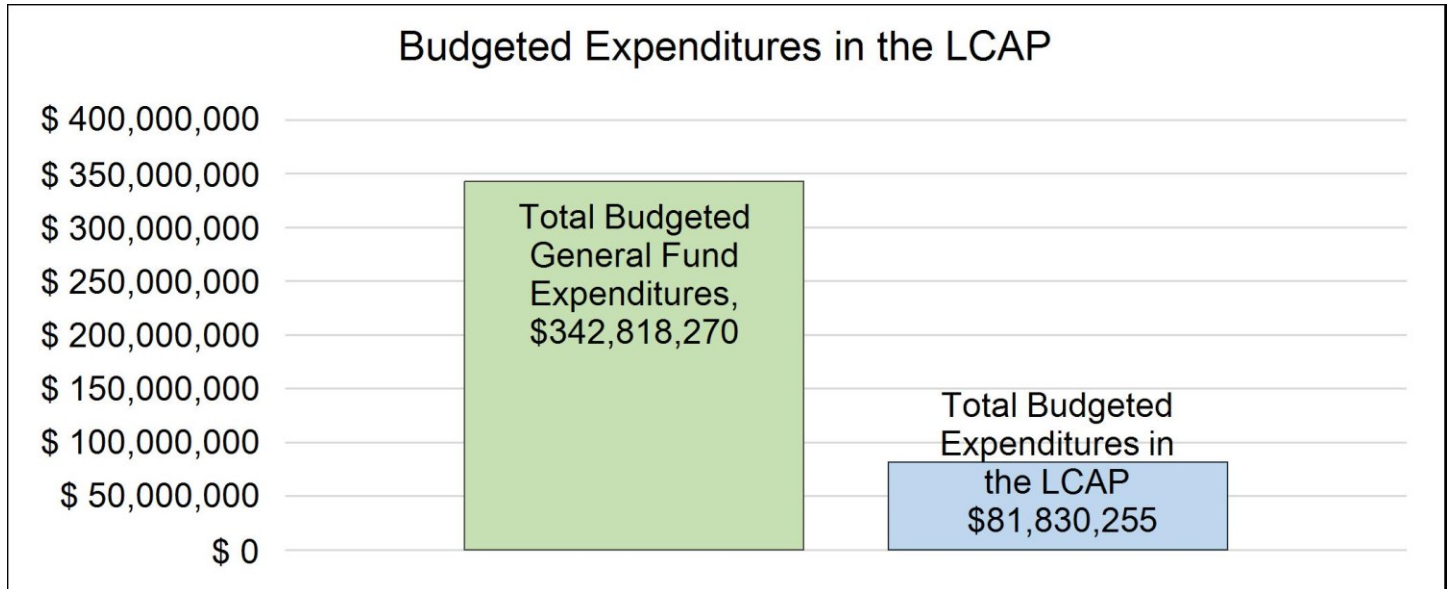All other state funds, $47,955,128 , 15%

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 $321,532,150, of which $250,792,389 is Local Control Funding Formula (LCFF), $47,955,128 is other state funds, $11,973,866 is local funds, and $10,810,767 is federal funds. Of the $250,792,389 in LCFF Funds, $67,165,840 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $342,818,270

Total Budgeted Expenditures in the LCAP $81,830,255

This chart provides a quick summary of how much Alvord Unified School District plans to spend for 2024-25. 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 $342,818,270 for the 2024-25 school year. Of that amount, $81,830,255 is tied to actions/services in the LCAP and $260,988,015 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
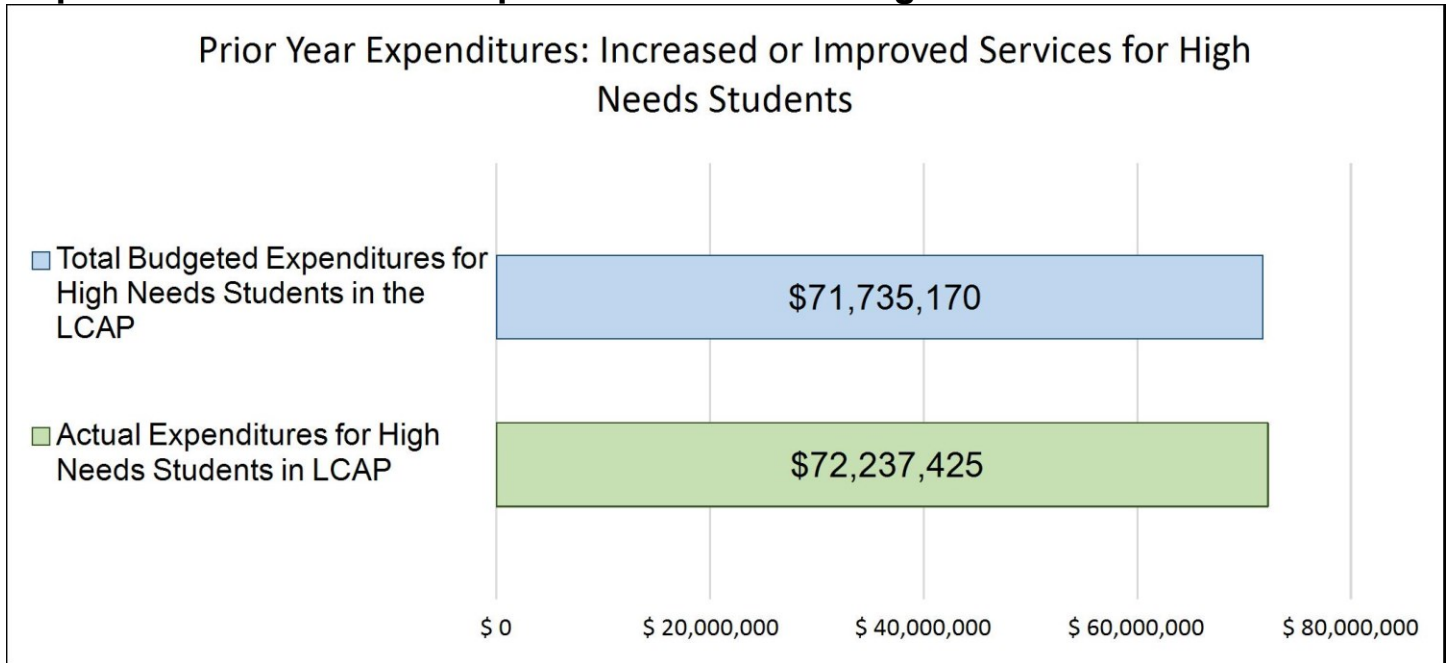
Personnel and supply costs to help support our school sites and district staff

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Alvord Unified School District is projecting it will receive $67,165,840 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 $67,165,840 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $71,735,170

Actual Expenditures for High Needs Students in LCAP: $72,237,425

$0 $20,000,000 $40,000,000 $60,000,000 $80,000,000

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 2023-24, Alvord Unified School District's LCAP budgeted $71,735,170 for planned actions to increase or improve services for high needs students. Alvord Unified School District actually spent $72,237,425 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
BASIC SERVICES LOCAL INDICATORS CALPADS and FIT reports provided data for this baseline.	2019 Dashboard Number of Teachers Mis-Assigned (2019-2020): 0% 100% of Classified Instructional Assistants meet the requirements of having an associate degree or higher, two years of post-secondary education 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,	2021 Dashboard • 0% of teachers misassigned • 100% of classified Instructional Assistants meet the 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	2022 Dashboard • 0% of teachers misassigned • 100% of classified Instructional Assistants meet the 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	2023 Dashboard • 89.2% of teachers are appropriately assigned. • 100% of pupils have sufficient access to standards-aligned instructional materials. • 10 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies	Maintain 0% of mis-assigned teachers Maintain 100% of qualified classified instructional staff Maintain 100% of pupils have sufficient access to standards-aligned instructional materials Maintain 100% of schools rated "good or exemplary" on the FIT report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	writing, and mathematics by taking and passing one of the required assessments. 100% of pupils have sufficient access to standards-aligned instructional materials. School Rated "Good or Exemplary on "FIT: 100%	have met rigorous standard of quality and be able to demonstrate knowledge of and the ability to assist in instructing reading, writing, and mathematics by taking and passing one of the required assessments. • 100% of pupils have sufficient access to standards-aligned instructional materials. • 100% of schools rated "Good" or "Exemplary" on the annual FIT report	have met rigorous standard of quality and be able to demonstrate knowledge of and the ability to assist in instructing reading, writing, and mathematics by taking and passing one of the required assessments. • 100% of pupils have sufficient access to standards-aligned instructional materials. • 100% of schools rated "Good" or "Exemplary" on the annual FIT report	And Extreme Deficiencies) • 100% of classified Instructional Assistants meet the 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	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				mathematics by taking and passing one of the required assessments.	
IMPLEMENTATION OF STATE STANDARDS and FAMILY ENGAGEMENT LOCAL INDICATOR 2 AND 3 The self-reflection tool measures the implementation of state standards as measured by site administration and parent/family engagement opportunities.	2019 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELA Professional Development - 5.0 Instructional Materials - 4.0 Policy and Programs - 4.0 ELD Professional Development - 5.0 Instructional Materials - 4.0 Policy and Programs - 4.0	2021 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELA Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 3.0 ELD Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 3.0	2022 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELA Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 3.0 ELD Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 3.0	2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELA Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 3.0 ELD Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 3.0	RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability Average 4.0 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	MATH Professional Development - 5.0 Instructional Materials - 2.0 Policy and Programs - 4.0 NGSS Professional Development - 3.0 Instructional Materials - 3.0 Policy and Programs - 4.0 HISTORY-SOCIAL SCIENCE Professional Development - 3.0 Instructional Materials - 3.0 Policy and Programs - 4.0 CAREER TECHNICAL ED (CTE) Implementation of Standards - 4.0 HEALTH CONTENT Implementation of Standards- 4.0 PHYSICAL	MATH Professional Development - 4.0 Instructional Materials - 3.0 Policy and Programs - 3.0 NGSS Professional Development - 3.0 Instructional Materials - 2.0 Policy and Programs - 2.0 HISTORY-SOCIAL SCIENCE Professional Development - 2.0 Instructional Materials - 2.0 Policy and Programs - 2.0 CAREER TECHNICAL ED (CTE) Implementation of Standards - 3.0 HEALTH CONTENT Implementation of Standards- 3.0 PHYSICAL	MATH Professional Development - 4.0 Instructional Materials - 3.0 Policy and Programs - 3.0 NGSS Professional Development - 3.0 Instructional Materials - 2.0 Policy and Programs - 2.0 HISTORY-SOCIAL SCIENCE Professional Development - 2.0 Instructional Materials - 2.0 Policy and Programs - 2.0 CAREER TECHNICAL ED (CTE) Implementation of Standards - 3.0 HEALTH CONTENT Implementation of Standards- 3.0 PHYSICAL	MATH Professional Development - 3.0 Instructional Materials - 1.0 Policy and Programs - 3.0 NGSS Professional Development - 3.0 Instructional Materials - 1.0 Policy and Programs - 3.0 HISTORY-SOCIAL SCIENCE Professional Development - 2.0 Instructional Materials - 1.0 Policy and Programs - 3.0 CAREER TECHNICAL ED (CTE) Implementation of Standards - 3.0 HEALTH CONTENT Implementation of Standards- 3.0 PHYSICAL	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EDUCATION Implementation of Standards- 4.0 VAPA Implementation of Standards- 5.0 WORLD LANGUAGE Implementation of Standards - 5.0 ENGAGEMENT Identifying professional learning needs of GROUPS - 3.0 Identifying professional learning needs of INDIVIDUALS - 3.0 Providing support for teachers - 3.0 • ------------------ ------------------ ---- 2019 Dashboard PARENT AND FAMILY ENGAGEMENT RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development	EDUCATION Implementation of Standards- 4.0 VAPA Implementation of Standards- 3.0 WORLD LANGUAGE Implementation of Standards - 3.0 ENGAGEMENT Identifying professional learning needs of GROUPS - 3.0 Identifying professional learning needs of INDIVIDUALS - 3.0 Providing support for teachers - 3.0 • ------------------ ------------------ ----- 2021 Dashboard PARENT AND FAMILY ENGAGEMENT RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development	EDUCATION Implementation of Standards- 4.0 VAPA Implementation of Standards- 3.0 WORLD LANGUAGE Implementation of Standards - 3.0 ENGAGEMENT Identifying professional learning needs of GROUPS - 3.0 Identifying professional learning needs of INDIVIDUALS - 3.0 Providing support for teachers - 3.0 • ------------------ ------------------ ----- 2022 Dashboard PARENT AND FAMILY ENGAGEMENT RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development	EDUCATION Implementation of Standards- 3.0 VAPA Implementation of Standards- 3.0 WORLD LANGUAGE Implementation of Standards - 3.0 ENGAGEMENT Identifying professional learning needs of GROUPS - 1.0 Identifying professional learning needs of INDIVIDUALS - 1.0 Providing support for teachers - 1.0 • ------------------ ------------------ ----- 2023 Dashboard PARENT AND FAMILY ENGAGEMENT RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability 1. Progress of developing the capacity of staff to build trusting and respectful relationship with families - 4.0 2. Creating welcoming environments for all families in the community - 4.0 3. Staff supports family strengths, cultures, language, and goals for their children - 4.0 4. Progress in 2-way communication between families and educators - 4.0 5. Professional Learning to provide support in improving school's capacity to partner with families - 3.0	3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability 1. Progress of developing the capacity of staff to build trusting and respectful relationship with families - 4.0 2. Creating welcoming environments for all families in the community - 4.0 3. Staff supports family strengths, cultures, language, and goals for their children - 4.0 4. Progress in 2-way communication between families and educators - 4.0 5. Professional Learning to provide support in improving school's capacity to partner with families - 3.0	3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability 1. Progress of developing the capacity of staff to build trusting and respectful relationship with families - 4.0 2. Creating welcoming environments for all families in the community - 4.0 3. Staff supports family strengths, cultures, language, and goals for their children - 4.0 4. Progress in 2-way communication between families and educators - 4.0 5. Professional Learning to provide support in improving school's capacity to partner with families - 3.0	3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability 1. Progress of developing the capacity of staff to build trusting and respectful relationship with families - 3.0 2. Creating welcoming environments for all families in the community - 3.0 3. Staff supports family strengths, cultures, language, and goals for their children - 3.0 4. Progress in 2-way communication between families and educators - 4.0 5. Professional Learning to provide support in improving school's capacity to partner with families - 3.0	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6. Providing families with information and resources to support student learning and development in the home - 4.0	6. Providing families with information and resources to support student learning and development in the home - 4.0	6. Providing families with information and resources to support student learning and development in the home - 4.0	6. Providing families with information and resources to support student learning and development in the home - 3.0	
	7. Policies or programs for teachers to meet with families to discuss student progress - 3.0	7. Policies or programs for teachers to meet with families to discuss student progress - 3.0	7. Policies or programs for teachers to meet with families to discuss student progress - 3.0	7. Policies or programs for teachers to meet with families to discuss student progress - 3.0	
	8. Supporting families to understand and exercise their legal rights - 3.0	8. Supporting families to understand and exercise their legal rights - 3.0	8. Supporting families to understand and exercise their legal rights - 3.0	8. Supporting families to understand and exercise their legal rights - 3.0	
	9. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making - 4.0	9. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making - 4.0	9. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making - 4.0	9. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making - 4.0	
	10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 3.0	10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 3.0	10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 3.0	10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 4.0	
	11. Progress in	11. Progress in	11. Progress in	11. Progress in	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 12. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. - 3.0	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 12. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. - 3.0	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 12. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. - 3.	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 - 3.0 12. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family 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.	Data Source - CIF Home 2021-22 Hillcrest HS 37 teams Total Participants 712 Male Participants 381	Data Source - CIF Home 2022-23 Hillcrest HS 40 teams Total Participants 746 Male Participants 426	Maintain or increase % of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Female Participants 331 La Sierra HS 32 teams Total Participants 400 Male Participants 231 Female Participants 169 Norte Vista HS 36 teams Total Participants 619 Male Participants 327 Female Participants 292	Female Participants 320 La Sierra HS 33 teams Total Participants 469 Male Participants 295 Female Participants 174 Norte Vista HS 37 teams Total Participants 710 Male Participants 436 Female Participants 274	
VAPA OFFERINGS AT THE SECONDARY LEVEL	2019-20 (Pre-Pandemic, In-Person Instruction 140 sections in Middle School 119 sections in High School	Data Source CALPADS - 3.6 & 3.8 - Course Section Enrollment 2020-21 (In-Person and Virtual Instruction during Pandemic) 150 sections at the middle school grade span with the following number of students enrolled in one or more middle school VAPA classes: • Unduplicated Pupils = 2643	Data Source CALPADS - 3.6 & 3.8 - Course Section Enrollment 2021-22 164 sections at the middle school grade span with the following number of students enrolled in one or more middle school VAPA classes: • Unduplicated Pupils = 2147	Data Source CALPADS - 3.6 & 3.8 - Course Section Enrollment 2022-23 48 sections at the middle school grade span with the following number of students enrolled in one or more middle school VAPA classes: • Unduplicated Pupils = 1394	Maintain or Increase sections of VAPA courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• English learners = 655 • Low-income = 1919 • Fosther youth = 11 • Homeless = 86 • Students w/ Disabilities = 38 2020-21 (In-Person and Virtual Instruction during Pandemic) 242 sections at the high school grade span with the following number of students enrolled in one or more high school VAPA classes: • Unduplicated Pupils = 4209 • English learners = 927 • Low-income = 2947 • Fosther youth = 24 • Homeless = 148	• English learners = 493 • Low-income = 1866 • Fosther youth = 15 • Homeless = 98 • Students w/ Disabilities = 307 2021-22 259 sections at the high school grade span with the following number of students enrolled in one or more high school VAPA classes: • Unduplicated Pupils = 4049 • English learners = 697 • Low-income = 3399 • Fosther youth = 17 • Homeless = 167 • Students w/ Disabilities = 345	• English learners = 214 • Low-income = 1135 • Foster youth = 8 • Homeless = 62 • Students w/ Disabilities = 196 2022-23 305 sections at the high school grade span with the following number of students enrolled in one or more high school VAPA classes: • Unduplicated Pupils = 4833 • English learners = 999 • Low-income = 4088 • Foster youth = 23 • Homeless = 255 • Students w/ Disabilities = 621	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• Students w/ Disabilities = 449			
BROAD ELECTIVE OFFERINGS AT THE MIDDLE SCHOOL LEVEL	2019-20 Data Source CALPADS 3.6 - Course Section Enrollment 132 sections including AVID and Study Skills	Data Source CALPADS - 3.6 - Course Section Enrollment 2020-21 - Academic Year 244 including AVID and Study Skills ith the following number of students enrolled in one or more AVID or Study Skills classes: • Unduplicated Pupils = 3561 • English learners = 918 • Low-income = 2634 • Fosther youth = 20 • Homeless = 120 • Students w/ Disabilities = 595	Data Source CALPADS - 3.6 - Course Section Enrollment 2021-22 Academic Year 154 including AVID and Study Skills ith the following number of students enrolled in one or more AVID or Study Skills classes: • Unduplicated Pupils = 3288 • English learners = 793 • Low-income = 2265 • Fosther youth = 14 • Homeless = 143 • Students w/ Disabilities = 582	Data Source CALPADS - 3.6 - Course Section Enrollment 2022-23 Academic Year 148 including AVID and Study Skills ith the following number of students enrolled in one or more AVID or Study Skills classes: • Unduplicated Pupils = 3407 • English learners = 646 • Low-income = 2906 • Fosther youth = 17 • Homeless = 157 • Students w/ Disabilities = 464	Maintain or increase sections of elective course offerings

Goal Analysis

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.

The planned goals and implementation of actions and services supported the needs we anticipated for the 2023-2024 school year. Overall, the actions and services that were implemented resulted in progress. There was a significant change in the reporting of miss-assigned teachers in the 2022-23 school year. 10.8% of teachers were miss-assigned due to changes in federal metrics for Probationary 1 and Probationary 2 teachers. The majority of improvements identified in the Alvord USD FIT report occurred in four areas. These areas include playgrounds, gates and fencing, electrical/lighting, and emergency exit signage. Facilities and maintenance improvement needs are being addressed though Measure J. VAPA sections were coded in a different manner at the middle school level which led to a change in the reporting of student participation. The new coding of middle school courses will more accurately reflect student participation.

Examples of our most successful aspects of our implementation have been:
Action 1.1 An increase in unduplicated student participation in Athletics at all three comprehensive high schools.
Action 1.11 An significant increase of unduplicated student participation in VAPA at all three comprehensive high schools.

The most challenging aspects of our implementation of these actions have been under Action 1.4 Class Size Reduction, providing additional teachers to continue to towards grad span adjustments and lower class size. AUSD worked with intentionality to provide basic conditions of learning to support high levels of student achievement. Human Resources ensured that teachers were appropriately assigned so that our students received instruction from highly-qualified teachers. While the percentage of highly qualified staff increased, the District worked diligently to ensure adequate substitute coverage. Human Resources worked proactively to expedite the hiring process as the demands of staffing increased with the addition of instructional aides for transitional kindergarten and special education.

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.

This goal was achieved with only minor differences between Budgeted Expenditures and Estimated Actual Expenditures. There were no substantive changes to Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. To clarify, a substantive difference was identified as a decrease or an increase of 10% in any category. The following substantive differences are identified and explained below:

Action 1.5   Increase of $609,274.00 due to an increase in the hours and days of our library assistants.
Action 1.9   Increase of $50,069.00 due to a salary increase of 7.22% and a 1% increase to benefits associated with the salaries within this action item.
Action 1.11 Overspent by $2,556,513 due to due to a salary increase of 7.22% and a 1% increase to benefits associated with the salaries within this action item. Other funding such as Prop 28 and Arts, Music, and Instructional Block Grant totaling $2,383,930.00 contributed to

this action item and helped sites bolster their VAPA programs though field trips, new instruments and, art supplies and materials, and consulting contracts with VAPA experts in the field.
Action 1.12 This action item was funded out of the Learning Recovery Emergency Block Grant

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This series of actions has been pivotal in enhancing opportunities for unduplicated students across various aspects of their educational journey. Action 1.1 focused on bolstering access to athletic programs, resulting in a notable rise in total participants across all three comprehensive high schools. While the overall number surged by 11%, ranging between 5% and 17% depending on the site, a slight decline in female participation by 3% was observed.

Building upon this, Actions 1.2, 1.3, 1.6, and 1.11 collectively contributed to broadening the scope of academic pursuits available to unduplicated students. Over the span from 2020-2021 to 2022-2023, participation in Visual and Performing Arts (VAPA) courses among unduplicated pupils saw a commendable uptick of 15%. Noteworthy increases were also witnessed among specific demographic groups: an 8% rise in English learner participation, a 39% surge in low-income population, a remarkable 72% increase in homeless student engagement, and a substantial 38% growth in participation among students with disabilities.

Despite these strides, Action 1.3 showed a slight decline in participation within the Cadet Corps program over the LCAP cycle, indicating a need for further examination and intervention. However, the infusion of additional resources through Action Item 1.5, as per feedback from educational partners, notably enhanced student engagement through the provision of high-interest library books tailored for unduplicated students.

To cultivate an environment conducive to learning, Actions 1.4, 1.8, and 1.9 prioritized equipping teaching staff with essential tools, including smaller class sizes, supplementary materials, resources, and one-to-one devices. Only 27% teachers feel that students lack adequate support and resources and there is optimism reflected in parental responses regarding the potential improvement in attendance facilitated by transportation services, as highlighted in Action 1.10. Survey data indicates a notable 80% of parents expressing willingness to utilize transportation services if their child qualifies, underscoring the importance of this initiative in bolstering attendance rates among unduplicated students.

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 analyzing the actions under this goal and considering input from our educational partners, adjustments have been made to Goal 1, including relocating certain actions to better align with services offered to unduplicated students within each student group in the new LCAP. Additional modifications to Goal 1 comprise:

1. ACTION 1.1 - ATHLETICS: Athletic program participation scheduling and metrics will be monitored at the student group level.
2. ACTION 1.2 - BROAD COURSE OF STUDY: Secondary Education Director and HR credential technicians will assess teacher course assignments using CALPADS and SIS (Aeries) data to address assignment distribution. A novel approach to Family Engagement support and service delivery is being implemented to address disparities among families.
3. ACTION 1.12 - HOME-BASED PROGRAM - To ensure student engagement and connectivity through direct instruction, the Home-Based program will be limited to the secondary level in the upcoming school year.
4. ACTION 1.6 - REGISTRARS (HIGH SCHOOL) - VAPA OFFERINGS AT THE SECONDARY LEVEL: Quarterly evaluations of secondary-level VAPA offerings will be conducted through CCGI and UC CMP, alongside reporting UC/CSU outcome data at the student group level.
5. METRIC CHANGE: Add Student tracker, CCGI A-G CMP matched report.

After a thorough review of the 2023-2024 LCAP, input and recommendations from committee members and educational partners were gathered for the upcoming 3-year plan. The goals were reorganized to articulate 3 more coherent and streamlined goals in the upcoming 3-year LCAP. The overarching rationale for the order and focus of each goal is that Alvord Unified School District prioritizes efforts on actions that will bring and keep students engaged and connected to school (Goal 1: Engagement / Connection); ensure students have access to a broad course of study taught by highly qualified staff (Goal 2: Academics); and prepare students to be successful in any college or career pursuits of their choosing after high school (Goal 3: College and Career). In this reorganization, Goal 1 in this document will largely be captured in the actions of Goal 2: Academics in the upcoming LCAP. The changes to our actions in the 24/25 LCAP have been outlined below:
Action 1.1   Remained the same
Action 1.2   Moved to 3.1
Action 1.3   Removed due to the decline in enrollment
Action 1.4   Moved to 2.1
Action 1.5   Moved to 2.2
Action 1.6   Moved to 3.1
Action 1.7   *Intentionally Left Blank
Action 1.8   Moved to 2.3
Action 1.9   Moved to 2.4
Action 1.10 Moved 1.9
Action 1.11 Moved to 3.1

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.

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.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 36.5 points below standard * Performance Level: Low	Spring 2023 Dashboard 38.5 points below standard • CHANGE: Maintained (-2) • PERFORMANCE LEVEL: Orange	Spring 2024 Dashboard CHANGE: Increase (+17.4) points PERFORMANCE LEVEL: GREEN
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.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 63.7 points below standard	Spring 2023 Dashboard • 77.2 points below standard • CHANGE: Declined (-13.5)	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
			* Performance Level: Low	• PERFORMANCE LEVEL: Red	
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.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 45.8 points below standard * Performance Level: Low	Spring 2023 Dashboard • 46.9 points below standard • CHANGE: Maintained (-1.1) • PERFORMANCE LEVEL: Orange	Spring 2024 Dashboard CHANGE: Increase (+27.7) points PERFORMANCE LEVEL: GREEN
STATE ACADEMIC INDICATORS - ELA Students with Disabilities	Spring 2019 Dashboard • 110.2 points below level 3 • CHANGE: Increased (+11) • PERFORMANCE LEVEL: Orange	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 116.7 points below standard * Performance Level: Very Low	Spring 2023 Dashboard • 120.1 points below standard • CHANGE: Declined (-3.5) • PERFORMANCE LEVEL: Red	Spring 2024 Dashboard CHANGE: Increase (+40.2) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - ELA	Spring 2019 Dashboard	The 2020 and 2021 Dashboards were	Due to the Fall 2022 CA Dashboard refresh, there is no	Spring 2023 Dashboard	Spring 2024 Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
American Indian	• 21.3 points below level 3 • CHANGE: Increased (+20.4) • PERFORMANCE LEVEL: N/A	suspended due to the pandemic.	change data and there is only one color signal bar. Spring 2022 CA Dashboard * 14.7 points below standard * Performance Level: No Performance Level	• 33.4 points below standard • CHANGE: Declined (-18.7) • PERFORMANCE LEVEL: N/A	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.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 45 points below standard * Performance Level: Very High	Spring 2023 Dashboard • 51.9 points above standard • CHANGE: Increased (+6.8) • PERFORMANCE LEVEL: Blue	Spring 2024 Dashboard CHANGE: Increase (maintain) points PERFORMANCE LEVEL: BLUE
STATE ACADEMIC INDICATORS - ELA African American	Spring 2019 Dashboard • 19.4 points below level 3 • CHANGE: Increased (+12.4)	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard	Spring 2023 Dashboard • 39.9 points below standard • CHANGE: Maintained (+0.1)	Spring 2024 Dashboard CHANGE: Increase (+14.4) points PERFORMANCE LEVEL: GREEN

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• PERFORMA NCE LEVEL: Yellow		* 40 points below standard * Performance Level: Low	• PERFORMA NCE LEVEL: Orange	
STATE ACADEMIC INDICATORS - ELA Filipino	Spring 2019 Dashboard • 57.5 points above level 3 • CHANGE: Increased (+20.5) • PERFORMA NCE LEVEL: Blue	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 52.2 points below standard * Performance Level: Very High	Spring 2023 Dashboard • 57 points above standard • CHANGE: Increased (+4.8) • PERFORMA NCE LEVEL: Blue	Spring 2024 Dashboard CHANGE: Increase (maintain) points PERFORMANCE LEVEL: BLUE
STATE ACADEMIC INDICATORS - ELA Hispanic	Spring 2019 Dashboard • 31.2 points below level 3 • CHANGE: Increased (+4.7) • PERFORMA NCE LEVEL: Yellow	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 45.2 points below standard * Performance Level: Low	Spring 2023 Dashboard • 47.5 points below standard • CHANGE: Maintained (-2.3) • PERFORMA NCE LEVEL: Orange	Spring 2024 Dashboard CHANGE: Increase (26.2) points PERFORMANCE LEVEL: GREEN

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STATE ACADEMIC INDICATORS - ELA Pacific Islander	Spring 2019 Dashboard • 56.9 points below level 3 • CHANGE: Declined (-18.9) • PERFORMANCE LEVEL: Orange	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 72.3 points below standard * Performance Level: Very Low	Spring 2023 Dashboard • 68.4 points below standard • CHANGE: Increased (+5.1) • PERFORMANCE LEVEL: Yellow	Spring 2024 Dashboard 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.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 14.7 points below standard * Performance Level: High	Spring 2023 Dashboard • 11 points below standard • CHANGE: Declined (-25.7) • PERFORMANCE LEVEL: Orange	Spring 2024 Dashboard CHANGE: Increase (+27.3) points PERFORMANCE LEVEL: BLUE
STATE ACADEMIC INDICATORS - ELA White	Spring 2019 Dashboard • 5 points above level 3	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar.	Spring 2023 Dashboard • 6 points below standard	Spring 2024 Dashboard CHANGE: Increase (+6.0) points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• CHANGE: Maintained (-1.7) • PERFORMANCE LEVEL: Yellow		Spring 2022 CA Dashboard * 3.6 points below standard * Performance Level: Medium	• CHANGE: Maintained (-2.4) • PERFORMANCE LEVEL: Orange	PERFORMANCE LEVEL: GREEN
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	iReady Mid Year Diagnostic 2023 (Taken in-person) 28% At/Near grade level	Winter Administration of New Universal Screening Measures PELI (TK), Acadience Reading / DIBELS 8 (Grades K-5), STAR Reading (6-12) Tier 1: 42.4%	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	iReady Mid Year Diagnostic 2023 (Taken in-person) 8% At/Near grade level	Winter Administration of New Universal Screening Measures PELI (TK), Acadience Reading / DIBELS 8 (Grades K-5), STAR Reading (6-12) Tier 1: 15.6%	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	iReady Mid Year Diagnostic 2023 (Taken in-person) 24% At/Near grade level	Winter Administration of New Universal Screening Measures PELI (TK), Acadience Reading / DIBELS 8 (Grades K-5), STAR Reading (6-12)	i Ready Mid Year Diagnostic 2024 35% At/Near Grade Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Tier 1: 38.7%	
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	iReady Mid Year Diagnostic 2023 (Taken in-person) 7% At/Near grade level	Winter Administration of New Universal Screening Measures PELI (TK), Acadience Reading / DIBELS 8 (Grades K-5), STAR Reading (6-12) Tier 1: 14.1%	i Ready Mid Year Diagnostic 2024 18% At/Near grade level
STATE ACADEMIC INDICATORS - MATH CA Dashboard: Data is determined using scaled scores. The indicator is based on the average distance from Level 3 on the 2019 CAASPP-SBAC results for Math. All Students	Spring 2019 Dashboard • 59.5 points below level 3 • CHANGE: Maintained (+2.1) • PERFORMANCE LEVEL: Orange	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 83.9 points below standard * Performance Level: Low	Spring 2023 Dashboard • 80 points below standard • CHANGE: Increased (+3.9) • PERFORMANCE LEVEL: Yellow	Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH English Learners	Spring 2019 Dashboard • 78.4 points below level 3	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar.	Spring 2023 Dashboard • 112 points below standard	Spring 2024 Dashboard CHANGE: Increase (+9.0) points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• CHANGE: Maintained (+1.5) • PERFORMANCE LEVEL: Orange		Spring 2022 CA Dashboard * 108.3 points below standard * Performance Level: Very Low	• CHANGE: Declined (-3.7) • PERFORMANCE LEVEL: Red	PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Socio-economically Disadvantaged	Spring 2019 Dashboard • 70.4 points below level 3 • CHANGE: Maintained (+1.7) • PERFORMANCE LEVEL: Orange	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 94 points below standard * Performance Level: Low	Spring 2023 Dashboard • 89.4 points below standard • CHANGE: Increased (+4.6) • PERFORMANCE LEVEL: Yellow	Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Students with Disabilities	Spring 2019 Dashboard • 147.1 points below level 3 • CHANGE: Increased (+4.5) • PERFORMANCE LEVEL: Orange	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 155.6 points below standard * Performance Level: Very Low	Spring 2023 Dashboard • 154.1 points below standard • CHANGE: Maintained (1.5) • PERFORMANCE LEVEL: Red	Spring 2024 Dashboard CHANGE: Increase (+15.0) points PERFORMANCE LEVEL: ORANGE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STATE ACADEMIC INDICATORS - MATH American Indian	Spring 2019 Dashboard • 57.2 points below level 3 • CHANGE: Increased (+9.5) • PERFORMANCE LEVEL: N/A	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 49.4 points below standard * Performance Level: No Performance Level	Spring 2023 Dashboard • 79 points below standard • CHANGE: Declined (-24.7) • PERFORMANCE LEVEL: N/A	Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Asian	Spring 2019 Dashboard • 33.1 points above level 3 • CHANGE: Increased (+10.9) • PERFORMANCE LEVEL: Green	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 9.9 points below standard * Performance Level: High	Spring 2023 Dashboard • 20.4 points above standard • CHANGE: Increased (+10.5) • PERFORMANCE LEVEL: Green	Spring 2024 Dashboard CHANGE: Increase (+1.9) points PERFORMANCE LEVEL: BLUE
STATE ACADEMIC INDICATORS - MATH African American	Spring 2019 Dashboard	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there	Spring 2023 Dashboard	Spring 2024 Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 63.6 points below level 3 • CHANGE: Increased (+7.8) • PERFORMANCE LEVEL: Yellow		is only one color signal bar. Spring 2022 CA Dashboard * 85.4 points below standard * Performance Level: Low	• 85.1 points below standard • CHANGE: Maintained (+0.2) • PERFORMANCE LEVEL: Orange	CHANGE: Increase (+24.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Filipino	Spring 2019 Dashboard • 23.5 points above level 3 • CHANGE: Increased (+19.2) • PERFORMANCE LEVEL: Blue	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 16.7 points below standard * Performance Level: High	Spring 2023 Dashboard • 27.5 points above standard • CHANGE: Increased (+10.7) • PERFORMANCE LEVEL: Green	Spring 2024 Dashboard CHANGE: Increase (+11.5) points PERFORMANCE LEVEL: BLUE
STATE ACADEMIC INDICATORS - MATH Hispanic	Spring 2019 Dashboard • 69.7 points below level 3 • CHANGE: Maintained (+1.4) • PERFORMANCE LEVEL: Orange	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 93.6 points below standard	Spring 2023 Dashboard • 89.6 points below standard • CHANGE: Increased (+4)	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
			* Performance Level: Low	• 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.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 101.6 points below standard * Performance Level: Very Low	Spring 2023 Dashboard • 101 points below standard • CHANGE: Increased (+5.2) • PERFORMANCE LEVEL: Orange	Spring 2024 Dashboard CHANGE: Increase (+9.0) points PERFORMANCE LEVEL: YELLOW
STATE ACADEMIC INDICATORS - MATH Two or More Races	Spring 2019 Dashboard • 17.1 points below level 3 • CHANGE: Increased (+9.6) • PERFORMANCE LEVEL: Green	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * 29.7 points below standard * Performance Level: Low	Spring 2023 Dashboard • 35.8 points below standard • CHANGE: Declined (-6.1) • PERFORMANCE LEVEL: Orange	Spring 2024 Dashboard CHANGE: Increase (+18.0) points PERFORMANCE LEVEL: GREEN
STATE ACADEMIC INDICATORS - MATH	Spring 2019 Dashboard	The 2020 and 2021 Dashboards were	Due to the Fall 2022 CA Dashboard refresh, there is no	Spring 2023 Dashboard	Spring 2024 Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
White	• 27.9 points below level 3 • CHANGE: Maintained (-2.8) • PERFORMANCE LEVEL: Orange	suspended due to the pandemic.	change data and there is only one color signal bar. Spring 2022 CA Dashboard * 51.5 points below standard * Performance Level: Low	• 48.3 points below standard • CHANGE: Increased (+3.2) • PERFORMANCE LEVEL: Yellow	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	iReady Mid Year Diagnostic 2023 (Taken in-person) • 17% At/Near grade level	Winter Administration of New Elementary Universal Screening Measures District Created Assessment (K), Reveal Course Diagnostic (1-5) Tier 1: 35.5% Winter Administration of New Secondary Universal Screening Measures Mathematics Diagnostic Testing Project (6-12) by topic: Data Analysis & Probability & Statistics (DAPS) Tier 1: 27.0%	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
				Data Analysis & Statistics (DAST) Tier 1: 23.4% Decimals & Percents (DECM) Tier 1: 25.5% Expressions & Equations (EXEQ)Tier 1: 38.7% Exp & Radicals & Logs (EXLR) Tier 1: 7.6% Exp & Roots (EXPR) Tier 1: 18.7% Exp & Roots (EXPS) Tier 1: 27.0% Functions & their Graphs (FNCT) Tier 1: 17.0% Fractions (FRAC) Tier 1: 21.1% Geometry & Measurement & Coordinate Geometry (GEOM) Tier 1: 21.1% Integers (INTG) Tier 1: 34.4% Linear Equations & Inequalities & Graphs; Absolute Value (LINR) Tier 1: 17.7% Log & Exp Functions (LOGX) Tier 1: 17.9% Polynomials & Quadratic Equations & Graphs (POLQ) Tier 1: 9.7%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Proportional Reasoning (PROP) Tier 1: 22.2% Patterns & Sequences (PSEQ) Tier 1: 63.1% Rational Expressions & Graphs (RATL) Tier 1: 17.3% Trigonometry & Graphs (TRIG) Tier 1: 5.1%	
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	iReady Mid Year Diagnostic 2023 (Taken in-person) • 5% At/Near grade level	Winter Administration of New Elementary Universal Screening Measures District Created Assessment (K), Reveal Course Diagnostic (1-5) Tier 1: 22.7% Winter Administration of New Secondary Universal Screening Measures Mathematics Diagnostic Testing Project (6-12) by topic: Data Analysis & Probability & Statistics (DAPS) Tier 1: 12.9%	i Ready Mid Year Diagnostic 2024 23%At/Near grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Data Analysis & Statistics (DAST) Tier 1: 6.6% Decimals & Percents (DECM) Tier 1: 8.8% Expressions & Equations (EXEQ)Tier 1: 17.1% Exp & Radicals & Logs (EXLR) Tier 1: 8.1% Exp & Roots (EXPR) Tier 1: 0% Exp & Roots (EXPS) Tier 1: 11.4% Functions & their Graphs (FNCT) Tier 1: 6.6% Fractions (FRAC) Tier 1: 4.1% Geometry & Measurement & Coordinate Geometry (GEOM) Tier 1: 8.8% Integers (INTG) Tier 1: 12.5% Linear Equations & Inequalities & Graphs; Absolute Value (LINR) Tier 1: 8.6% Log & Exp Functions (LOGX) Tier 1: 0% Polynomials & Quadratic Equations & Graphs (POLQ) Tier 1: 3.6%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Proportional Reasoning (PROP) Tier 1: 6.2% Patterns & Sequences (PSEQ) Tier 1: 37.2% Rational Expressions & Graphs (RATL) Tier 1: 8.2% Trigonometry & Graphs (TRIG) Tier 1: 0%	
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	iReady Mid Year Diagnostic 2023 (Taken in-person) • 14% At/Near grade level	Winter Administration of New Elementary Universal Screening Measures District Created Assessment (K), Reveal Course Diagnostic (1-5) Tier 1: 32.5% Winter Administration of New Secondary Universal Screening Measures Mathematics Diagnostic Testing Project (6-12) by topic: Data Analysis & Probability & Statistics (DAPS) Tier 1: 25.0%	i Ready Mid Year Diagnostic 2024 29% At/Near Grade Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Data Analysis & Statistics (DAST) Tier 1: 20.0% Decimals & Percents (DECM) Tier 1: 22.7% Expressions & Equations (EXEQ)Tier 1: 36.0% Exp & Radicals & Logs (EXLR) Tier 1: 7.0% Exp & Roots (EXPR) Tier 1: 16.6% Exp & Roots (EXPS) Tier 1: 24.9% Functions & their Graphs (FNCT) Tier 1: 15.2% Fractions (FRAC) Tier 1: 18.0% Geometry & Measurement & Coordinate Geometry (GEOM) Tier 1: 18.9% Integers (INTG) Tier 1: 31.4% Linear Equations & Inequalities & Graphs; Absolute Value (LINR) Tier 1: 15.5% Log & Exp Functions (LOGX) Tier 1: 16.4% Polynomials & Quadratic Equations & Graphs (POLQ) Tier 1: 8.8%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Proportional Reasoning (PROP) Tier 1: 20.2% Patterns & Sequences (PSEQ) Tier 1: 60.9% Rational Expressions & Graphs (RATL) Tier 1: 16.4% Trigonometry & Graphs (TRIG) Tier 1: 5.5%	
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	iReady Mid Year Diagnostic 2023 (Taken in-person) • 5% At/Near grade level	Winter Administration of New Elementary Universal Screening Measures District Created Assessment (K), Reveal Course Diagnostic (1-5) Tier 1: 20.4% Winter Administration of New Secondary Universal Screening Measures Mathematics Diagnostic Testing Project (6-12) by topic: Data Analysis & Probability & Statistics (DAPS) Tier 1: 11.5%	i Ready Mid Year Diagnostic 2024 19% At/Near grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Data Analysis & Statistics (DAST) Tier 1: 13.7% Decimals & Percents (DECM) Tier 1: 11.9% Expressions & Equations (EXEQ)Tier 1: 20.8% Exp & Radicals & Logs (EXLR) Tier 1: 0% Exp & Roots (EXPR) Tier 1: 33.3% Exp & Roots (EXPS) Tier 1: 7.8% Functions & their Graphs (FNCT) Tier 1: 5.3% Fractions (FRAC) Tier 1: 7.6% Geometry & Measurement & Coordinate Geometry (GEOM) Tier 1: 9.5% Integers (INTG) Tier 1: 15.1% Linear Equations & Inequalities & Graphs; Absolute Value (LINR) Tier 1: 6.6% Log & Exp Functions (LOGX) Tier 1: 0% Polynomials & Quadratic Equations & Graphs (POLQ) Tier 1: 4.5%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Proportional Reasoning (PROP) Tier 1: 11.0% Patterns & Sequences (PSEQ) Tier 1: 31.4% Rational Expressions & Graphs (RATL) Tier 1: 5.4% Trigonometry & Graphs (TRIG) Tier 1: 0%	
STATE ENGLISH LEARNER PROGRESS INDICATOR (ELPI)	Spring 2019 Dashboard • Dashboard Rate: 48.6% making progress toward English language proficiency • CHANGE: N/A • PROGRESS LEVEL: Medium	The 2020 and 2021 Dashboards were suspended due to the pandemic.	Due to the Fall 2022 CA Dashboard refresh, there is no change data. Spring 2022 CA Dashboard * Dashboard Rate: 44.1 % making progress toward English language proficiency	Spring 2019 Dashboard • Dashboard Rate: 44.1% making progress toward English language proficiency • CHANGE: Maintained (0%) • PERFORMANCE LEVEL: ORANGE (LOW)	Spring 2024 Dashboard Dashboard Rate: 55.5% making progress toward English language proficiency CHANGE: +6.9% PROGRESS LEVEL: HIGH
ELS MAKING 1 YEAR OF GROWTH RATE Dashboard	Dashboard Data • 2017-2018 N/A	2020-21 ELPAC • 16.6% Well Developed	Spring 2022 CA Dashboard	Spring 2023 Dashboard	2023-2024 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 2018-2019 (48.6%) • 2019-2020 N/A	• 35.35% Moderately Dev. • 31.05% Somewhat Dev. • 16.98% Minimally Dev.	The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. * ELs who decreased at least ONE ELPI Level * ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H * ELs who maintained ELPI level 4 * ELs who progressed at least one ELPI level	The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. * ELs who decreased at least ONE ELPI Level = 20.4% * ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H = 35.3% * ELs who maintained ELPI level 4 = 0.6% * ELs who progressed at least one ELPI level = 43.6%	
ANNUAL EL RECLASSIFICATION RATE DataQuest	New = DataQuest • 2017-2018 (15.1%) • 2018-2019 (15.7%) • 2019-2020 (20.9%) Original = 2017-2018 6.5% 2018-2019 7.4% 2019-2020 21.0%	DataQuest • 2020-21 (19.2%)	Pending public data release.	DataQuest 2022-23 (19.8%)	2023-2024 By Spring 2024, the annual district reclassification rate will be 12%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-2021 2.6%				
ADVANCED PLACEMENT STUDENTS SCORING 3+ RATE College Board AP reports	College Board AP Reports • 2017-2018 (41.0%) • 2018-2019 (41.0%) • 2019-2020 (50.0%)	College Board AP Reports • 2020-21 (34.2%)	College Board AP Reports • 2021-22 (40.98%)	College Board AP Reports • 2022-23 (42.30%)	2023-2024 AP 3+ Rate: Maintain at 50% or Improve
UC/CSU A-G COURSE COMPLETION RATE CDE Public Data/CALPADS	DataQuest • 2017-2018 (41.1%) 73/1394 • 2018-2019 (37.0%) 518/1399 • 2019-2020 (43.2%) 549/1270	DataQuest • 2020-21 (42.4%)	DataQuest • 2021-22 (39.5%)	DataQuest • 2022-23 (39.1%)	2023-2024 A-G Course Completion Rate: 45%
UC/CSU A-G COURSE COMPLETION RATE CDE Public Data/CALPADS Socio-economically disadvantaged	2019-20 CALPADS • Total Graduates: 1074 • Total Graduate with A-G requirement Met: 420	2020-21 CALPADS • 38.3%	DataQuest • 2021-22 (36.7%)	DataQuest • 2022-23 (36.3%)	2023-2024 A-G Course Completion Rate: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Rate: 420/1074 = 39.11%				
UC/CSU A-G COURSE COMPLETION RATE CDE Public Data/CALPADS Foster Youth	2019-20 CALPADS • Total Graduates: 11 • Total Graduate with A-G requirement Met: 2 • Rate: 2/9 = 18.18%	2020-21 CALPADS • 16.7%	DataQuest • 2021-22 (27.3%)	DataQuest • 2022-23 (23.1%)	2023-2024 A-G Course Completion Rate: 20%
UC/CSU A-G COURSE COMPLETION RATE CDE Public Data/CALPADS English Learners	2019-20 CALPADS • Total Graduates: 338 • Total Graduate with A-G requirement Met: 75	2020-21 CALPADS • 21.5%	DataQuest • 2021-22 (20.1%)	DataQuest • 2022-23 (19.8%)	2023-2024 A-G Course Completion Rate: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Rate: 75/338 = 22.19%				
UC/CSU A-G COURSE COMPLETION RATE CDE Public Data/CALPADS Students with Disabilities	2019-20 CALPADS • Total Graduates: 129 • Total Graduate with A-G requirement Met: 24 • Rate: 24/129 = 18.60%	2020-21 CALPADS • 17.5%	DataQuest • 2021-22 (12.2%)	DataQuest • 2022-23 (11.7%)	2023-2024 A-G Course Completion Rate: 20%
CTE COMPLETION RATE CDE Public Data/CALPADS Socio-economically disadvantaged	2019-20 CALPADS • Total Graduates: 1074 • Total Graduate as CTE Completer: 87	2020-21 CALPADS • 13.17%	2021-22 CALPADS Total Graduates: 1225 Total Graduate as CTE Completer: 176 Rate: 176/1225 = 14.37%	2022-23 CALPADS Total Graduates: 1265 Total Graduate as CTE Completer: 194 Rate: 194/1265 = 15.34%	2023-2024 CTE Completion Rate: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Rate: 87/1074 = 8.10%				
CTE COMPLETION RATE CDE Public Data/CALPADS Foster Youth	2019-20 CALPADS • Total Graduates: 11 • Total Graduate as CTE Completer: 0 • Rate: 0/11 = 0%	2020-21 CALPADS • 0%	2021-22 CALPADS Total Graduates: 11 Total Graduate as CTE Completer: 1 Rate: 1/11 = 9.09%	2022-23 CALPADS Total Graduates: 10 Total Graduate as CTE Completer: 1 Rate: 1/10 = 10.00%	2023-2024 CTE Completion Rate: 5%
CTE COMPLETION RATE CDE Public Data/CALPADS English Learners	2019-20 CALPADS • Total Graduates: 338 • Total Graduate as CTE Completer: 25 • Rate: 25/338 = 7.49%	2020-21 CALPADS • 13.77%	2021-22 CALPADS Total Graduates: 379 Total Graduate as CTE Completer: 55 Rate: 55/379 = 14.51%	2022-23 CALPADS Total Graduates: 378 Total Graduate as CTE Completer: 54 Rate: 54/378 = 14.29%	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 Students with Disabilities	2019-20 CALPADS - Total Graduates: 129 - Total Graduate as CTE Completer: 10 - Rate: 10/129 = 7.75%	2020-21 CALPADS - 7.75%	2021-22 CALPADS Total Graduates: 148 Total Graduate as CTE Completer: 21 Rate: 21/148 = 14.19	2022-23 CALPADS Total Graduates: 176 Total Graduate as CTE Completer: 29 Rate: 29/176 = 16.48%	2023-2024 CTE Completion Rate: 10%
UC/CSU A-G COURSE COMPLETION AND CTE COMPLETION CDE Public Data/CALPADS All Students	2019-20 CALPADS - Total Graduates: 1270 - Total Graduate A-G and CTE: 53 - Rate: 53/1270 = 4.17%	2020-21 CALPADS - 6.04%	2021-22 CALPADS Total Graduates: 1372 Total Graduate A-G and CTE: 86 Rate: 86/1372 = 6.27%	2022-23 CALPADS Total Graduates: 1409 Total Graduate A-G and CTE: 122 Rate: 122/1409 = 8.66%	2023-2024 A-G and CTE Completion Rate: Maintain or Increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
UC/CSU A-G COURSE COMPLETION AND CTE COMPLETION CDE Public Data/CALPADS Socio-economically disadvantaged	2019-20 CALPADS - Total Graduates: 1074 - Total Graduate A-G and CTE: 32 - Rate: 32/1074 = 2.98%	2020-21 CALPADS - 4.88%	2021-22 CALPADS Total Graduates: 1225 Total Graduate A-G and CTE: 72 Rate: 72/1225 = 5.88%	2022-23 CALPADS Total Graduates: 1265 Total Graduate A-G and CTE: 107 Rate: 107/1265 = 8.46%	2023-2024 A-G and CTE Completion Rate: 3%
UC/CSU A-G COURSE COMPLETION AND CTE COMPLETION CDE Public Data/CALPADS Foster Youth	2019-20 CALPADS - Total Graduates: 11 - Total Graduate A-G and CTE: 0 - Rate: 0/11 = 0%	2020-21 CALPADS - 0%	2021-22 CALPADS Total Graduates: 11 Total Graduate A-G and CTE: 0 Rate: 0/0 = 0%	2022-23 CALPADS Total Graduates: 10 Total Graduate A-G and CTE: 1 Rate: 1/10 = 10.00%	2023-2024 A-G and CTE Completion Rate: Maintain or Increase
UC/CSU A-G COURSE	2019-20 CALPADS	2020-21 CALPADS	2021-22 CALPADS	2022-23 CALPADS	2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
COMPLETION AND CTE COMPLETION CDE Public Data/CALPADS English Learners	• Total Graduates: 338 • Total Graduate A-G and CTE: 9 • Rate: 9/338 = 2.66%	• 2.30%	Total Graduates: 379 Total Graduate A-G and CTE: 12 Rate: 12/379 = 3.17%	Total Graduates: 378 Total Graduate A-G and CTE: 17 Rate: 17/378 = 4.50%	A-G and CTE Completion Rate: 3%
UC/CSU A-G COURSE COMPLETION AND CTE COMPLETION CDE Public Data/CALPADS Students with Disabilities	2019-20 CALPADS • Total Graduates: 129 • Total Graduate A-G and CTE: 3 • Rate: 3/129 = 2.33%	2020-21 CALPADS • 1.41%	2021-22 CALPADS Total Graduates: 148 Total Graduate A-G and CTE: 2 Rate: 2/148 = 1.35%	2022-23 CALPADS Total Graduates: 176 Total Graduate A-G and CTE: 4 Rate: 4/176 = 2.27%	2023-2024 A-G and CTE Completion Rate: 3%
EAP COLLEGE READY RATE ELA CDE Dataquest CAASPP Reports % GR 11 Level 4	2019 SBAC - Grade 11 • 2017-2018 15.32% • 2018-2019 19.67%	Students did not participate in SBAC testing during the 2020-21 school year. As such, there is no EAP data.	2022 SBAC - Grade 11 • 2021-2022 17.03%	2023 SBAC - Grade 11 • 2022-2023 15.25%	2023-2024 EAP ELA Rate: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 2019-2020 N/A				
EAP COLLEGE READY RATE MATH CDE Dataquest CAASPP Reports % GR 11 Level 4	2019 SBAC - Grade 11 • 2017-2018 3.48% • 2018-2019 6.87% • 2019-2020 N/A	Students did not participate in SBAC testing during the 2020-21 school year. As such, there is no EAP data.	2022 SBAC - Grade 11 • 2021-2022 3.17%	2023 SBAC - Grade 11 • 2022-2023 2.85%	2023-2024 EAP ELA Rate: 10%

Goal Analysis

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.

The actions are showing a trend toward increases in positive student outcomes but progress continues to be a need. Some of the changes that are listed below:

ACTION 2.2 B: Assessment Testers – This action was not implemented. Other measures were taken to assist with the implementation of state and local assessments. The funding allocated to the assessment testers was reallocated to hire substitutes to release teachers for one-on-one assessments.

ACTION 2.5 B: Advanced Placement (AP) Testing – This action was implemented with reduced fiscal impact due to change in College Board fee structure.

ACTION 2.9 D: iReady – This action was replaced with Universal Screener measures: PELI, Acadience Reading, DIBELS 8, Lectura, Reveal Math, and MTDP.

ACTION 2.10 C: DLI Spanish Literacy Teacher, 2.0 FTE – This action was not implemented as positions were unable to be filled. This was a non-contributing action item (Title 1 Funded)

ACTION 2.16 A: Professional Development for High Achievers – This action was not implemented as written. Rather, as part of our collective work in establishing a Multi-Tiered System of Supports (MTSS), focus was placed on strengthening Tier I teaching and learning for all students.

Examples of our most successful aspects of our implementation have been:

Action 2.2 AUSD has begun a 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-promise students, including unduplicated student counts and students with disabilities. Overall baseline data demonstrates the following performance in Tier 1: All 42.4%; English Learners 15.6%, Economically Disadvantaged 38.7%, and Students with Disabilities 14.1%.

Action 2.4 Community input included increased CTE course offerings to provide our unduplicated students with skills needed for postsecondary 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. Furthermore, there was a 3.2% increase in the graduation rate of the Class of 2022 compared to the graduating Class of 2021.

The most challenging aspects of our implementation of these actions have been improving academic outcomes, specifically our unduplicated students. We are targeting these challenges by increasing our professional development in two areas: Tier 1 Instruction and MTSS.

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.

This goal was achieved with only minor differences between Budgeted Expenditures in the adopted 23./24 LCAP and Estimated Actual Expenditures. There were no substantive changes to Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. To clarify, a substantive difference was identified as a decrease or an increase of 10% in any category. The following substantive differences are identified and explained below:

Action 2.3   Increase of $192,279.00 due to a salary increase of 7.22% and a 1% increase to benefits associated with the salaries within this action item.
Action 2.4   Increase of $175,812.00 moved RCOE contract agreement from 2.9 into 2.4
Action 2.6   Increase of $173,464.00 due to a salary increase of 7.22% and a 1% increase to benefits associated with the salaries within this action item.
Action 2.9   Decrease of $177,645.00 moved RCOE contract agreement out of 2.9 and into 2.4
Action 2.10 Increase of $49,007.00 due to a salary increase of 7.22% and a 1% increase to benefits associated with the salaries within this action item.
Action 2.12 Increase of $125,518.00 due to a salary increase of 7.22% and a 1% increase to benefits associated with the salaries within this action item.
Action 2.13 Decrease of $266,788.00 moved English Language Facilitator stipends to 2.19
Action 2.19 Increase of $114,430.00 moved English Language Facilitator stipends from 2.13
Action 2.26 Decrease of $300,497.00 due to hiring one of the specialists later in the school year.

Actions in Goal Two were focused on providing comprehensive support to unduplicated students, emphasizing conducive learning environments and college and career preparation. Priority was given to actions facilitating access to college preparatory courses like Advanced Placement and International Baccalaureate and AVID (2.1,2.3, 2.5, and 2.17). Other innovative programs include CSTEM and Career and Technical Education (2.4, 2.8). Efforts in these areas have proven to be effective as evident through an increase of CTE Completion rates for unduplicated students: +7.24% Socioeconomically Disadvantaged Students; +10% Foster Youth; +6.8% English Learners, and +8.73% Students with Disabilities, respectively. Each comprehensive high school hosted FAFSA events, resulting in 256 more submissions for the 2023-2024 cycle (2.5, 2.15). Additionally, the district increased dual enrollment numbers (+169 enrollments in CCAP courses) to enhance college admissions, enrollment, and retention rates (2.11).

Seven secondary instructional coaches, a testament to our commitment to this goal, were maintained across all middle and comprehensive high schools. These coaches collaborated with teachers to develop and implement instructional strategies to engage students in learning academic standards. Coaches worked alongside teachers to support professional development on Early Release Tuesdays (2.12), using assessment data (2.2) to provide differentiated instruction. However, state and local academic outcome data for 2023-2024 indicate a need for additional support tailored to specific student groups, including English Learners (ELs) and students with disabilities (2.13). This data-driven approach ensures that our support system is constantly evolving to meet the needs of our students.

Fourteen elementary literacy teachers and five elementary instructional specialists (2.26) provided supplemental literacy interventions targeting students in grades TK-5 at all elementary schools, particularly those identified as low-income, homeless, or foster youth. PE teachers at the elementary level, provide physical education for all students while teachers utilize prep time to plan for unduplicated student groups (2.21). While 2023-2024 academic outcome data indicate that current practices supported the overall and socio-economically disadvantaged student population (maintained), more targeted support is necessary for specific student groups, such as ELs and students with disabilities, who showed decline in outcomes.

Comprehensive support continued to be extended to English learners (ELs), with input from parents and staff indicating appreciation for appropriate assessment and identification measures, and interpreting and translating services. However, 2023-2024 state and local academic indicators in ELA and Math underscored the need to enhance effective instructional practices and strategies, including integrated English Language Development (ELD). The reclassification rate highlighted a need to strengthen instructional practices supporting language development and access to rigorous course content for English learners.

Thorough data analysis of 2023-2024 student outcome data informed the development of the 2024-2024 LCAP. Analysis indicated a need to condense actions into more meaningful and manageable items for a more cohesive and comprehensive approach to the needs of unduplicated students. Furthermore, it underscored the importance of the current work with first-best instruction within a multi-tiered system of supports framework.

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.

Following consultations with our educational collaborators, various adjustments have been implemented to actions and services within this objective. Moreover, certain services have been consolidated, removed, or reallocated to other goals for more focused support. The Indirect Cost component has been removed from every action item and integrated into the overall action calculation. Further modifications to Goal 2 encompass:
1. ACTION 2.3 - AVID: As we assess the efficacy of AVID and students' college enrollment rates, participation in AVID will persist at the secondary level while decreasing at elementary sites.
2. ACTION 2.10 - DLI: Increase in funding to La Sierra High School for the DLI program as we continue to expand the DLI program to 9th grade.
3. ACTION 2.12 - EARLY RELEASE DAYS: Increased funding due to the additional cost of the negotiated salary increases.
4. ACTION 2.22 - STUDENT SAFETY: Elimination of subaction D: Director of the Office of School Safety.
5. METRIC CHANGE: Changes to local assessments: iReady Mid Year Math Diagnostic changed to Universal Screening Measures for Math: District Created Assessment (K), Reveal Course Diagnostic (1-5), Mathematics Diagnostic Testing Project (6-12) by topic.
6. METRIC CHANGE: iReady Mid Year ELA Diagnostic changed to Universal Screening Measures for ELA: PELI (TK), Acadience Reading (Grades K-5), Star Reading (6-12). Addition of Universal Screening measures for ELA/SLA for students enrolled in Dual Language Immersion classes: ELA - DIBELS 8 / SLA - Lectura (K-5), Star Spanish (6-9) and Math - Reveal Spanish (1-2).
7. METRIC CHANGE: To enhance student college and career readiness, Alvord will develop initiatives and objectives focused on student services, tracking outcomes through CA Dashboard indicators data and supplementing with data from the National Student Clearinghouse on college enrollment rates among different student groups.

After a thorough review of the 2023-2024 LCAP, input and recommendations from committee members and educational partners were gathered for the upcoming 3-year plan. The goals were reorganized to articulate 3 more coherent and streamlined goals in the upcoming 3-year LCAP. The overarching rationale for the order and focus of each goal is that Alvord Unified School District prioritizes efforts on actions that will bring and keep students engaged and connected to school (Goal 1: Engagement / Connection); ensure students have access to a broad course of study taught by highly qualified staff (Goal 2: Academics); and prepare students to be successful in any college or career pursuits of their choosing after high school (Goal 3: College and Career). In this reorganization, Goal 2 in this document will largely be captured in the actions of Goal 2: Academics and Goal 3: College and Career Readiness in the upcoming LCAP.   The changes to our actions in the 24/25 LCAP have been outlined below:

Action 2.1   Moved to 3.3
Action 2.2   Remained in 2.2
Action 2.3   Moved to 3.3
Action 2.4   Moved to 3.1
Action 2.5   Moved to 3.4
Action 2.6   Moved to 3.2
Action 2.7   Moved out of LCAP-Title 1 Non-Contributing
Action 2.8   Moved to 3.1

Action 2.9   Dismantled and moved to a variety of other action items
Action 2.10 Moved to 2.8
Action 2.11 Moved to 3.3
Action 2.12 Moved to 2.9
Action 2.13 Moved to 2.10
Action 2.14 Moved out of LCAP-Title 1 Non-Contributing
Action 2.15 Moved to 3.10
Action 2.16 Moved out of LCAP. Data did not support this action item.
Action 2.17 Moved to 3.3
Action 2.18 Moved to 2.11
Action 2.19 Moved to 2.12
Action 2.20 Moved to 2.8
Action 2.21 Moved to 1.6
Action 2.22 Moved to 1.8
Action 2.23 Moved to 2.8
Action 2.24 Moved to Action 3.3
Action 2.25 Moved to 2.1
Action 2.26 Moved to 2.2

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SUSPENSION RATE STATE INDICATOR CA Dashboard All Students	Spring 2019 Dashboard • RATE: 2.6% • CHANGE: -0.2% (Maint.) • PERFORMANCE LEVEL: Yellow	2020-21 DataQuest • Rate = 0.1% (Students attended most of the school year remotely)	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * RATE: 3.3% * Performance Level: Medium	Spring 2023 Dashboard • RATE: 3.7% • CHANGE: Increased (+0.4%) • PERFORMANCE LEVEL: Orange	Reduce suspension rate to 2%
SUSPENSION RATE STATE INDICATOR CA Dashboard Socio-Economically Disadvantaged	Spring 2019 Dashboard • RATE: 2.8% • CHANGE: -0.2% (Maint.) • PERFORMANCE LEVEL: Yellow	2020-21 DataQuest • Rate = 0.1% (Students attended most of the school year remotely)	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * RATE: 3.5%	Spring 2023 Dashboard • RATE: 4% • CHANGE: Increased (+0.5%) • PERFORMANCE LEVEL: Orange	Reduce to 2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			* Performance Level: Medium		
SUSPENSION RATE STATE INDICATOR CA Dashboard Students with Disabilities	Spring 2019 Dashboard • RATE: 4.9% • CHANGE: -0.2% (Maint.) • PERFORMANCE LEVEL: Orange	2020-21 DataQuest • Rate = 0.2% (Students attended most of the school year remotely)	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * RATE: 5.1% * Performance Level: High	Spring 2023 Dashboard • RATE: 5.9% • CHANGE: Increased (+0.8%) • PERFORMANCE LEVEL: Orange	Reduce to 4.5%
SUSPENSION RATE STATE INDICATOR CA Dashboard American Indian or Alaska Native	Spring 2019 Dashboard • RATE: 1.9% • CHANGE: -0.3% (Declined) • PERFORMANCE LEVEL: Green	2020-21 DataQuest • Rate = 0.0% (Students attended most of the school year remotely)	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * RATE: 0% * Performance Level: Very Low	Spring 2023 Dashboard • RATE: 2.9% • CHANGE: Increased (+2.9%) • PERFORMANCE LEVEL: Orange	Maintain or reduce
SUSPENSION RATE STATE INDICATOR CA Dashboard African American	Spring 2019 Dashboard • RATE: 4.1% • CHANGE: -1.6% (Maint.)	2020-21 DataQuest • Rate = 0.1% (Students attended most of the school	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar.	Spring 2023 Dashboard • RATE: 6.1%	Reduce to 3.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• PERFORMANCE LEVEL: (Declined)	year remotely)	Spring 2022 CA Dashboard * RATE: 7.3% * Performance Level: High	• CHANGE: Declined (-1.2%) • PERFORMANCE LEVEL: Yellow	
SUSPENSION RATE STATE INDICATOR CA Dashboard Two or More Races	Spring 2018 Dashboard • RATE: 2.0% • CHANGE: -1.4% (Declined) • PERFORMANCE LEVEL: Green	2020-21 DataQuest • Rate = 0.0% (Students attended most of the school year remotely)	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * RATE: 3.1% * Performance Level: Medium	Spring 2023 Dashboard • RATE: 5.5% • CHANGE: Increased (+2.4%) • PERFORMANCE LEVEL: Red	Maintain or reduce to 1.6%
SUSPENSION RATE STATE INDICATOR CA Dashboard White	Spring 2019 Dashboard • RATE: 2.1% • CHANGE: -1.1% (Declined) • PERFORMANCE LEVEL: Green	2020-21 DataQuest • Rate = 0.1% (Students attended most of the school year remotely)	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * RATE: 3.9% * Performance Level: Medium	Spring 2023 Dashboard • RATE: 3.2% • CHANGE: Declined (-0.7%) • PERFORMANCE LEVEL: Green	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SUSPENSION RATE STATE INDICATOR CA Dashboard Foster Youth	Spring 2019 Dashboard • RATE: 6.7% • CHANGE: +1.1% (Increase) • PERFORMANCE LEVEL: Orange	2020-21 DataQuest • Rate = 0.0% (Students attended most of the school year remotely)	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * RATE: 7.7% * Performance Level: High	Spring 2023 Dashboard • RATE: 8.2% • CHANGE: Increased (+0.4%) • PERFORMANCE LEVEL: Red	Reduce to 6%
EXPULSION RATE CALPADS report 2018-2019 All Students	2018-19 DataQuest • 0.53%	2020-21 DataQuest • 0%	2021-22 DataQuest • 0.1%	2022-23 DataQuest • 0%	Maintain or decrease
EXPULSION RATE African American	2018-19 DataQuest • 1.06%	2020-21 DataQuest • 0%	2021-22 DataQuest • 0.4%	2022-23 DataQuest • 0.3%	Decrease by .5%
EXPULSION RATE Socio-economically Disadvantaged	2018-19 DataQuest • 0.59%	2020-21 DataQuest • 0%	2021-22 DataQuest • 0.1%	2022-23 DataQuest • 0.1%	Maintain or decrease
EXPULSION RATE Foster Youth	2018-19 DataQuest • 2.99%	2020-21 DataQuest • 0%	2021-22 DataQuest • 0%	2022-23 DataQuest • 0%	Decrease by .5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EXPULSION RATE English Learners	2018-19 DataQuest • 0.57%	2020-21 DataQuest • 0%	2021-22 DataQuest • 0.1%	2022-23 DataQuest • 0%	Maintain or decrease
EXPULSION RATE Students with Disabilities	2018-19 DataQuest • 0.32%	2020-21 DataQuest • 0%	2021-22 DataQuest • 0.1%	2022-23 DataQuest • 0.1%	Maintain or decrease
ATTENDANCE RATES CALPADS report. 14.2 All Students	2018-19 CALPADS • Total Days Expected: 2,386,759 • Total Days Attended: 2,276,672 • Attendance Rate: 95.39%	2020-21 CALPADS • 95.48%	2021-22 CALPADS • 89.08%	2022-23 CALPADS • 91.04%	Maintain or Increase
ATTENDANCE RATES African American	2018-19 CALPADS • Total Days Expected: 89083 • Total Days Attended: 84802	2020-21 CALPADS • 95.05%	2021-22 CALPADS • 87.23%	2022-23 CALPADS • 89.56%	Maintain or Increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Attendance Rate: 95.20%				
ATTENDANCE RATES Socio-Economically Disadvantaged	2018-19 CALPADS • Total Days Expected: 1925229 • Total Days Attended: 1832738 • Attendance Rate: 95.20%	2020-21 CALPADS • 94.89%	2021-22 CALPADS • 88.77%	2022-23 CALPADS • 90.79%	Maintain or Increase
ATTENDANCE RATES Foster Youth	2018-19 CALPADS • Total Days Expected: 4608 • Total Days Attended: 8204 • Attendance Rate: 91.24%	2020-21 CALPADS • 94.42%	2021-22 CALPADS • 89.84%	2022-23 CALPADS • 90.72%	Increase by .5%
ATTENDANCE RATES English Learners	2018-19 CALPADS Total Days Expected: 669924	2020-21 CALPADS • 94.43%	2021-22 CALPADS • 89.78%	2022-23 CALPADS • 91.41%	Maintain or Increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Total Days Attended: 638779 Attendance Rate: 95.35%				
ATTENDANCE RATES Students with Disabilities	2018-19 CALPADS • Total Days Expected: 300423 • Total Days Attended: 283181 • Attendance Rate: 94.26%	2020-21 CALPADS • 94.67%	2021-22 CALPADS • 87.74%	2022-23 CALPADS • 89.30%	Increase by .5%
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard All Students	Spring 2019 Dashboard • RATE: 10.2% • CHANGE: -0.4% (Maint.) • PERFORMANCE LEVEL: Orange	Dasboard • N/A 2020-21 DataQuest • Rate = 12.4%	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * Rate: 31.5% * Performance Level: Very High	Spring 2023 Dashboard • RATE: 26.4% • CHANGE: Declined (-5.1%) • PERFORMANCE LEVEL: Yellow	Reduce to 9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard Socio-Economically Disadvantaged	Spring 2019 Dashboard • RATE: 11.2% • CHANGE: -0.6% (Declined) • PERFORMANCE LEVEL: Yellow	Dasboard • N/A 2020-21 DataQuest • Rate = 14.5%	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * Rate: 33.6% * Performance Level: Very High	Spring 2023 Dashboard • RATE: 27.9% • CHANGE: Declined (-5.7%) • PERFORMANCE LEVEL: Yellow	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	Dasboard • N/A 2020-21 DataQuest • Rate = 16.0%	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * Rate: 39.4% * Performance Level: Very High	Spring 2023 Dashboard • RATE: 35.5% • CHANGE: Declined (-3.9%) • PERFORMANCE LEVEL: Yellow	Reduce to 13%
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard American Indian or Alaska Native	Spring 2019 Dashboard • RATE: 18.9% • CHANGE: +9.5% (Increase)	Dasboard • N/A 2020-21 DataQuest • Rate = N/A	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard	Spring 2023 Dashboard • RATE: 35% • CHANGE: Declined (-15.0%)	Reduce to 17.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• PERFORMA NCE LEVEL: Orange		* Rate: 50% * Performance Level: N0 Performance Level	• PERFORMA NCE LEVEL: N/A	
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard African American	Spring 2019 Dashboard • RATE: 14.3% • CHANGE: - 0.4% (Maint.) • PERFORMA NCE LEVEL: Orange	Dasboard • N/A 2020-21 DataQuest • Rate = 15.3%	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * Rate: 33.1% * Performance Level: Very High	Spring 2023 Dashboard • RATE: 30.5% • CHANGE: Declined (- 2.6) • PERFORMA NCE LEVEL: Orange	Reduce to 13.8%
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard Two or More Races	Spring 2019 Dashboard • RATE: 10.0% • CHANGE: - 0.9% (Declined) • PERFORMA NCE LEVEL: Green	Dasboard • N/A 2020-21 DataQuest • Rate = 9.4%	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * Rate: 26.2% * Performance Level: Very High	Spring 2023 Dashboard • RATE: 24% • CHANGE: Declined (- 2.2%) • PERFORMA NCE LEVEL: Orange	Maintain
CHRONIC ABSENTEEISM STATE INDICATOR	Spring 2019 Dashboard • RATE: 10.8%	Dasboard • N/A 2020-21 DataQuest	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there	Spring 2023 Dashboard • RATE: 24.5%	Reduce to 10.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard White	• CHANGE: -0.7% (Declined) • PERFORMANCE LEVEL: Yellow	• Rate = 10.8%	is only one color signal bar. Spring 2022 CA Dashboard * Rate: 28.5% * Performance Level: Very High	• CHANGE: Declined (-3.9%) • PERFORMANCE LEVEL: Yellow	
CHRONIC ABSENTEEISM STATE INDICATOR CA Dashboard Foster Youth	Spring 2019 Dashboard • RATE: 12.9% • CHANGE: -1.1% (Declined) • PERFORMANCE LEVEL: Yellow	Dasboard • N/A 2020-21 DataQuest • Rate = 26.7%	Due to the Fall 2022 CA Dashboard refresh, there is no change data and there is only one color signal bar. Spring 2022 CA Dashboard * Rate: 33% * Performance Level: Very High	Spring 2023 Dashboard • RATE: 33.8% • CHANGE: Increased (+0.9%) • PERFORMANCE LEVEL: Red	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%) Feel safe on way to and from school (82%)	2021-2022 Data April 2022 Administration ELEMENTARY: High expectations, adult in school (81%) Feel safe on way to and from school (81%)	2022-2023 Data April 2023 Administration ELEMENTARY: High expectations, adult in school (80%) Feel safe on way to and from school (79%)	Spring 2024 Administration of Panorama Education Student Competency and Well-Being Measures. Scores reported as Percent Favorable. Elementary (3-5): Growth Mindset: 57% Self Efficacy: 50%	Increase or Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students treated with respect (90%) Sleep duration (90%) Peer supports (62%) Self-efficacy (75%) SECONDARY: Key indicator of School Climate (highest indicator) Facilities upkeep (84%) School perceived as very safe or safe (64%) Key indicator of student well-being, and social-emotional health (highest indicator) Physical exercise (62%) Adult supports (68%) Self-efficacy (66%)	Students treated with respect (80%) Sleep duration (N/A) - Moved to the Social Emotional Health Module (SEHM), which was not administered) Peer supports (N/A) - Moved to the SEHM, which was not administered) Self-efficacy (N/A) - Moved to the SEHM, which was not administered) SECONDARY: Facilities upkeep (41%) School perceived as very safe or safe (52%) Physical exercise (N/A) - Moved to the SEHM, which was not administered)	Students treated with respect (80%) Sleep duration (N/A) - Moved to the Social Emotional Health Module (SEHM), which was not administered), instead used equivalent metric - Late bedtime (at 10 pm or later) (38%) Peer supports (N/A) - Moved to the SEHM, which was not administered) Self-efficacy (N/A) - Moved to the SEHM, which was not administered) SECONDARY: Facilities upkeep (49%) School perceived as very safe or safe (52%) Physical exercise (N/A) - Moved to the	Emotion Regulation: 45% Sense of Belonging: 62% Engagement: 59% Secondary (6-12): Growth Mindset: 50% Self Efficacy: 39% Emotion Regulation: 45% Sense of Belonging: 37% Engagement: 23% Diversity and Inclusion: 68%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Adult supports (N/A) - Moved to the SEHM, which was not administered) Self-efficacy (N/A) - Moved to the SEHM, which was not administered)	SEHM, which was not administered) Adult supports (N/A) - Moved to the SEHM, which was not administered), instead used equivalent metric - Caring adult relationships (52%) Self-efficacy (N/A) - Moved to the SEHM, which was not administered)		
GRADUATION RATE STATE INDICATOR CALPADS All Students	2019-20 DataQuest (Five-Year Cohort Graduation Rates) RATE: 93.8%	2020-21 DataQuest (Five-Year Cohort Graduation Rates) RATE: 89.8%	2021-22 DataQuest (Five-Year Cohort Graduation Rates) RATE: 90.5%	2022-23 DataQuest (Five-Year Cohort Graduation Rates) RATE: 95.4%	Increase to 95%
Socio-Economically Disadvantaged	2019-20 DataQuest RATE: 93.8%	2020-21 DataQuest RATE: 89.0%	2021-22 DataQuest RATE: 89.4%	2022-23 DataQuest (Five-Year Cohort Graduation Rates) RATE: 95.2%	Increase to 94%
Students with Disabilities	2019-20 DataQuest RATE: 87.5%	2020-21 DataQuest RATE: 82.5%	2021-22 DataQuest RATE: 82.9%	2022-23 DataQuest (Five-Year Cohort Graduation Rates)	Increase to 89%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				RATE: 90.6%	
African American	2019-20 DataQuest RATE: 95.9%	2020-21 DataQuest RATE: 94.7%	2021-22 DataQuest RATE: 94.2%	2022-23 DataQuest (Five-Year Cohort Graduation Rates) RATE: 100%	Maintain at 95% or Increase
Two or More Races	2019-20 DataQuest RATE: 93.3%	2020-21 DataQuest RATE: 93.3%	2021-22 DataQuest RATE: 90.5%	2022-23 DataQuest (Five-Year Cohort Graduation Rates) RATE: 100%	Increase to 94%
White	2019-20 DataQuest RATE: 93.7%	2020-21 DataQuest RATE: 94.5%	2021-22 DataQuest RATE: 95.9%	2022-23 DataQuest (Five-Year Cohort Graduation Rates) RATE: 96.9%	Increase to 95%
Foster Youth	2019-20 DataQuest RATE: 84.6%	2020-21 DataQuest RATE: 92.3%	2021-22 DataQuest RATE: 75.0%	2022-23 DataQuest (Five-Year Cohort Graduation Rates) RATE: 92.3%	Increase to 85%
GRADUATION RATE STATE INDICATOR Middle School Dropouts All Students	2019-20 DataQuest 0%	2020-21 DataQuest 0%	2021-22 DataQuest 0%	2022-23 DataQuest 0%	Maintain 0% middle school dropouts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
GRADUATION RATE STATE INDICATOR High School Dropouts All Students	2019-20 DataQuest 5.2%	2020-21 DataQuest 4.24%	2021-22 DataQuest 3.93%	2022-23 DataQuest 4.3%	Decrease by .5%

Goal Analysis

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.

The planned actions of creating an environment that fosters school connectedness and is inclusive of students, parents, and staff were almost all implemented this school year. New actions were developed to continue to meet the goal. While we were proactive in our approach to send at least two teachers per site to the Riverside County Equity Conference (ACTION 3.7: Equity & Access) the conference was at capacity at time of registration, limiting the number of participants able to attend. ACTION 3.11: Health & Wellness was not implemented as written. Rather, we shifted focus to implementing a Community Schools model to better support addressing the needs of our unduplicated students in the area of health & wellness. ACTION 3.12 A: Mental Health Outreach; the position title changed from Mental Health Coordinator to Coordinator of At Promise Youth.
Finally, ACTION 3.14: School Climate Survey changed our metric changed from California Healthy Kids Survey (CHKS) to Panorama. The Panorama surveys contain questions on the topics of emotion regulation, social awareness, self-efficacy, school belonging, school engagement, school climate, teacher-student relationships, school rigorous expectations, cultural awareness & action, and diversity & inclusion, which we felt was more encompassing to help us achieve this goal.

Examples of our most successful aspects of our implementation have been:
Action 3.3   An overall decrease of all unduplicated students in Chronic Absenteeism. Some the highlights include an increase of positive and encouraging communication to families, an increase in home visits, and our new Alternative to Suspension program.

The most challenging aspects of our implementation of this goal have been under Action 3.3, although we did see significant successes, increasing attendance for our Foster Youth continues to be a challenge. Action 3.7 was not realized because the Equity Conference was at capacity.

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.

This goal was achieved with only minor differences between Budgeted Expenditures and Estimated Actual Expenditures. There were no substantive changes to Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. To clarify, a substantive difference was identified as a decrease or an increase of 10% in any category. The following substantive differences are identified and explained below:

Action 3.1 Increase of $78,700.00 due to increase cost of using interim assistant principals for a short term as we filled 2 vacant elementary assistant principal positions.
Action 3.2 Increase of $129,048.00 due to a salary increase of 7.22% and a 1% increase to benefits associated with the salaries within this action item.
Action 3.3 Increase of $82,045.00 due to a salary increase of 7.22% and a 1% increase to benefits associated with the salaries within this action item.
Action 3.4 Decrease of $50,068 due to contract prices came in lower than estimated.
Action 3.7 Decrease of $81,787 due to limited availability of seats available at the annual Equity Conference.
Action 3.9 Decrease $153,153 moved the community workers out of LCAP and into the Cal New Grant.
Action 3.10 Decrease of $198,098 due to difficulty in filling vacant positions.
Action 3.11 This action will be explored using Community School Grant funding.
Action 3.13 Decrease of $52,453 due to a lower participation in the fall. The number of students increased in the winter and spring months.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal Three initiatives were designed to enhance student engagement and cultivate an environment conducive to school connectedness and inclusivity for students, parents, and staff (3.1, 3.3, 3.5, and 3.9)). 2022-2023 chronic absenteeism data was an impetus to many of the actions under this goal. Effective measures were implemented in the 2023-2024 school year to address chronic absenteeism, including outreach efforts to students and families and allocations to school sites for attendance incentives and re-engagement activities (3.2, 3.4, 3.6, 3.9, and 3.10). The purchase of an attendance monitoring program coupled with a proactive attendance approach proved beneficial, resulting in a notable decrease in chronic absenteeism rates from 31.5% to 26.4%. This positive trend was observed across all student groups except for Foster Youth.

Additionally, school safety remained a top priority thus, maintaining campus supervision (3.2) staffing and school resource officers (SROs). Contracts with the City of Riverside for SROs (3.15) were maintained to foster safety across all high school campuses and feeder schools, and coordination with the Riverside County Sheriff's Department extended similar support to schools in unincorporated areas. Furthermore,

the suspension rate data highlighted the need for alternative means of correction. An ATS (Alternative to Suspension) Teacher was added to decrease suspension rates and increase attendance for unduplicated student groups. 2023-24 AERIES SIS data indicates that 288 students were given other means of correction (3.3).

Addressing mental health (3.12) remained a key focus during the 2023-2024 school year, driven by feedback from staff and parents during LCAP educational partner engagement meetings and surveys. Staff members were assigned to provide mental health support services, aiming to reduce barriers for Unduplicated Pupils and Students with Disabilities in accessing such support for both students and their families. These efforts included referrals to counseling, housing authorities, and community partners for essential resources like clothing and food. Moreover, students were supplied with necessary school materials as needed. District collaboration with outside agencies (3.6) ensured the timely provision of services, while school site counselors (3.5) maintained communication with the Coordinator of At Promise Youth to address student updates and needs. Despite these efforts, a challenge persisted in the turnaround time for students and families to receive services, reflecting an ongoing concern for families.

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.

Following discussions with our educational partners, several enhancements have been incorporated into actions and services under this goal. The Indirect Cost sub-action has been eliminated from each action item, with indirect cost calculations now integrated into the overall action. Further adjustments to Goal 3 involve:
1. ACTION 3.2 - CAMPUS SUPERVISION: The new LCAP will not include Campus Bike Riders
2. ACTION 3.11 - HEALTH AND WELLNESS:
3. METRIC CHANGE: Spring 2024 Administration of Panorama Education Student Competency and Well-Being Measures. Scores reported as Percent Favorable.
4. METRIC CHANGE: In the new LCAP: ATS involvement and support across student groups will serve as another metric in the new LCAP, assessing opportunities for credit recovery, school attendance, and overall school engagement.

After a thorough review of the 2023-2024 LCAP, input and recommendations from committee members and educational partners were gathered for the upcoming 3-year plan. The goals were reorganized to articulate 3 more coherent and streamlined goals in the upcoming 3-year LCAP. The overarching rationale for the order and focus of each goal is that Alvord Unified School District prioritizes efforts on actions that will bring and keep students engaged and connected to school (Goal 1: Engagement / Connection); ensure students have access to a broad course of study taught by highly qualified staff (Goal 2: Academics); and prepare students to be successful in any college or career pursuits of their choosing after high school (Goal 3: College and Career).   In this reorganization, Goal 3 in this document will largely be captured in the actions of Goal 1: Engagement/Connection in the upcoming LCAP.   The changes to our actions in the 24/25 LCAP have been outlined below:

Action 3.1   Moved to 1.2
Action 3.2   Moved to 1.8

Action 3.3   Moved to 1.3
Action 3.4   Moved to 1.4
Action 3.5   Moved to 1.2
Action 3.6   Moved to 1.5
Action 3.7   Removed from LCAP due to lack of participation and quantifiable metrics
Action 3.8   Removed from LCAP and moved to ELOP
Action 3.9   Moved 1.4
Action 3.10 Moved to 1.6
Action 3.11 Removed from LCAP and moved to Community Schools Grant
Action 3.12 Moved to 1.6
Action 3.13 Moved to 2.6
Action 3.14 Removed from LCAP into a different funding source and switched from California Healthy Kids to Panorama
Action 3.15 Moved to 1.8
Action 3.16 Moved to 1.7
Action 3.17 Moved to 1.6
Action 3.18 Moved to 1.7

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.

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$83,779,031.00	$87,675,348.00

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)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.					
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Athletics	Yes	$4,440,512.00	$4,698,134.00
1	1.2	Broad Course of Study	Yes	$4,863,597.00	$4,720,783.00
1	1.3	Cadet Corps	Yes	$128,736.00	$136,411.00
1	1.4	Class Size Reduction	Yes	$7,586,805.00	$7,019,656.00
1	1.5	Libraries	Yes	$2,701,287.00	$3,315,815.00
1	1.6	Registrars (High School)	Yes	$457,254.00	$478,737.00
1	1.7	Intentionally Left Blank			
1	1.8	Supply Budget	Yes	$507,227.00	$507,227.00
1	1.9	Technology	Yes	$2,824,250.00	$2,739,350.00

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	1.10	Transportation	Yes	$1,000,000.00	$1,000,000.00
1	1.11	Visual and Performing Arts (Comprehensive)	Yes	$2,181,559.00	$4,738,072.00
1	1.12	* New Action Item * Homebase Program	Yes	$1,095,544.00	$490,645.00
2	2.1	Advanced Placement	Yes	$19,640.00	$19,666.00
2	2.2	Assessment	Yes	$85,182.00	$85,453.00
2	2.3	AVID	Yes	$1,932,395.00	$2,124,674.00
2	2.4	Career and Technical Education (CTE)	Yes	$3,599,310.00	$3,775,121.00
2	2.5	College Readiness Testing	Yes	$214,463.00	$214,463.00
2	2.6	Continuation High Schools	Yes	$2,532,578.00	$2,706,042.00
2	2.7	Coaches (Instructional), Secondary	No	$1,141,849.00	$1,204,029.00
2	2.8	CSTEM Pathway	Yes	$65,692.00	$65,693.00
2	2.9	District/Vendor Contracts	Yes	$718,688.00	$541,043.00
2	2.10	DLI (Terrace, Valley View, Loma Vista MS)	Yes	$5,252,835.00	$5,301,842.00
2	2.11	Dual Enrollment	Yes	$58,393.00	$58,393.00

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	2.12	Early Release Days	Yes	$682,205.00	$807,723.00
2	2.13	EL Department	Yes	$3,462,056.00	$3,195,278.00
2	2.14	Elementary Literacy Teachers	No	$2,389,086.00	$2,642,957.00
2	2.15	FAFSA Support	Yes	$46,290.00	$46,296.00
2	2.16	High Achievers	Yes	$43,688.00	$43,721.00
2	2.17	International Baccalaureate (IB)	Yes	$1,322,566.00	$1,432,020.00
2	2.18	Information Technology Staff	Yes	$1,254,572.00	$1,272,561.00
2	2.19	LCFF Allocations	Yes	$983,198.00	$1,097,628.00
2	2.20	Math Intervention	Yes	$379,291.00	$401,238.00
2	2.21	Physical Education, Elementary	Yes	$2,801,033.00	$3,029,755.00
2	2.22	Student Safety	Yes	$667,461.00	$706,223.00
2	2.23	Summer School (9-12 Credit Recovery)	Yes	$1,327,125.00	$1,327,125.00
2	2.24	Puente Program	Yes	$209,484.00	$220,452.00

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	2.25	Inclusion	Yes	$1,116,349.00	$1,284,262.00
2	2.26	* NEW ACTION ITEM* Elementary Instructional Specialists	Yes	$1,240,858.00	$940,361.00
3	3.1	Assistant Principals	Yes	$5,670,060.00	$6,389,157.00
3	3.2	Campus Supervision	Yes	$1,876,889.00	$2,005,937.00
3	3.3	Chronic Absenteeism	Yes	$947,479.00	$1,029,524.00
3	3.4	Communication	Yes	$137,028.00	$86,960.00
3	3.5	Counselors	Yes	$5,621,887.00	$5,659,792.00
3	3.6	Culturally Relevant Student Activities	Yes	$421,686.00	$424,703.00
3	3.7	Equity and Access	Yes	$97,676.00	$15,889.00
3	3.8	Expanded Learning	No	$480,000.00	$480,000.00
3	3.9	Family Engagement	Yes	$336,645.00	$183,192.00
3	3.10	Health Services	Yes	$2,736,352.00	$2,934,450.00
3	3.11	Health and Wellness	No	$0.00	$0.00

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	3.12	Mental Health Outreach	Yes	$1,427,071.00	$1,406,874.00
3	3.13	Saturday Academy	Yes	$108,308.00	$55,855.00
3	3.14	School Climate Survey	Yes	$10,617.00	$10,617.00
3	3.15	School Resource Officer	Yes	$602,506.00	$567,170.00
3	3.16	Extracurricular Stipend positions	Yes	$371,993.00	$369,681.00
3	3.17	Teen Parent Supports	Yes	$132,712.00	$159,255.00
3	3.18	Student Engagement	Yes	$1,467,064.00	$1,507,443.00

2023-24 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)
$69,145,442	$71,735,170.00	$72,237,425.00	($502,255.00)	0.000%	0.000%	0.000%

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)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update. This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Athletics	Yes	$4,387,427.00	$4,309,605.00	0	0
1	1.2	Broad Course of Study	Yes	$558,111.00	$584,806.00	0	0
1	1.3	Cadet Corps	Yes	$128,736.00	$136,411.00	0	0
1	1.4	Class Size Reduction	Yes	$7,586,805.00	$7,019,656.00	0	0
1	1.5	Libraries	Yes	$2,701,287.00	$3,310,561.00	0	0
1	1.6	Registrars (High School)	Yes	$457,254.00	$478,737.00	0	0
1	1.8	Supply Budget	Yes	$507,227.00	$507,227.00	0	0
1	1.9	Technology	Yes	$2,654,250.00	$2,704,319.00	0	0
1	1.10	Transportation	Yes	$1,000,000.00	$1,000,000.00	0	0
1	1.11	Visual and Performing Arts (Comprehensive)	Yes	$2,181,559.00	$2,479,887.00	0	0
1	1.12	* New Action Item * Homebase Program	Yes	$1,095,544.00	$0	0	0

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	2.1	Advanced Placement	Yes	$19,640.00	$19,666.00	0	0
2	2.2	Assessment	Yes	$85,182.00	$85,453.00	0	0
2	2.3	AVID	Yes	$1,932,395.00	$2,124,674.00	0	0
2	2.4	Career and Technical Education (CTE)	Yes	$3,461,415.00	$3,775,121.00	0	0
2	2.5	College Readiness Testing	Yes	$214,463.00	$214,463.00	0	0
2	2.6	Continuation High Schools	Yes	$2,532,578.00	$2,706,042.00	0	0
2	2.8	CSTEM Pathway	Yes	$65,692.00	$65,693.00	0	0
2	2.9	District/Vendor Contracts	Yes	$718,688.00	$541,043.00	0	0
2	2.10	DLI (Terrace, Valley View, Loma Vista MS)	Yes	$4,902,835.00	$5,301,842.00	0	0
2	2.11	Dual Enrollment	Yes	$58,393.00	$58,393.00	0	0
2	2.12	Early Release Days	Yes	$682,205.00	$807,723.00	0	0
2	2.13	EL Department	Yes	$1,646,132.00	$1,615,848.00	0	0
2	2.15	FAFSA Support	Yes	$46,290.00	$46,296.00	0	0
2	2.16	High Achievers	Yes	$43,688.00	$43,721.00	0	0
2	2.17	International Baccalaureate (IB)	Yes	$1,322,566.00	$1,432,020.00	0	0
2	2.18	Information Technology Staff	Yes	$1,229,572.00	$1,272,561.00	0	0
2	2.19	LCFF Allocations	Yes	$983,198.00	$1,097,628.00	0	0
2	2.20	Math Intervention	Yes	$379,291.00	$401,238.00	0	0

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	$2,801,033.00	$3,029,755.00	0	0
2	2.22	Student Safety	Yes	$667,461.00	$706,223.00	0	0
2	2.23	Summer School (9-12 Credit Recovery)	Yes	$1,327,125.00	$1,327,125.00	0	0
2	2.24	Puente Program	Yes	$209,484.00	$220,452.00	0	0
2	2.25	Inclusion	Yes	$1,116,349.00	$1,284,262.00	0	0
2	2.26	* NEW ACTION ITEM* Elementary Instructional Specialists	Yes	$1,240,858.00	$940,361.00	0	0
3	3.1	Assistant Principals	Yes	$5,670,060.00	$5,382,084.00	0	0
3	3.2	Campus Supervision	Yes	$1,876,889.00	$2,005,937.00	0	0
3	3.3	Chronic Absenteeism	Yes	$947,479.00	$1,005,571.00	0	0
3	3.4	Communication	Yes	$137,028.00	$86,960.00	0	0
3	3.5	Counselors	Yes	$5,621,887.00	$5,659,792.00	0	0
3	3.6	Culturally Relevant Student Activities	Yes	$421,686.00	$424,703.00	0	0
3	3.7	Equity and Access	Yes	$97,676.00	$15,889.00	0	0
3	3.9	Family Engagement	Yes	$336,645.00	$138,117.00	0	0
3	3.10	Health Services	Yes	$2,736,352.00	$2,934,450.00	0	0
3	3.12	Mental Health Outreach	Yes	$354,535.00	$315,636.00	0	0
3	3.13	Saturday Academy	Yes	$5,308.00	$5,308.00	0	0
3	3.14	School Climate Survey	Yes	$10,617.00	$10,617.00	0	0

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	3.15	School Resource Officer	Yes	$602,506.00	$567,170.00	0	0
3	3.16	Extracurricular Stipend positions	Yes	$371,993.00	$369,681.00	0	0
3	3.17	Teen Parent Supports	Yes	$132,712.00	$159,255.00	0	0
3	3.18	Student Engagement	Yes	$1,467,064.00	$1,507,443.00	0	0

2023-24 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)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.								
$186,263,997	$69,145,442	1.66%	38.782%	$72,237,425.00	0.000%	38.782%	$0.00	0.000%

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Board Adopted: 6/20/2024
RCOE Approved: 8/30/2024

Local Control and 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 [2024-25]

General Information

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

The Alvord Unified School District (AUSD) caters to students and families within Riverside and Corona, consisting of fourteen elementary schools, four middle schools, three comprehensive high schools, and two alternative education programs. During the 2022-23 school year, AUSD educated roughly 17,106 students. The student demographic includes 81.2% Hispanic, 7.6% White, 3.8% African American, 1.5% Filipino, 3.6% Asian, 0.2% American Indian, 0.5% Pacific Islander, and 1.6% of Two or More Races. About 25.1% of the students are English Learners, and 85.8% are considered socioeconomically disadvantaged. The district also supported approximately 102 foster children (guardian scholars) and about 5.5% of the student body identified as homeless, with dedicated staff ensuring these groups have optimal chances for success. Alvord High School and Mission View High School had nonstability rates of 72.2% and 81.7% respectively and met eligibility criteria for the Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier).There has been a decline in student enrollment from the peak of 19,466 in the 2015-16 school year. The district employs 1,063 certified staff, including teachers and administrative personnel, and about 804 classified staff members who provide support at school sites. Special education is offered to roughly 2,222 students, and 3.8% participated in the AVID program in 2022-23.

AUSD's mission statement is "To strengthen our community by providing safe and nurturing schools that educate and celebrate the entire child. We meet our students' social and emotional needs and prepare them for college, career, and a lifetime of personal growth." This mission statement was collaboratively developed with the AUSD School Board, district administration, certificated and classified staff, parents, students, and community members during the 2021-22 school year. The district's vision statement is "Create safe learning environments that meet our student's academic, social and emotional needs with the goal of helping every Alvord student find their own version of success in life." AUSD also has the following set of core values:

~ Every Student. By Name (Every decision, every day)
~ Accountable (Transparency at all levels)
~ Family Environment (A caring, welcoming environment)
~ Safe and Secure (Secure campuses, safe spaces)
~ Accepting (Celebrating diversity, inclusion and the uniqueness of each child)
~ Collaborative (Teamwork is everything we do)
~ Innovative (Pioneering solutions for student success)

AUSD's LCAP reflects the district's dedication to equity, primarily focusing on supporting English learners, low-income students, and foster youth. All objectives and initiatives are designed with a key emphasis on enhancing the achievements of students with high needs. AUSD is devoted to boosting student performance and preparing all students for college and careers by collaborating with our district community. This partnership aims to provide a safe, challenging, and engaging learning environment facilitated by highly qualified staff. AUSD utilizes data from state and local assessments to measure the effectiveness of our teaching strategies and to track student progress towards readiness for college and careers, paying special attention to the needs of low-income students, English learners, and foster youth.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In the 2023 California School Dashboard report, several schools demonstrated areas for growth and improvement: Foothill Elementary School, La Granada Elementary School, Myra Linn Elementary School, Wells Middle School, and Mission View High School are areas where efforts can be directed to enhance English Language Arts performance. McAuliffe Elementary School, Myra Linn Elementary School, Valley View Elementary School, Wells Middle School, and Norte Vista High School have opportunities for further support and development in English Learner Progress. Mission View High School and Norte Vista High School, while showing areas for growth in Mathematics, have the potential for improvement. La Granada Elementary School, while highlighted for Chronic Absenteeism, presents an area where intervention strategies could be implemented effectively. Alvord High School would benefit from a sustained focus on College and Career Readiness. This data serves as a roadmap for targeted interventions and support, ultimately fostering a brighter educational landscape for these schools and their communities. The 2023 California School Dashboard highlights key opportunities for targeted support and improvement across various student groups. Districtwide, English Learners, students experiencing homelessness, and students with disabilities are receiving focused interventions to enhance their performance in English Language Arts and Mathematics. Additionally, efforts are being intensified to assist students with disabilities in achieving their college/career goals. Foster Youth (Guardian Scholars) are benefiting from strategies aimed at reducing Chronic Absenteeism, and both Foster Youth (Guardian Scholars) and students identifying with Two or More Races are seeing enhanced support to improve their engagement and reduce Suspension Rates.

The 2023 California School Dashboard has highlighted valuable insights and identified key areas where focused efforts can foster significant academic and developmental improvements among various student groups across multiple sites. Efforts are underway to bolster achievements in English Language Arts. According to the 2023 California School Dashboard in the area of English Language Arts, the following student groups at the site level achieved at the lowest performance level:

- English Learner student group at eight sites (Arizona Middle School, Foothill Elementary School, La Granada Elementary School, Myra Linn Elementary School, Norte Vista High School, Stokoe Elementary School, Valley View Elementary School, Wells Middle School);
- Hispanic student group at five sites (Foothill Elementary School, La Granada Elementary School, Mission View High School, Myra Linn Elementary School, Wells Middle School);
- Homeless student group at four sites (Arizona Middle School, Loma Vista Middle School, Wells Middle School, Villegas Middle School);
- Socioeconomically Disadvantaged student group at five sites (Foothill Elementary School, La Granada Elementary School, Myra Linn Elementary School, Wells Middle School, Mission View High School);
- Students with Disabilities student group at thirteen sites (Collett Elementary School, Hillcrest High School, La Granada Elementary School, Loma Vista Middle School, Myra Linn Elementary School, Norte Vista High School, Stokoe Elementary School, Promenade Elementary School, Rosemary Kennedy Elementary School, Twinhill Elementary School, Valley View Elementary School, Wells Middle School, Villegas Middle School).

In Mathematics, proactive steps are being taken to enhance performance. Additional targeted interventions are being planned for other student groups demonstrating the need for extra support in various schools. According to the 2023 California School Dashboard in the area

of Mathematics, the following student groups at the site level achieved at the lowest performance level:

- African American student group at one school site (Arizona Middle School);
- English Learner student group at nine school sites (Arizona Middle School, Foothill Elementary School, Hillcrest High School, La Sierra High School, Loma Vista Middle School, Myra Linn Elementary School, Norte Vista High School, Wells Middle School, Villegas Middle School);
- Hispanic student group at two school sites (Norte Vista High School, Mission View High School);
- Homeless student group at two school sites (Arizona Middle School, and Wells Middle School);
- Socioeconomically Disadvantaged student group at two school sites (Norte Vista High School, Mission View High School);
- Students with Disabilities student group at eight school sites (Collett Elementary School, Hillcrest High School, La Granada Elementary School, La Sierra High School, Myra Linn Elementary School, Promenade Elementary School, Twinhill Elementary School, Wells Middle School);
- White student group at one school site (Loma Vista Middle School).

Schools are proactively enhancing support systems to address Chronic Absenteeism, with a keen focus on helping Foster Youth (Guardian Scholars), African American students, Students identified with two or more races, and Pacific Islanders. These efforts are crucial in promoting equitable access to education for every student. According to the 2023 California School Dashboard, in the area of Chronic Absenteeism, the following student groups at the TK-8 site level achieved the lowest performance level:

- English Learner student group at four school sites (Collett Elementary School, La Granada Elementary School, Promenade Elementary School, Myra Linn Elementary School);
- Hispanic student group at three school sites (Foothill Elementary School, La Granada Elementary School, and Promenade Elementary School);
- Homeless student group at five school sites (Arizona Middle School, Arlanza Elementary School, La Granada Elementary School, Myra Linn Elementary School, Stokoe Elementary School);
- Socioeconomically Disadvantaged student group at two school sites (La Granada Elementary School, Lake Hills Elementary School);
- Students with Disabilities student group at five school sites (Arizona Middle School, Lake Hills Elementary School, Myra Linn Elementary School, Promenade Elementary School, Stokoe Elementary School);
- African American student group at one school site (Villegas Middle School);
- White student group at four school sites (Lake Hills Elementary School, McAuliffe Elementary School, Rosemary Kennedy Elementary School, Stokoe Elementary School);
- Two or More Races student group at one school site (Villegas Middle School)

The 2023 California School Dashboard has spotlighted opportunities for growth in College/Career readiness. These insights guide targeted initiatives designed to empower students and enhance their future prospects. Dedicated strategies are being deployed to support and uplift student groups that have shown room for improvement, ensuring that every student is equipped with the tools and skills necessary for post-secondary success. According to the 2023 California School Dashboard in the area of College/Career, the following student groups at the site level achieved at the lowest performance level:

- English Learner student group at two school sites (Alvord High School, Mission View High School);
- Hispanic student group at two school sites (Alvord High School, Mission View High School);
- Socioeconomically Disadvantaged student group at two school sites (Alvord High School and Mission View High School);
- Students with Disabilities student group achieved the lowest performance level at two school sites (La Sierra High School and Norte Vista High School).

Additionally, constructive strategies are being adopted to reduce Suspension Rates, fostering a nurturing and supportive school environment that encourages all students to succeed. These initiatives highlight the schools' dedication to not only improving educational outcomes but also ensuring that every student reaches their full potential in a welcoming and inclusive setting. Based on the 2023 California School Dashboard, none of the schools in the AUSD attained the lowest performance level in terms of Suspension Rate. According to the 2023 California School Dashboard, in the area of Suspension Rate, the following student groups at the site level achieved the lowest performance level:

- English Learner student group at one school site (Villegas Middle School);
- Homeless student group at two school sites (La Granada Elementary School, Villegas Middle School);
- Students with Disabilities student group at three school sites (Orrenmaa Elementary School, Wells Middle School, Villegas Middle School);
- African American student group at two school sites (Collett Elementary School, McAuliffe Elementary School)

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As a district, we are eligible for Technical Assistance or Differentiated assistance, targeting our Foster Youth (referred to as Guardian Scholars) based on two indicators: Suspension Rate and Chronic Absenteeism. The specific actions that address our work in Technical Assistance are included in the following action items: 1.3, 1.6, and 1.7. Additionally, our Students with Disabilities qualified based on their academic performance in English language arts and Mathematics as well as their performance on the College and Career Indicator. The primary emphasis of our current endeavors, including root cause analysis and strategic planning, is directed toward enhancing the educational outcomes of our Foster Youth cohort.

AUSD has forged a partnership with the Riverside County Office of Education (RCOE) to harmonize efforts and develop a comprehensive action plan. The district's interdisciplinary team includes key members such as the Assistant Superintendent of Educational Services, Directors of Elementary and Secondary Education, Assistant Directors of Student Services, Director of Special Education, Coordinator of At-Promise Youth, Director of English Learners, Director of Assessment, Site-Based Counselors, and Site-Based Administration.

Our ongoing technical assistance plan encompasses a plan of specialized training and support facilitated by RCOE, aimed at establishing a robust data analysis framework. This framework, initiated at the 6-week interval, incorporates metrics such as D/F rates, A-G course completion, and attendance patterns. Sustained collaboration between RCOE and the district team is instrumental in orchestrating focus groups at the site level. These groups are instrumental in identifying dedicated support personnel for each site in tandem with input from site administrators.

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.

AUSD does not have any schools identified for Comprehensive Support and Improvement (CSI) based on the results of the Fall 2023 release of the California School Dashboard.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
AUSD's educational partners consisted of certificated and classified staff, principals, administrators, other school personnel, local bargaining units, parents and students. LCAP Advisory Committee Student Advisory Committee District English Learner Advisory Committee (DELAC) Parent Advisory Committee (PAC) English Learner Advisory Committee (ELAC) School Site Council (SSC) Special Education Local Plan Area (SELPA)	The district is committed to maintaining ongoing connections and actively listening to educational partners throughout the year. To achieve this, various educational partner groups were organized to facilitate dialogue and collaboration between district administration and parents or family members district-wide. From October 2023 to May 2024, input sessions were conducted to gather feedback from certificated and classified staff, principals, administrators, other school personnel, local bargaining units, and students, informing the plan document. The four new goals were developed with ongoing feedback from all educational partners. A detailed explanation can be found in the bullet below (LCAP Advisory Committee). These sessions covered diverse topics, analyzing quantitative and qualitative data, discussing actions taken during the current year, and addressing the progress and needs of specific student groups, such as low-income, English learners, and foster youth. Educational partners shared perspectives on district strengths, areas needing enhancement, and suggestions for advancing student support and outcomes. Throughout the 2023-24 school year, educational partners engaged in input meetings where they examined a wide range of data, including findings from assessments, graduation rates, language proficiency results, attendance rates, and more. Meetings were also held with parent advisory groups to identify unique student needs and gather

Educational Partner(s)	Process for Engagement
	input on improvement strategies. Chronic absenteeism emerged as a key area for improvement, alongside academic performance and behavioral concerns. *The LCAP Advisory Committee, comprising parents, students, teachers, administrators, and other stakeholders, met four times (11/7/23, 2/6/24, 2/13/24, 3/15/24) during the year to review performance data and discuss future steps. They provided input on various topics, including program effectiveness, intervention options, communication systems, and social-emotional support. One of the successful activities that directly guided the development of the new LCAP goals included a two-year process of data analysis and a detailed examination of our school sites School Plans for Student Achievement (SPSA). The activity included a deconstruction of each site's actions to find common themes and trends. These themes became our goals for our new LCAP cycle. Current LCAP actions were evaluated. Those actions identified, in collaboration with educational partners were then redistributed amongst the new goals. *School site councils also conducted LCAP input meetings, involving staff, parents, students, and community members in assessing current initiatives and proposing additional goals or strategies as needed. *Student Advisory Committee meetings (1/29/24 & 4/8/24) were held at various high schools, utilizing focus groups to gather feedback on the LCAP. Students engaged in open-ended discussions, table group discussions, and a Gallery Walk to share perspectives on the LCAP and provide input on the session format and the structure of the new LCAP Student Advisory Committee. *The LCAP was a regular item on the District's English Learner Advisory Committee (DELAC) agenda, where members provided input on goals, actions, and specific needs of English learner students. On the March 18, 2024, DELAC meeting, English learner performance data, LCAP actions related to EL student group performance, and the plan were shared and members provided input.

Educational Partner(s)	Process for Engagement
	*The Parent Advisory Committee (PAC) reviewed data, LCAP goals, and actions on 4/1/2024, to identify the unique needs of student groups and gather input on strategies to enhance outcomes.

*Feedback and input was gathered from our SELPA on 5/24/24. We also have special education participation in our LCAP Advisory Committee.

*Specific consultation for Equity Multiplier at Alvord High School and Mission View were held on: 2/5/24, 3/11/24, 5/6/24 (ELAC) and on 2/6/24, 3/20/24, 5/15/24 (School Site Council).

*Throughout the process, bargaining unit representatives collaborated with the district to review LCAP actions and expenditures.

To encourage participation, the district facilitated engagement meetings tailored to specific educational partner groups, providing opportunities for input in a supportive environment. This allowed parents, family, community, staff, students, and labor unions to provide input in a safe space. Additionally, various district and school communication channels were utilized to advance information and promote participation and survey completion. The district's communication platform, Parent Square, and the Superintendent's Weekly Round-Up were employed to create a wide and inclusive communication system. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The district's LCAP for the 2024-25 school year was significantly influenced by feedback from educational partners. Input sessions spanning from October 2023 to May 2024 engaged certificated and classified staff, administrators, local bargaining units, students, and parents in discussions covering diverse topics and data analyses. These sessions, alongside meetings with parent advisory groups, LCAP Advisory Committee gatherings, School Site Council input meetings, and student focus groups provided a comprehensive platform for educational partners to share their perspectives and insights. Key themes such as chronic absenteeism, academic performance, and social-emotional support emerged consistently across these engagements, shaping priorities and recommendations for the LCAP. Additionally, the involvement of the District English Learner Advisory Committee. the Parent Advisory Committee, and bargaining unit representatives ensured diverse perspectives were considered in the plan's development. Efforts to promote participation through tailored meetings and communication strategies underscored the district's commitment to inclusivity and collaboration in the planning process.

From the year-long engagement process, three overarching themes emerged: Academics, Engagement/Connection, and College and Career Readiness, with a specific focus on English learners across all three categories. Additionally, the LCAP committee identified critical elements within each theme:

Engagement/Connection (Goal 1):
*Positive Behavioral Interventions and Supports (PBIS) (1.2)
*Attendance (1.3)
*Social and Emotional Learning (SEL) (1.6)

Academics (Goal 2):
*First Best Instruction (2.1, 2.3)
*Literacy (2.6)
*Assessment (2.2)

College and Career Readiness (Goals 3 and 4)
*College Prep Programs (3.1, 3.2)
*Career Technical Education (CTE) (3.3)

These critical elements reflect the areas of focus and priorities identified through the engagement process, guiding the development of strategies and actions within the LCAP to support student success, particularly among English learners.

The district received Equity Multiplier funds for Alvord High School and Mission View High School. For Alvord High School and Mission View HS, additional feedback on the use of Equity Multiplier funds was discussed. To generate the goal and action for our Equity Multiplier, the site principals met with Site Leadership Teams, Site staff, School Site Council, and ELAC to review the purpose of the funds and to elicit feedback on how funds may be used to achieve the purpose of increasing student achievement and supporting the educational program at their respective sites. Specifically, the TAMO report was reviewed along with current course offerings and a determination was made that additional staff would be required to reduce the number of teacher misassignments, increase access to A-G coursework, and provide academic intervention to improve college and career readiness for unduplicated students pursuing an alternate course of study pathway.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ENGAGEMENT / CONNECTION: Alvord USD is committed to creating a welcoming, inclusive, and vibrant educational community that supports the academic and social-emotional development of every student.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

According to the 2023 California School Dashboard, chronic absenteeism affects 26.4% of students within AUSD, surpassing the state average of 24.3%. Further disaggregation of this data reveals that our Foster Youth (referred to as Guardian Scholars) fall within the Red Indicator category, while English Learners, Homeless, and Socioeconomically Disadvantaged Students are classified under the Yellow Indicator. Notably, these identified subgroups collectively constitute our unduplicated pupils. Moreover, scrutiny of our Suspension Rate indicates a concerning trend, with 3.7% of students experiencing at least one suspension day, marking a 0.4% increase from the previous year. Once again, analysis underscores the disproportionate suspension rates among our unduplicated student groups: Foster Youth (Red), English Learners, Homeless, and Socioeconomically Disadvantaged Students (Orange). Recognizing attendance and engagement as pivotal determinants of academic achievement, our strategic focus is centered on fostering a welcoming and inclusive school environment for our unduplicated student cohorts. This objective resonates with our overarching ethos encapsulated by our motto, "Every Student, By Name."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number and percentage of students participating in at least one athletic program at the comprehensive high schools.	2023-24 CIF Home Roster - Number & Percentage All Students: 1540 (28.67%)			CIF Home Roster All Students: 31.0% English Learners: 19.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number and percentage of students participating in more than one athletic program at the comprehensive high schools.	English Learners: 171 (15.98%) Foster Youth: 6 (12.50%) Homeless: 87 (21.22%) Low Income: 1234 (27.79%) Students with Disabilities: 124 (17.34%) 2023-24 CIF Home Roster - Number & Percentage All Students: 281 (5.23%) English Learners: 19 (1.78%) Foster Youth: 1 (2.08%) Homeless: 16 (3.90%) Low Income: 224 (5.05%) Students with Disabilities: 21 (2.94%)			Foster Youth: 15.0% Homeless: 24.0% Low Income: 30.0% Students with Disabilities: 20.0% CIF Home Roster All Students: 7.0% English Learners: 3.0% Foster Youth: 3.0% Homeless: 5.0% Low Income: 7.0% Students with Disabilities: 4.0%	
1.2	Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.	2023 CA School Dashboard - Suspension Rate All Students: 3.7% Orange (Increased) English Learners: 3.9% Orange (Increased) Foster Youth: 8.2% Red (Increased) Homeless: 4.8% Orange (Increased)			CA School Dashboard - Suspension Rate All Students: 2.8% Green (Declined) English Learners: 3.0% Green (Declined) Foster Youth: 4.5% Yellow (Declined)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Expulsion Rate Percentage of students receiving Social Emotional Learning lessons or counseling support TK-12 Middle School Dropouts High School Dropouts	Socioeconomically Disadvantaged: 4.0% Orange (Increased) Students with Disabilities: 5.9% Orange (Increased) 2022-23 Dataquest Expulsion Rate All Students: 0.0% 2023-24 Aeries SIS - SEL lessons & counseling support All Students: 68.79% English Learners: 70.93% Foster Youth: 71.79% Low Income: 70.72% 2022-23 CALPADS Middle School Dropout Rate All Students = 0.0% 2022-23 Dataquest High School Dropout Rate All Students: 4.3%			Homeless: 3.9% Green (Declined) Socioeconomically Disadvantaged: 3.1% Green (Declined) Students with Disabilities: 4.5% Green (Declined) Dataquest Expulsion Rate All Students: 0.0% Aeries SIS - SEL lessons & counseling support All Students: 75.0% English Learners: 80.0% Foster Youth: 85.0% Low Income: 80.0% CALPADS Middle School Dropout Rate All Students = 0.0% Dataquest High School Dropout Rate All Students: 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	P2 Attendance Rate Percentage of students in kindergarten through grade 8 who are absent 10 or more percent of their enrolled instructional days. Number and percentage of students in grades 7 through 12 participating in Alternative to Suspension (ATS).	2023-24 Aeries All Students: 93.1% 2023 CA School Dashboard - Chronic Absenteeism All Students: 26.4% Yellow (Declined) English Learners: 24.2% Yellow (Declined) Foster Youth: 33.8% Red (Increased) Homeless: 34.9% Yellow (Declined) Socioeconomically Disadvantaged: 27.9% Yellow (Declined) Students with Disabilities: 35.5% Yellow (Declined) 2023-24 Aeries SIS - Number & percentage All Students: 288 (58.66%) English Learners: 73 (65.18%) Foster Youth: 4 (40.00%) Homeless: 27 (56.25%) Low Income: 260 (59.23%) Students with Disabilities: 67 (61.47%)			Aeries All Students: 95.0% CA School Dashboard - Chronic Absenteeism All Students: 17.4% Yellow (Declined) English Learners: 15.2% Yellow (Declined) Foster Youth: 28.0% Orange (Declined) Homeless: 25.9% Yellow (Declined) Socioeconomically Disadvantaged: 18.0% Yellow (Declined) Students with Disabilities: 26.0% Yellow (Declined) Aeries SIS - Percentage All Students: 65.0% English Learners: 70.0% Foster Youth: 60.0% Homeless: 65.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Low Income: 65.0% Students with Disabilities: 65.0%	
1.4	Percentage of parents and students who successfully receive district communication via ParentSquare. Seeds of Partnership Parent Survey (CDE partnership) Self-Reflection Tool for Efforts the LEA makes to seek parent input in making decisions Self-Reflection Tool for How the LEA will promote parental participation in programs for unduplicated pupils	2023-24 ParentSquare Reach & Deliverability Dashboard Parents with emails: 80% Receiving emails: 78% Opted to receive texts: 96% Receiving texts: 96% Parents with app: 25% 2022-23 Average of survey results pertaining to the LEAs promotion of parental participation in programs for individuals with exceptional needs: Strongly Agree (SA) or Agree (A) = 75.6% 2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability			ParentSquare Reach & Deliverability Parents with emails: 90.0% Receiving emails: 85.0% Opted to receive texts: 98.0% Receiving texts: 98.0% Parents with app: 50% Average of survey results pertaining to the LEAs promotion of parental participation in programs for individuals with exceptional needs: Strongly Agree (SA) or Agree (A) = 80.0% Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 4.0 2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability 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 - 3.0			2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability 10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. - 5.0 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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 - 5.0	
1.5	Number of events for parents and students hosted by Greatness Within. Percentage of students participating in FIATM with improvement in attendance as noted by provider and staff. Percentage of students participating in FIATM with improvement in academic achievement as noted by provider and staff.	2023-24 Greatness Within Events: 9 events Site staff individual assessment/review: improvement in attendance % All Students: 35.87% English Learners: 27.27% Foster Youth: N/A Homeless: 20.00% Low Income: 34.51% Students with Disabilities: 11.11% Site staff individual assessment/review: improvement in			Greatness Within Events: 15 Site staff individual assessment/ review: improvement in attendance % All Students: 40% English Learners: 32% Foster Youth: N/A Homeless: 25% Low Income: 40% Students with Disabilities: 15% Site staff individual assessment/	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		academic achievement % All Students: 56.49% English Learners: 33.33% Foster Youth: N/A Homeless: 62.50% Low Income: 53.78% Students with Disabilities: 50.00%			review: improvement in academic achievement % All Students: 60% English Learners: 38% Foster Youth: N/A Homeless: 65% Low Income: 58% Students with Disabilities: 55%	
1.6	Percentage of students receiving medical support provided by health services staff in school. Percentage of students participating in Physical Fitness Testing (PFT) in One or More Domains. Number of students participating in CARE Solace in the school year.	2023-24 Aeries SIS All Students: 64.90% English Learners: 70.48% Foster Youth: 69.23% Low Income: 67.01% 2023 PFT Results - Participation All Students: 97.30% English Learners: 98.50% Foster Youth: 100.00% Low Income: 97.30% 2023-24 CARE Solace Report Total Cases: 264 Appointments: 121 Service Percentage: 45.8%			Aeries SIS All Students: 60.0% English Learners: 65.0% Foster Youth: 64.0% Low Income: 63.0% PFT Results - Participation All Students: 99.0% English Learners: 99.0% Foster Youth: 100.0% Low Income: 99.0% CARE Solace Report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Service Percentage: 100%	
1.7	Percentage of high school students taking at least one Visual Performance Arts class. Percentage of middle school students taking at least one Visual Performance Arts class.	2023-24 CALPADS 3.8 report - High School VAPA All Students: 19.86% English Learners: 16.15% Foster Youth: 18.52% Homeless: 15.02% Low Income: 19.32% Students with Disabilities: 24.49% 2023-24 CALPADS 3.8 report - Middle School VAPA All Students: 27.19% English Learners: 14.94% Foster Youth: 26.32% Homeless: 17.68% Low Income: 26.36% Students with Disabilities: 29.39%			CALPADS 3.8 report - High School VAPA All Students: 23.0% English Learners: 20.0% Foster Youth: 20.0% Homeless: 18.0% Low Income: 23.0% Students with Disabilities: 26.0% CALPADS 3.8 report - Middle School VAPA All Students: 30.0% English Learners: 18.0% Foster Youth: 28.0% Homeless: 20.0% Low Income: 29.0% Students with Disabilities: 30.0%	
1.8	Percentage of students with favorable (Tier 1) responses regarding	Spring 2024 Panorama Student Survey (grades 3 to 12)			Panorama Student Survey (grades 3 to 12)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	their competency and well-being.	% of students performing in Tier 1 All Students: 45.2 % English Learners: 37.5% Foster Youth: 42.8% Homeless: 44.1% Low Income: 39.1% Students with Disabilities: 35.2%			% of students performing in Tier 1 All Students: 55% English Learners: 45% Foster Youth: 50% Homeless: 50% Low Income: 50% Students with Disabilities: 40%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Athletic Programs	Develop and promote inclusive athletic programs at the High School level to improve the physical health and social skills of our unduplicated students through enhanced participation in secondary school athletics programs. Hiring Qualified Staff: Recruit and retain highly qualified coaches to provide expertise in various sports, ensuring that all athletic programs have skilled leadership to foster student development and competitive success. A. Athletic Stipends B. Athletic Directors Equipment, Supplies & Services: Upgrade athletic facilities and equipment to meet safety standards and accommodate diverse sports offerings, including but not limited to, track and field, basketball, swimming, and soccer. A. Uniforms, helmets, repairs and materials B. Athletic equipment replacement (not including footballs) C. HUDL software D. Football replacement E. Transportation F. Field Maintenance Student Wellness and Support Services: Implement a wellness program that includes nutritional guidance, physical health assessments, and injury prevention workshops tailored for student-athletes. Provide access to mental health professionals who specialize in adolescent sports psychology to support student-athlete mental health and resilience. A. Athletic Trainers contract B. Referees	$4,218,439.00	Yes
1.2	Student Support Services	Alvord USD will expand the roles of school counselors and assistant principals to better address students' academic and social-emotional needs. This action aims to create a more supportive, inclusive, and	$12,650,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engaging school environment that fosters unduplicated student success and well-being. ~ Assistant Principals ~ Counselors Enhanced Counseling Services: Maintain the number of school counselors and define a clearer role in proactive student engagement, focusing on early intervention strategies for academic support and social-emotional learning. Counselors will provide regular workshops and individual sessions on stress management, conflict resolution, and healthy communication skills. Leadership in Engagement: Maintain assistant principals at all sites to lead the work of fostering school engagement. This includes overseeing programs that integrate students into the school community, such as peer mentoring, student leadership opportunities, and extracurricular activities. Professional Development: Maintain assistant principals and school counselors to facilitate targeted professional development on various topics (mental health awareness, diversity and inclusion, and strategies for enhancing student engagement). Training will be conducted in partnership with expert organizations and tailored to meet the evolving needs of the school community. Community Collaboration: Maintain assistant principals and school counselors to develop partnerships with local organizations and educational partners and coordinate additional resources and opportunities (guest speakers, community service projects, and parental involvement programs) to support a holistic approach to student development.		
1.3	Attendance	By implementing a comprehensive attendance improvement program the district/schools can effectively support increased attendance and create a positive and supportive school environment conducive to student success. ~ 2 Assistant Directors - Student Services	$1,057,044.00	Yes

Action #	Title	Description	Total Funds	Contributing
		~ Attendance Monitoring Program ~ Attendance Site Allocations ~ Alternative to Suspension Teacher (ATS) AUSD 's comprehensive attendance improvement program incorporates the following elements: A. Data Analysis and Monitoring: Utilize attendance data to identify trends, patterns, and areas of concern. Regularly monitor student attendance and tardiness to identify students who may need additional support. B. Early Intervention and Support: Implement early intervention strategies to address attendance issues promptly. District and school staff will work collaboratively to reach out to students and families, understand the underlying reasons for absenteeism, and provide appropriate support and resources. C. Student Engagement Initiatives: Develop and implement initiatives to promote student engagement and motivation to attend school. This could include organizing events, clubs, and activities that cater to students' interests and needs, fostering a sense of belonging and connection within the school community. D. Positive Reinforcement and Recognition: Recognize and celebrate students with good attendance records. Implement incentives and rewards programs to encourage regular attendance, such as certificates, prizes, or privileges. E. Parent and Community Involvement: Engage parents and the broader community in supporting student attendance. Staff can collaborate with community organizations, local businesses, and parent groups to raise awareness about the importance of attendance and provide resources and support to families. F. Attendance Policies and Procedures: Review and revise attendance policies and procedures to ensure they are clear, consistent, and effectively communicated to students and families. Provide training and support to staff members responsible for enforcing attendance policies. G. Monitoring and Follow-up: Continuously monitor the effectiveness of the attendance improvement program and adjust strategies as needed. Staff will regularly review attendance data, conduct follow-up meetings with students and families, and provide ongoing support to ensure sustained improvement in attendance rates.		

Action #	Title	Description	Total Funds	Contributing
1.4	Family and Community Engagement	AUSD will maintain and implement comprehensive strategies to deepen family engagement, recognizing families' critical role in student's academic and social-emotional development. Specialized efforts from a Family Engagement Coordinator paired with a multilingual and easy-access communication platform aim to empower families as active participants in the educational community. This approach enhances communication, support, and collaboration by engaging with educational partners through culturally responsive methods. Family Engagement Coordinator: A. Foster relationships with families, address their concerns and connect them with school resources. Additionally, the coordinator will organize events and initiatives that encourage parental involvement. B. Create structured volunteer programs that invite parents to participate in classroom activities, school governance, and special event planning, facilitating deeper ties and contributions to the school community. C. Implement regular surveys, town hall meetings, and focus groups that allow families to provide input on school policies and programs, ensuring their voices are heard and integrated into decision-making processes. D. Establish Family Resource Centers to serve as information, support, and community engagement hubs. These centers may offer workshops, ESL classes, parenting seminars, and access to school resources. Parent Square and Other Communication Platforms: A. Develop and utilize multi-lingual platforms for communication between schools and families, ensuring all information about school events, student progress, and available resources is accessible to non-English speaking families.	$272,405.00	Yes
1.5	Culturally Responsive Empowerment Initiative for African	Implement culturally responsive programs tailored specifically for African American/Black students within AUSD, aimed at affirming their greatness, enhancing student empowerment, and fostering academic success.	$230,609.00	Yes

Action #	Title	Description	Total Funds	Contributing
	American/Black Students	Collaborate with educators, historians, and community leaders to develop supplementary materials and resources that accurately reflect the experiences and contributions of African American/Black individuals. Professional Development: Provide ongoing professional development opportunities for AUSD educators focused on cultural competence, diversity, equity, and inclusion. Offer specialized training sessions that equip educators with effective strategies for engaging and supporting African American/Black students in the classroom. Mentorship and Support Programs: Establish mentorship programs through Family Is All That Matters (FIATM) pairing African American/Black students with adult mentors from similar backgrounds to provide guidance, support, and encouragement. Create safe spaces within the school community where students can connect with peers and access resources tailored to their unique needs and experiences. Family and Community Engagement: Foster partnerships with families, community organizations, and local leaders to actively involve parents/guardians in their child's education and development. Organize workshops, seminars, and events that promote collaboration between schools, families, and the wider community in supporting African American/Black students. Student Empowerment Activities: Implement leadership development programs that empower African American/Black students to become advocates for themselves and their communities. Offer opportunities for students to participate in culturally enriching activities and study trips, such as heritage celebrations, art exhibits, and community service projects. A. Student Activities - Greatness Within B. Consultants (FIATM) C. Substitutes, Extra Duty, Supplies		

Action #	Title	Description	Total Funds	Contributing
		D. Culturally Relevant Study Trips		
1.6	Health and Wellness	By integrating health services into the school environment and leveraging the expertise of nurses and assistants, this action aims to enhance school connectedness and engagement by supporting students' physical, mental, and emotional well-being. Health Services: A. Maintain one six-hour Health Services Assistant at 21 school sites (14.25 FTE) B. Maintain 6 nurses (FTE 5.5) to serve students and families district-wide and offer a health clinic to the community C. Maintain a Health Services Secretary (1.0 FTE) - and Bilingual Health Assistants (1.5 FTE) to provide the Alvord Community with access to the district health clinic and maintain the Health Services Department 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 response to the needs of unduplicated students and students with disabilities. A. Physical Education teachers (10.40 FTE) B. Physical Education assistants (9.75 FTE) C. Maintain equipment/supplies Educational partners, including parents/guardians of low-income (LI), English learners (EL), and foster youth (FY), have consistently requested additional mental health services, particularly in recent years. While feedback on the district's efforts to provide mental health services has been positive, there is a growing demand for such services. Educational partners continue to highlight mental health as a prioritized need. Mental Health Outreach: A. Maintain a Mental Health Coordinator (.5 FTE)	$8,731,272.00	Yes

Action #	Title	Description	Total Funds	Contributing
		B. Mental Health Unit Teacher (1 FTE) C. CARE Solace Contract D. Registered Behavior Technicians (RBTs) (9.625 FTE) - funded with Learning Recovery Block Grant E. School Psychologists (6.30 FTE) - funded with Learning Recovery Block Grant Teen Parent Support includes parenting classes and support for adolescent parents in partnership with the Riverside County Office of Education to facilitate their high school graduation. This support includes: A. Access to healthcare and childcare services, B. Assistance in setting post-secondary goals, C. Parenting skills development.		
1.7	Student Engagement	Participation in extracurricular activities aids students in broadening their social networks and honing leadership abilities. Studies indicate that engagement in such activities correlates with favorable long-term results. These endeavors primarily target our unduplicated students, providing opportunities they may not otherwise have beyond the school setting. A. Maintain three (3.0 FTE) Activities Directors at 3 comprehensive high schools B. Maintain three (3.0 FTE) Associated Student Body (ASB) Senior Account Clerks C. Additional hours for all grade levels to support field trips and other outside the school-day activities D. Consultants/Motivational Speaker E. ASB Cards for all high school students F. Transportation for ASB activities 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. A. Provide three marching band teachers at the comprehensive high schools	$6,630,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
		B. Provide two (2 FTE) choir teachers at the high school level C. Provide four (4 FTE) music teachers at the middle school level D. Provide six (5.40 FTE) elementary music instruction to all elementary schools and targeted grade levels Extracurricular Stipend Positions: Stipend positions ensure proper staffing to motivate and engage students. Student activities are provided to support school connectedness.		
1.8	School Safety	School resource officers (SROs) and campus supervisors play an integral role in boosting student engagement and connectedness by supporting a positive school atmosphere where every student feels safe, supported and connected to their school community. School Resource Officer (Through contracts with City of Riverside and County of Riverside) School Resource Officers, at the high school level, serve to ensure a safe environment, cultivate positive relationships, and develop strategies to address student issues. Additional Campus Supervisors and Campus Bike Riders Additional safety personnel on campus offer assistance in establishing secure learning environments ensuring our unduplicated students (LI, EL, and FY), have a sense of safety, belonging, and connectedness at the school sites. Additionally, site-based safety officers aid during student arrival and dismissal times, a necessity identified historically through input from EL and LI educational partners. Panorama - Social Emotional Learning Assessment Panorama serves as a crucial SEL screener within the Multi-Tiered System of Supports (MTSS), aiding in the identification of student social-emotional needs. By assessing different dimensions of social-emotional development, Panorama provides educators with valuable insights into unduplicated students' strengths, challenges, and areas requiring support. This data-driven approach enhances the effectiveness of MTSS by enabling schools to implement targeted interventions and cultivate a	$4,477,863.00	Yes

Action #	Title	Description	Total Funds	Contributing
		positive school climate conducive to academic success and overall well-being.

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.
A. Maintain use of an Emergency and Reunification Management System (i.e Raptor) districtwide. Provide materials, support, and professional development to ensure effective and consistent use districtwide.
B. Provide crossing guards at identified high traffic areas to increase student safety for those walking to and from school.
C. Provide home-to-school transportation for students living within the designated walking distance with the intent of increasing attendance and supporting the academic achievement of unduplicated students.
D. Maintain trauma kits and Automated External Defibrillators (AEDs) for all sites | | |

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	ACADEMICS: Alvord USD fosters a culture of academic excellence that prepares all students, regardless of background or circumstance, for success in higher education, career, and civic life.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Alvord Unified School District serves a diverse student group speaking over 41 languages. Furthermore, as per the 2023 California Dashboard, 33.7% of Alvord students meet the College or Career readiness standard, as indicated by the College and Career Indicator. This goal is designed to enhance and expand our services, particularly focusing on sustaining academic success for unduplicated students beyond their time with us. Our commitment to high educational standards and student achievement is underpinned by a dedication to inclusivity, equity, and ensuring access to quality education for every student in our diverse community.
Given that 29% of Alvord USD's student population is identified as English learners, 27% of the total number of English learners are LTELS, and EL students are performing in the lowest performance band (Red) on the CAASPP, setting goals to improve English learner outcomes is essential for promoting equity, closing achievement gaps, and preparing EL students for college and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Distance From Standard (English Language Arts): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from	2023 CA School Dashboard - ELA Distance From Standard (pts) All Students: -38.5 Orange (Maintained) English Learners: -77.2 Red (Declined)			CA School Dashboard - ELA Distance From Standard (pts) All Students: -30.0 Yellow (Increased) English Learners: • 70.0 Orange	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. Distance From Standard (Mathematics):Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. Average Percentage of students with disabilities in Least Restrictive Environment (LREs) TAMO	Foster Youth: -62.8 Orange (Maintained) Homeless: -77.9 Red (Maintained) Socioeconomically Disadvantaged: -46.9 Orange (Maintained) Students with Disabilities: -120.1 Red (Declined) 2023 CA School Dashboard - Math Distance From Standard (pts) All Students: -80 Yellow (Increased) English Learners: -112 Red (Declined) Foster Youth: -106.2 Orange (Increased) Homeless: -18.7 Red (Maintained) Socioeconomically Disadvantaged: -89.4 Yellow (Increased) Students with Disabilities: -154.1 Red (Maintained) 2023-24 SEIS Data All Students with Disabilities (SWD): 73.24% English Learners (SWD): 73.92%			(Increased) Foster Youth: • 55.0 Yellow (Increased) Homeless: -70.0 Orange (Increased) Socioeconomically Disadvantaged: -40.0 Yellow (Increased) Students with Disabilities: -115.0 Orange (Increased) CA School Dashboard - Math Distance From Standard (pts) All Students: -65 Yellow (Increased) English Learners: • 106 Orange (Increased) Foster Youth: • 95.0 Yellow (Increased) Homeless: -112.0 Orange	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth (SWD): 59.18% Homeless (SWD): 72.21% Socioeconomically Disadvantaged: 74.01% 2022-23 Dataquest 89.2% of teachers are appropriately assigned.			(Increased) Socioeconomically Disadvantaged: • 75.0 Yellow (Increased) Students with Disabilities: -148.0 Orange (Increased) SEIS Data All Students with Disabilities (SWD): 80.0% English Learners (SWD): 80.0% Foster Youth (SWD): 70.0% Homeless (SWD): 75.0% Socioeconomically Disadvantaged: 80.0% Dataquest 100.0% of teachers are appropriately assigned.	
2.2	Distance From Standard (English Language Arts): Distance from Standard measures how far	2023 CA School Dashboard - ELA Distance From Standard (pts)			CA School Dashboard - ELA Distance From Standard (pts)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. Distance From Standard (Mathematics): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. Percentage of students graduating with a high school diploma	All Students: -38.5 Orange (Maintained) English Learners: -77.2 Red (Declined) Foster Youth: -62.8 Orange (Maintained) Homeless: -77.9 Red (Maintained) Socioeconomically Disadvantaged: -46.9 Orange (Maintained) Students with Disabilities: -120.1 Red (Declined) 2023 CA School Dashboard - Math Distance From Standard (pts) All Students: -80 Yellow (Increased) English Learners: -112 Red (Declined) Foster Youth: -106.2 Orange (Increased) Homeless: -18.7 Red (Maintained) Socioeconomically Disadvantaged: -89.4 Yellow (Increased) Students with Disabilities: -154.1 Red (Maintained) 2023 CA School Dashboard - Graduation rate			All Students: -30.0 Yellow (Increased) English Learners: • 70.0 Orange (Increased) Foster Youth: • 55.0 Yellow (Increased) Homeless: -70.0 Orange (Increased) Socioeconomically Disadvantaged: • 40.0 Yellow (Increased) Students with Disabilities: -115.0 Orange (Increased) CA School Dashboard - Math Distance From Standard (pts) All Students: -65 Yellow (Increased) English Learners: • 106 Orange (Increased)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of English Learner Students making progress towards English language proficiency or maintaining the highest level Percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator Percentage of students performing at Tier 1 on local academic universal screening measures in ELA Percentage of students performing at Tier 1 on local academic universal screening measures in Math Self-Reflection Tool for Implementation of the academic content and performance standards	All Students: 94.2% Green (Maintained) English Learners: 91.9% Green (Increased) Foster Youth: 78.6% No Color (Declined) Homeless: 87.0% Yellow (Maintained) Socioeconomically Disadvantaged: 93.8% Green (Maintained) Students with Disabilities: 83.2% Orange (Declined) 2023 CA School Dashboard - English Learner Progress 44.1% Orange (Maintained) 2023 CA School Dashboard - College/Career Indicator Prepared All Students: 33.7% Low English Learners: 10.9% Low Foster Youth: 7.7% No Level Homeless: 14.1% Low Socioeconomically Disadvantaged: 31.0% Low			Foster Youth: • 95.0 Yellow (Increased) Homeless: -112.0 Orange (Increased) Socioeconomically Disadvantaged: • 75.0 Yellow (Increased) Students with Disabilities: -148.0 Orange (Increased) CA School Dashboard - Graduation rate All Students: 95.0% Blue (Increased) English Learners: 93.0% Blue (Increased) Foster Youth: 80.0% Green (Increased) Homeless: 90.0% Green (Increased) Socioeconomically Disadvantaged: 95.0% Blue (Increased)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Advanced Placement Examinations	Students with Disabilities: 5.6% Very Low 2023-24 Winter Administration of Universal Screening Measures (Acadience & Star Reading): ELA All Students: 42.4% English Learners: 15.6% Students with Disabilities: 14.14% 2023-24 Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: 25.53% English Learners: 11.97% Students with Disabilities: 12.71% 2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability			Students with Disabilities: 85.0% Green (Increased) CA School Dashboard - English Learner Progress: 50.1% Green (Increased) CA School Dashboard - College/Career Indicator Prepared All Students: 36.0% Medium English Learners: 15.0% Low Foster Youth: 10.0% Low Homeless: 17.0% Low Socioeconomically Disadvantaged: 35.0% Medium Students with Disabilities: 7.5% Very Low Winter Administration of Universal Screening Measures	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 3.0 MATH Professional Development - 3.0 Instructional Materials - 1.0 Policy and Programs - 3.0 NGSS Professional Development - 3.0 Instructional Materials - 1.0 Policy and Programs - 3.0 HISTORY-SOCIAL SCIENCE Professional Development - 2.0 Instructional Materials - 1.0 Policy and Programs - 3.0 CAREER TECHNICAL ED (CTE)			(Acadience & Star Reading): ELA All Students: 60% English Learners: 30% Students with Disabilities: 20% Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: 40% English Learners: 20% Students with Disabilities: 18% Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELA Professional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation of Standards - 3.0 HEALTH CONTENT Implementation of Standards- 3.0 PHYSICAL EDUCATION Implementation of Standards- 3.0 VAPA Implementation of Standards- 3.0 WORLD LANGUAGE Implementation of Standards - 3.0 2022-23 Advanced Placement Examination Students scoring 3 or higher: 42.30%			Development - 5.0 Instructional Materials - 5.0 Policy and Programs - 5.0 MATH Professional Development - 5.0 Instructional Materials - 5.0 Policy and Programs - 5.0 NGSS Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 4.0 HISTORY-SOCIAL SCIENCE Professional Development - 4.0 Instructional Materials - 4.0 Policy and Programs - 4.0 CAREER TECHNICAL ED (CTE) Implementation of Standards - 5.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					HEALTH CONTENT Implementation of Standards- 4.0 PHYSICAL EDUCATION Implementation of Standards- 5.0 VAPA Implementation of Standards- 4.0 WORLD LANGUAGE Implementation of Standards - 5.0 Advanced Placement Examination Students scoring 3 or higher: 50.00%	
2.3	Distance From Standard (English Language Arts): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met)	2023 CA School Dashboard - ELA Distance From Standard (pts) All Students: -38.5 Orange (Maintained) English Learners: -77.2 Red (Declined) Foster Youth: -62.8 Orange (Maintained)			CA School Dashboard - ELA Distance From Standard (pts) All Students: -30.0 Yellow (Increased) English Learners: • 70.0 Orange (Increased)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on the CAASPP-SBAC & CAA results. Distance From Standard (Mathematics):Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. Percentage of students performing at Tier 1 on local academic universal screening measures in ELA Percentage of students performing at Tier 1 on local academic universal screening measures in SLA Percentage of students performing at Tier 1 on	Homeless: -77.9 Red (Maintained) Socioeconomically Disadvantaged: -46.9 Orange (Maintained) Students with Disabilities: -120.1 Red (Declined) 2023 CA School Dashboard - Math Distance From Standard (pts) All Students: -80 Yellow (Increased) English Learners: -112 Red (Declined) Foster Youth: -106.2 Orange (Increased) Homeless: -18.7 Red (Maintained) Socioeconomically Disadvantaged: -89.4 Yellow (Increased) Students with Disabilities: -154.1 Red (Maintained) 2023-24 Winter Administration of Universal Screening Measures (Acadience & Star Reading): ELA All Students: 42.4% English Learners: 15.6%			Foster Youth: • 55.0 Yellow (Increased) Homeless: -70.0 Orange (Increased) Socioeconomically Disadvantaged: • 40.0 Yellow (Increased) Students with Disabilities: -115.0 Orange (Increased) CA School Dashboard - Math Distance From Standard (pts) All Students: -65 Yellow (Increased) English Learners: • 106 Orange (Increased) Foster Youth: • 95.0 Yellow (Increased) Homeless: -112.0 Orange	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	local academic universal screening measures in Math Percentage of core subject area teachers participating in professional learning.	Students with Disabilities: 14.14% 2023-24 Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 57.8% English Learners: 55.3% Students with Disabilities: 32.3% 2023-24 Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: 25.53% English Learners: 11.97% Students with Disabilities: 12.71% New action no baseline data available (Attendance via sign-in sheets and feedback via evaluations)			(Increased) Socioeconomically Disadvantaged: • 75.0 Yellow (Increased) Students with Disabilities: -148.0 Orange (Increased) Winter Administration of Universal Screening Measures (Acadience & Star Reading): ELA All Students: 60% English Learners: 30% Students with Disabilities: 20% Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 70% English Learners: 60% Students with Disabilities: 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Winter Administration of Universal Screening Measures (Reveal & MDTP): Math All Students: 40% English Learners: 20% Students with Disabilities: 18% Teacher Professional Learning Attendance: 95% Feedback: 75%	
2.4	Districtwide 1:1 Device Access to Home Internet Percentage of students in grades 3-8 and 11 participating in CAASPP SBAC ELA Percentage of students in grades 3-8 and 11	2023-24 Districtwide 1:1 Device 100% Access to Internet at home: 100% Spring 2023 CAASPP participation - SBAC ELA All Students: 97.75% English Learners: 96.12% Foster Youth: 98.08% Homeless: 94.97% Socioeconomically Disadvantaged: 98.18%			Districtwide 1:1 Device 100% Access to Internet at home: 100% CAASPP participation - SBAC ELA All Students: 99.0% English Learners: 99.0% Foster Youth: 99.0% Homeless: 97.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participating in CAASPP SBAC Math Percentage of students in grades 5, 8, and 11 participating in CAASPP California Science Test (CAST)	Students with Disabilities: 96.09% Spring 2023 CAASPP participation - SBAC Math All Students: 98.25% English Learners: 98.50% Foster Youth: 94.34% Homeless: 98.39% Socioeconomically Disadvantaged: 98.54% Students with Disabilities: 95.84% Spring 2023 CAASPP participation - CAST All Students: 96.75% English Learners: 96.58% Foster Youth: 92.31% Homeless: 96.28% Socioeconomically Disadvantaged: 97.22% Students with Disabilities: 92.82%			Socioeconomically Disadvantaged: 99.0% Students with Disabilities: 98.0% CAASPP participation - SBAC Math All Students: 99.0% English Learners: 99.0% Foster Youth: 99.0% Homeless: 97.5% Socioeconomically Disadvantaged: 99.0% Students with Disabilities: 98.0% CAASPP participation - SBAC CAST All Students: 99.0% English Learners: 98.0% Foster Youth: 98.0% Homeless: 98.0% Socioeconomically Disadvantaged: 99.0% Students with Disabilities: 97.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of students in kindergarten through grade 8 who are absent 10 or more percent of their enrolled instructional days. Percentage of students graduating with a high school diploma. Number and Percentage of students participating in Saturday School.	2023 CA School Dashboard - Chronic Absenteeism All Students: 26.4% Yellow (Declined) English Learners: 24.2% Yellow (Declined) Foster Youth: 33.8% Red (Increased) Homeless: 34.9% Yellow (Declined) Socioeconomically Disadvantaged: 27.9% Yellow (Declined) Students with Disabilities: 35.5% Yellow (Declined) 2023 CA School Dashboard - Graduation rate All Students: 94.2% Green (Maintained) English Learners: 91.9% Green (Increased) Foster Youth: 78.6% No Color (Declined) Homeless: 87.0% Yellow (Maintained) Socioeconomically Disadvantaged: 93.8% Green (Maintained)			CA School Dashboard - Chronic Absenteeism All Students: 17.4% Yellow (Declined) English Learners: 15.2% Yellow (Declined) Foster Youth: 28.0% Orange (Declined) Homeless: 25.9% Yellow (Declined) Socioeconomically Disadvantaged: 18.0% Yellow (Declined) Students with Disabilities: 26.0% Yellow (Declined) CA School Dashboard - Graduation rate All Students: 95.0% Blue (Increased) English Learners: 93.0% blue (Increased) Foster Youth: 80.0% Green (Increased)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 83.2% Orange (Declined) 2023-24 Aeries SIS - Saturday School Participation All Students: 1424 (7.85%) English Learners: 297 (6.80%) Foster Youth: 8 (5.13%) Homeless: 110 (7.30%) Low Income: 1257 (8.46%) Students with Disabilities: 162 (5.71%)			Homeless: 90.0% Green (Increased) Socioeconomically Disadvantaged: 95.0% Blue (Increased) Students with Disabilities: 85.0% Green (Increased) Aeries SIS - Saturday School Participation All Students: 15.0% English Learners: 12.0% Foster Youth: 8.0% Homeless: 12.0% Low Income: 14.0% Students with Disabilities: 8.0%	
2.6	Number of library books checked out by students.	2023-24 Destiny: 287,954 circulation items			Destiny - Maintain circulation and Williams compliance	
2.7	Percentage of Dual Language Immersion (DLI) students meeting or exceeding standards in ELA on the CAASPP	2023 CAASPP Results ELA - 2023-24 DLI students All Students: 36.31% ALL DLI Students: 37.03%			CAASPP Results ELA - DLI students All Students: 40.0% ALL DLI Students: 40.03%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Dual Language Immersion (DLI) students meeting or exceeding standards in Math on the CAASPP Percentage of students performing at Tier 1 on local academic universal screening measures in SLA	DLI English Learners: 5.76% DLI Homeless: 25.0% DLI Low Income: 34.19% DLI Students with Disabilities:12.50% 2023 CAASPP Results Math - 2023-24 DLI students All Students: 22.00% ALL DLI Students: 37.03% DLI English Learners: 6.34% DLI Homeless: 19.05% DLI Low Income: 23.16% DLI Students with Disabilities: 1.11% 2023-24 Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 57.8% English Learners: 55.3%			DLI English Learners: 9.0% DLI Homeless: 28.0% DLI Low Income: 37.19% DLI Students with Disabilities:15.50% CAASPP Results Math - DLI students All Students: ALL DLI Students: 40.03% DLI English Learners:10.0% DLI Homeless: 22.05% DLI Low Income: 26.16% DLI Students with Disabilities: 4.11% Winter Administration of Universal Screening Measures (Lectura & Star Spanish): SLA All Students: 70% English Learners: 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Percentage of students at our Alternative High Schools that are prepared for College / Career.	2023 CA School Dashboard Percentage Prepared All Students: 0% English Learner: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0%			CA School Dashboard Percentage Prepared All Students: English Learner: 10.0% Hispanic: 10.0% Socioeconomically Disadvantaged: 10.0%	
	Number of high school students enrolling in at least one Dual College Enrollment course in the Fall.	Fall Grades Report from Community Colleges All Students: 158 students English Learners: 22 students Homeless: 12 students Socioeconomically Disadvantaged: 130 students Students with Disabilities: 14 students			Fall Grades Report from Community Colleges All Students: 200 students English Learners: 35 students Homeless: 20 students Socioeconomically Disadvantaged: 150 students Students with Disabilities: 20 students	
	Percentage of high school students passing at least one Dual College Enrollment course in the Fall.	2023 Fall Grades Report from Community Colleges All Students: 87.14% English Learners: 95.24% Homeless: 90.91% Socioeconomically Disadvantaged: 88.50% Students with Disabilities: 83.33%			Fall Grades Report from Community Colleges All Students: 99.0% English Learners: 99.0% Homeless: 95.0%	
	Average attendance percentage of students in Home-Based Independent Study Program.	2023-24 Aeries SIS				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 84.50% English Learners: 82.40% Foster Youth: 77.10% Homeless: 76.80% Socioeconomically Disadvantaged: 84.70% Students with Disabilities: 82.00%			Socioeconomically Disadvantaged: 95.0% Students with Disabilities: 90.0% Aeries SIS All Students: 95.0% English Learners: 95.0% Foster Youth: 90.0% Homeless: 90.0% Socioeconomically Disadvantaged: 95.0% Students with Disabilities: 90.0%	
2.9	Percentage of English Learner Students making progress towards English language proficiency or maintaining the highest level Distance From Standard (English Language Arts): Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the	2023 CA School Dashboard: English Learner Progress 44.1% Orange (Maintained) 2023 CA School Dashboard ELA - Distance From Standard (pts) All Students: -38.5 Orange (Maintained) English Learners: -77.2 Red (Declined)			CA School Dashboard - English Learner Progress: 50.1% Green (Increased) CA School Dashboard ELA - Distance From Standard (pts) All Students: -30 Yellow (Increased) English Learners: -70 Orange (Increased)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. Distance From Standard (Mathematics):Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. Percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator Percentage of students performing at Tier 1 on local academic universal screening measures in ELA Percentage of student Reclassified Fluent English Proficient (RFEP)	2023 CA School Dashboard Math: Distance From Standard (pts) All Students: -80 Yellow (Increased) English Learners: -112 Red (Declined) 2023 CA School Dashboard: College/Career Indicator Prepared All Students: 33.7% Low English Learners: 10.9% Low 2023-24 Winter Administration of Universal Screening Measures (Acadience & Star Reading): ELA All Students: 42.4% English Learners: 15.6% CALPADS EOY Reports: 8.25% 2023 Dashboard RATING SCALE 1-5: 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation			CA School Dashboard Math: Distance From Standard (pts) All Students: -65 Yellow (Increased) English Learners: -106 Orange (Increased) CA School Dashboard: College/Career Indicator Prepared All Students: 36.0% Medium English Learners: 15.0% Low Winter Administration of Universal Screening Measures (Acadience & Star Reading): ELA All Students: 60% English Learners: 30% CALPADS EOY Reports: 12.0% Dashboard RATING SCALE 1-5:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Self-Reflection Tool for how the programs and services will enable English Learners to access the CCSS and ELD standards	4-Full Implementation 5-Full Implementation & Sustainability ELD Professional Development - 3.0 Instructional Materials - 4.0 Policy and Programs - 3.0			1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability ELD Professional Development - 5.0 Instructional Materials - 5.0 Policy and Programs - 5.0	
2.10	Percentage of student Reclassified Fluent English Proficient (RFEP) Percentage of "At-Risk" and Long-Term English Learners (LTEL)	CALPADS EOY Reports: 8.25% DataQuest 22-23 LTEL: Percentages EL 0-3 Years: 21.4% At-Risk 4-5 Years: 7.5% LTEL 6+ Years: 15.7%			CALPADS EOY Reports: 12.0% DataQuest LTEL: Percentages At-Risk 4-5 Years: 5.0% LTEL 6+ Years: 11.7%	
2.11	BASIC SERVICES LOCAL INDICATORS Instructional Materials: Williams Act Report Facilities: FIT report	2023 Dashboard - 100% of pupils have sufficient access to standards-aligned			Dashboard - 100% of pupils have sufficient access to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instructional materials. • 10 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)			standards-aligned instructional materials. • 5 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Inclusion & Optimal Learning Environment	Ensure smaller teacher-student ratios and optimal learning environments. Class size reduction provides unduplicated students with the individualized support, engagement, relationships, classroom management, and extracurricular opportunities they need to thrive academically and succeed in school. 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 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. A. Additional Special Education Instructional Assistants B. Special Education Workability Technician C. Additional Special Education Resource Teacher at each Middle School (4.0 FTE) 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.	$9,781,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These materials are for the purpose of creating engaging and enriching lessons beyond the base program, supplies, and resources.		
2.2	Multi-Tiered System of Supports (MTSS)	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. The Directors of Elementary and Secondary Education will work with school site teams to ensure our unduplicated students have access to a broad course of study while eliminating potential barriers. To ensure personalized attention and increased enrollment for our unduplicated students, the following actions will be taken: A. Director of Elementary Education (0.50 FTE) B. Director of Secondary Education (0.50 FTE) C. Assistant to the Director of Elementary Education (0.50 FTE) D. Assistant to the Director of Secondary Education (0.50 FTE) 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. The Accountability and Intervention Assistant Director will work with school sites to ensure sites are spending funds that are aimed at student achievement, specifically for unduplicated student groups. The Director of Assessment and Special Projects will work with school site teams to disaggregate and analyze data to ensure our unduplicated students have access to differentiated support which address any potential learning gaps. Progress monitoring will focus on the needs of at-promise students including unduplicated student counts and students with disabilities. A. Director of Assessment & Special Projects (0.50 FTE) B. Data and Assessment Technician (0.5 FTE) C. Accountability and Intervention Assistant Director (0.40 FTE) D. Contracts	$4,561,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Support the work of unduplicated elementary and intermediate students specifically in the areas of English language arts, math, and ELD. Work with elementary and intermediate teachers in creating structures to support the MTSS model. $629,761.00 A. Instructional Specialists (3.0 FTE) B. Elementary Numeracy Teachers (14 FTE) C. Intervention Intermediate Teachers (3 FTE)		
2.3	Instructional Response to MTSS	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, identifying resources necessary to implement interventions, and supports. Funding for this action is allocated to additional hours that go beyond the contracted time, contracts with outside consultants, professional resources, and training material, and supplemental resources for unduplicated students. TK-12 Early Release Cost 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. These allocations are held accountable by using the Galaxy Business Information System. Before a school site can expend these funds, the request must be approved through a series of approvers, such as the Director of English Learners and the Assistant Superintendent of Educational Services. Provide 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 and EL students at the site and is used in providing engaging and enriching environments for the purchase of additional materials and supplies. Professional development for elementary and secondary teachers:	$2,352,212.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All elementary and secondary teachers in core subject areas will participate in annual professional learning release days to focus on enhancing the instructional effectiveness within MTSS across all three tiers with specific focus on unduplicated students.		
2.4	Instructional Technology	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. A. Student Mi-Fis $170,000 B. Technology Equipment, Material, Supplies, and Software 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 necessary resources. 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. A. IT Technician II (3.0 FTE) B. IT Technician III (1.65 FTE) C. Network Manager (1.0 FTE) D. Assistant Director of Technology (1.0 FTE)	$3,397,682.00	Yes
2.5	Saturday Academy	Saturday Academies will focus on all high schools to provide additional academic support to students experiencing chronic absenteeism and at risk of credit deficiencies. The intervention supports will be principally focused on unduplicated student count. A. Staff	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Libraries	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. A. Teacher librarian (1.0 FTE) B. Fourteen Library Assistant I (10.625 FTE) C. Eight Library Assistant II (7.75 FTE) D. Library Books $2 per student	$2,181,876.00	Yes
2.7	Dual Language Immersion (DLI)	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. A. DLI support materials B. DLI teachers	$5,690,809.00	Yes
2.8	Alternate Course of Study	AUSD houses two continuation high schools with alternative settings to support unduplicated pupils. Both schools have significantly lower class sizes than the three comprehensive high schools. 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 toward mastery. A. Certificated staff (14 FTE) B. HS Credit Recovery C. Credit Recovery D. Contracts	$4,280,225.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition, AUSD also offers a Home Based Independent Study Program (HBISP) to students and families who prefer the flexibility of home based learning environment. This action will offer alternative ways to support unduplicated students in grades 6-12. Families will be given the option to participate in the home base independent study program with support from an AUSD teacher.		
2.9	Improve Outcomes for English Learners	English learners (ELs) comprise 29% of the district and are supported through the LCAP by ensuring improved and increased staff, supplies, services, and testers. All English learners receive designated and integrated English language development (ELD) and are championed from the beginning with culturally sensitive and highly effective initial assessment and identification practices. Appropriate placement in language acquisition programs (SEI and DLI)* for all students identified as ELs is a priority for our district. Bilingual and culturally responsive staff are trained to provide additional and impactful services from identification, placement, language acquisition programs, primary language materials, and support. *Structured English Immersion (SEI) and Dual Language Immersion (DLI) Goal: English Learners will demonstrate measurable improvement in English language proficiency, as evidenced by an increase of at least one proficiency level (an increase in the English Learner Progress Indicator (ELPI), and enhanced academic performance across core content areas (grades, state, and local academic assessments). A. Bilingual EL support staff (4.0 FTE) B. Director of English Learner Support Services (1.0 FTE) C. Supplies/services D. Bilingual Testers (3.0 FTE) E. Additional Translators / Interpreters (4.0 FTE) F. Bilingual Assistants (20%) Support the work of English learners specifically in English language arts, math, and ELD through a multi-tiered system of supports including professional development, coaching, and collaboration.	$3,821,899.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A. Instructional Specialists - EL (2.0 FTE) (Part of Goal 2 Action 2.2) Professional Development (language acquisition programs): A: Designated and Integrated ELD B. Methodologies and strategies for access to content: GLAD, SDAIE, language skills across the curriculum, strategies that allow parity of participation in the standard instructional program C. Culturally Responsive Teaching		
2.10	Improve Outcomes for LTELs	Long-term English learners (LTELs) comprise 7% of the district and 27% of the EL population. They are supported through the LCAP by ensuring improved and increased staff, supplies, coaching, professional development, and services. Long-term English learners are provided specialized ELD tailored to meet their needs, as identified through LTEL research and district ELPAC and CAASPP data, through Advanced Academic Language Development when needed. Teachers are trained in strategies to differentiate instruction, scaffold lessons, and build academic vocabulary and writing development. Training on academic discourse, curricular resources, such as English 3D, and writing instruction and practice for LTELs are supported throughout and will continue to be used with follow-up staff training and support. These services provide opportunities for language acquisition, leading to access to core content mastery with an ultimate goal of reclassification. These additional resources ensure an equitable opportunity for impactful services, appropriate assessment measures, and language support outside of generally funded actions. (Funding for this action is captured in action 2.9) Goal: By the end of the academic year, long-term English learners (LTELs) will demonstrate measurable progress in English language proficiency, academic vocabulary acquisition, and content knowledge in ELA and Math as measured by the ELPI and state and local ELA and Math assessments. The following positions identified in action 2.9 also support this action. A. Bilingual EL support staff (4.0 FTE) B. Director of English Learner Support Services (1.0 FTE) C. Supplies/services	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Support the work of English learners specifically in English language arts, math, and ELD through a multi-tiered system of supports. A. Instructional Specialists - EL (2.0 FTE) (Funding for this position is captured in action 2.9) Professional Development in the following areas: A: Designated and Integrated ELD B. Methodologies and strategies for access to content: SDAIE, Academic Discourse (Spoken and Written), curricular resource training (English 3D) C. Culturally Responsive Teaching		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	COLLEGE AND CAREER READINESS: Alvord USD will enhance the preparation of all students for college and career success with a focus on accessibility and equity, aligning with state priorities to ensure that students are ready to meet the demands of higher education and the workforce.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The decision to prioritize college and career readiness stems from a thorough analysis of relevant data and identified needs within the district. According to the 2023 California Dashboard, only 33.7% of students meet the College or Career readiness standard, as indicated by the College and Career Indicator. Additionally, the 2023 Status Placement Report reveals that Alvord High School and several others are placed at the Low or Very Low level, The 2023 Status Placement Report indicates that AUSD placed at the Low level, while 3 high schools placed at the Low level, and two at the very low level. No high schools placed at the High or Very High level, signaling a significant gap in meeting college and career readiness benchmarks. This data underscores the urgency and importance of addressing college and career readiness within the district. By focusing efforts on enhancing the preparation of all students, Alvord USD aims to improve outcomes and ensure that students are equipped with the skills, knowledge, and resources necessary to succeed in post-secondary education and the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Advancement Via Individual Determination (AVID) Students Enrolled in College the Fall Immediately After High School	Student Tracker Data: Class of 2023 (Effective Date = November 20, 2023) All graduates: 55% English Language Learner: 37.9%			Student Tracker Data: All graduates: 60.0% English Language Learner: 40.0% Economically Disadvantaged:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Economically Disadvantaged: 53.5% AVID graduates: 88% AVID English Language Learner: 72.7% AVID Economically Disadvantaged: 87.6%			55.0% AVID graduates: 90.0% AVID English Language Learner: 76.0% AVID Economically Disadvantaged: 92.0%	
3.2	Percentage of International Baccalaureate (IB) Students Enrolled in College the Fall Immediately After High School Percentage of students passing International Baccalaureate (IB) exams at Norte Vista High School	Student Tracker Data: Class of 2023 (Effective Date = November 20, 2023) - Norte Vista High School All graduates: 60% English Language Learner: 43.2% Economically Disadvantaged: 60.2% IB graduates: 83% IB English Language Learner: 76.9% IB Economically Disadvantaged: 83% 2023 IB Score Report All Students: 36.87% English Learners: 42.11% Homeless: 18.18% Low Income: 52.00% Students with Disabilities: 33.33%			Student Tracker Data: All graduates: 60.0% English Language Learner: 55.0% Economically Disadvantaged: 40.0% IB graduates: 90.0% IB English Language Learner: 80.0% IB Economically Disadvantaged: 88.0% IB Score Report All Students: 60.0% English Learners: 50.0% Homeless: 35.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Puente Students Enrolled in College the Fall Immediately After High School	Puente graduates: 58.0% Puente English Language Learner: N/A Puente Economically Disadvantaged: 57.7%			Socioeconomically Disadvantaged: 60.0% Students with Disabilities: 40.0% Puente graduates: 65.0% Puente English Language Learner: N/A Puente Economically Disadvantaged: 63.0%	
3.3	Number and Percent of students who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks. (CTE Completer) Number and Percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career	2023 CA Dashboard: Additional Reports: CTE Pathway All Students: 221 (14.6%) English Learners: 56 (13.4%) Foster Youth: 1 (7.1%) Homeless: 11 (8.4%) Socioeconomically Disadvantaged: 200 (14.7%) Students with Disabilities: 30 (13.6%) 2023 CA Dashboard: Additional Reports: UC/CSU AND CTE All Students: 122 (8.1%)			CA Dashboard: Additional Reports: CTE Pathway All Students: 20.0% English Learners: 15.0% Foster Youth: 10.0% Homeless: 10.0% Socioeconomically Disadvantaged: 20.0% Students with Disabilities: 18.0% 2023 CA Dashboard: Additional Reports: UC/CSU AND CTE	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	technical education sequences or programs of study (A-G & CTE).	English Learners: 17 (4.1%) Foster Youth: 1 (7.1%) Homeless: 2 (1.5%) Socioeconomically Disadvantaged: 107 (7.8%) Students with Disabilities: 4 (1.8%)			All Students: 10.0% English Learners: 6.0% Foster Youth: 10.0% Homeless: 5.0% Socioeconomically Disadvantaged: 10.0% Students with Disabilities: 3.0%	
3.4	Number and Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU (Completed A-G). Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program (EAP), or any subsequent assessment of college preparedness.	2023 CA Dashboard: Additional Reports: UC/CSU All Students: 656 (43.4%) English Learners: 92 (22.0%) Foster Youth: 1 (7.1%) Homeless: 28 (21.4%) Socioeconomically Disadvantaged: 557 (40.8%) Students with Disabilities: 24 (10.9%) EAP: CAASPP Reports % ELA: GR 11 Level 4 2022-23: 15.25% EAP: CAASPP Reports % Mathematics: GR 11 Level 4 2022-23: 2.85%			CA Dashboard: Additional Reports: UC/CSU All Students: 50.0% English Learners: 26.0% Foster Youth: 11.0% Homeless: 28.0% Socioeconomically Disadvantaged: 50.0% Students with Disabilities: 14.0% EAP: CAASPP Reports % ELA: GR 11 Level 4 ELA: 20.0% EAP: CAASPP Reports %	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Mathematics: GR 11 Level 4 Mathematics: 10.0%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	AVID	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.	$1,869,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A. Elementary per student site allocation B. Secondary per student site allocation C. AVID annual contract D. District AVID Coordinator E. Secondary AVID teachers (7 FTE)		
3.2	College Readiness Courses	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. A. Certificated teacher as IB Coordinator (1 FTE) B. IB teachers (6.4 FTE) The Puente Program 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. A. One (1) FTE B. Supplies, services, substitutes, and professional development	$1,692,900.00	Yes
3.3	Career & Technical Education (CTE)	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. A. Riverside County Office of Education (RCOE) Service contract (10.0 FTE) B. Alvord USD certificated staff (11.8 FTE)	$2,846,668.00	Yes

Action #	Title	Description	Total Funds	Contributing
		C. Principal of Alternative Programs and CTE (0.4 FTE)		
3.4	College Admission	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. A. Registrars (4 FTE) B. Parchment	$511,595.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	SUPPORTING ALTERNATIVE PATHS TO SUCCESS: Within three years, all students, and particularly our English Learners, Hispanic and Socioeconomically Disadvantaged students at Alvord High School and Mission View High School will demonstrate College and Career preparedness as measured by their participation in a broad course of study and reflected by positive growth in the College and Career Indicator on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting a broad course of study to better prepare students for college and career for all students districtwide, but specifically for our English Learner, Hispanic and Socio-economically Disadvantaged students at both Alvord High School and Mission View High School. In addition, at Mission View High School, the schoolwide student group, the Hispanic student group and the Socioeconomically Disadvantaged student group performed at the lowest level in English Language Arts and Math as measured by the school's CAASPP data. CCI indicators were also low for the following student groups: schoolwide, EL, Homeless Youth, SED, SWD, and Hispanic. For these particular schools, the primary areas to review include CTE pathway completion, College Credit Curses, Pre-Apprenticeships, CAASPP, and the State Seal of Biliteracy. These results on the CAASPP as well as the data reflected for CCI may impact their ability to participate meaningfully in a broad course of study in preparation for College and Career. The need for improvement is echoed by feedback provided by educational partners

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of misassigned teachers TAMO report Distance From Standard (English Language Arts):	TAMO misassignments by school Alvord High School: 13% Mission View High School: 20%			TAMO misassignments by school Alvord High School: 5% Mission View High	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. Distance From Standard (Mathematics):Distance from Standard measures how far students are from the lowest possible score for Standard Met. The indicator is based on the average distance from Level 3 (Standard Met) on the CAASPP-SBAC & CAA results. Percentage of students at our Alternative High Schools that are prepared for College / Career.	Mission View High School 2023 CA School Dashboard - ELA Distance From Standard (pts) All Students: -132.5 Red (Declined) Socioeconomically Disadvantaged: -132.5 Red (Declined) 2023 CA School Dashboard - Math Distance From Standard (pts) All Students: -216.7 Red (Declined) Socioeconomically Disadvantaged: -216.7 Red (Declined) 2023 CA School Dashboard Percentage Prepared All Students: 0% English Learner: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0%			School: 5% Mission View High School CA School Dashboard - ELA Distance From Standard (pts) All Students: • 100.0 Orange (Increased) Socioeconomically Disadvantaged: • 100.0 Orange (Increased) CA School Dashboard - Math Distance From Standard (pts) All Students: • 180.0 Orange (Increased) Socioeconomically Disadvantaged: • 180.0 Orange (Increased)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					CA School Dashboard Percentage Prepared All Students: 10.0% English Learner: 10.0% Hispanic: 10.0% Socioeconomically Disadvantaged: 10.0%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	A-G Course Offerings	Ensure that all teaching staff at AUSD's two continuation high schools are appropriately credentialed and assigned to classes that match their qualifications. This will enhance the academic support available to unduplicated students in these alternative settings by providing opportunities for academic intervention as well as increased access to A-G coursework, resulting in higher graduation rates and improved college/career readiness. Teacher Misassignment Increase opportunity for A-G course enrollment	$513,674.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$67,165,840	$8,350,853

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
36.993%	0.000%	$0.00	36.993%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Athletic Programs **Need:** AUSD students from low-income backgrounds (85%), foster youth (0.6%), and English learners (20.9%) face unique challenges that can hinder their academic and social success in school. Historically, unduplicated students have been underrepresented in athletic programs.	Participation in athletics offers numerous benefits for unduplicated students' physical and mental well-being, providing access to physical activity that enhances overall health and reduces stress. Additionally, sports involvement fosters a sense of belonging and community among peers, contributing to social support and camaraderie. Success in sports also promotes a sense of achievement and boosts self-esteem, motivating students to excel in other areas of their lives. Furthermore, athletes often benefit from the	#/% of unduplicated students participating in athletics, monitor educational partner feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This is evident by all student group participation rate of 10.27% where as our English Learners group is 4.35%, Foster Youth is 4.49%, Homeless is 6.97%, Low Income is 10.02%. Feedback from surveys, DELAC, PAC meetings, and LCAP Advisory Committee discussions also highlighted this need. **Scope:** LEA-wide	guidance and support of coaches and teammates, who serve as positive role models and mentors. Athletics can also facilitate parental involvement and engagement, strengthening the school community and support network as parents become actively involved in their children's sporting endeavors. Providing these athletic opportunities on an LEA-wide basis ensures that all unduplicated students across the district have equitable access to these benefits, regardless of the specific school they attend. This approach maximizes resource utilization, allowing the LEA to offer a broader range of sports programs and facilities that individual schools might not be able to support independently. Additionally, LEA-wide athletics promote inclusivity and diversity, fostering interactions among students from different backgrounds and schools, which enhances the social fabric of the entire district. This comprehensive strategy not only amplifies the positive impact on student well-being but also strengthens the overall educational environment within the LEA.	
1.2	**Action:** Student Support Services **Need:** Student and parent surveys and engagement metrics highlight the need to enhance the structures and personnel dedicated to promoting engagement and connection within the educational community.	Maintaining counselors and assistant principals addresses the need to enhance structures and personnel dedicated to promoting engagement and connection within the educational community. Providing these roles on an LEA-wide basis ensures consistent and equitable support for all students across the district, including unduplicated students who may have diverse and unique needs. This approach leverages resources efficiently and	CA dashboard - chronic absenteeism, suspension rate Aeries - participation in SEL lessons

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The following AUSD student groups achieved at the lowest performance level on the 2023 CA School Dashboard for suspension rate: Foster Youth and 2 or More Races. The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard for suspension rate: English Learners at Villegas Middle School; Homeless Student Group at La Granada ES and Villegas MS; Students with Disabilities at Orrenmaa ES, Wells MS, and Villegas MS; African-American Student Group at Collett ES and McAuliffe ES **Scope:** LEA-wide	standardizes the quality of support services throughout the LEA. Counselors offer both direct and indirect student support, focusing on early intervention strategies for academic support and social-emotional learning. They provide group and individual lessons on stress management, conflict resolution, and healthy communication skills, which are crucial for student development. By maintaining counselors on an LEA-wide basis, every student has access to these essential services, promoting a cohesive and supportive learning environment district-wide. Assistant principals oversee behavior and engagement initiatives, ensuring a positive school climate. Their presence fosters student, parent, and community involvement, aligning with feedback from surveys and engagement metrics, which is essential to unduplicated student success. Implementing this support structure across the LEA ensures that all schools benefit from consistent leadership and engagement strategies, enhancing overall school climate and fostering a sense of community throughout the district. This comprehensive approach not only addresses immediate needs but also builds a stronger, more connected educational community for all students.	
1.3	**Action:** Attendance **Need:**	Improving unduplicated student attendance and reducing chronic absenteeism rates through student and parent contacts, home visits, and resource support is crucial for enhancing educational outcomes. Providing these actions on	Dashboard Chronic Absenteeism data, parent and student surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Feedback from educational partners suggests a need to eliminate various obstacles to school attendance and connection for students and families. These needs seem most pronounced among low-income (LI) families and vary based on student group and individual student and family circumstances.

The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard for Chronic Absenteeism: Foster Youth.

The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard for Chronic Absenteeism are:
All Students at La Granada ES
English Learners at Collett ES, La Granada ES, Promenade ES, and Myra Linn ES;
Hispanic Students at Foothill ES, La Granada, and Promenade;
Homeless at Arizona MS, Arlanza ES, La Granada ES, Myra Linn ES, and Stokoe ES;
SED at La Granada and Lake Hills ES
Students with Disabilities at Arizona MS, Lake Hills ES, Myra Linn ES, Promenade ES, and Stokoe ES
African American at Villegas
White at Lake Hills ES, McAuliffe ES, RMK ES, and Stokoe ES;
2 or More Races at Villegas MS

~On the Fall 2023 Dashboard, the "all students" group reported a chronic absenteeism rate of 26.4% (Medium status | an LEA-wide basis ensures consistent and equitable support across all schools in the district, addressing the diverse needs of unduplicated students effectively. This approach allows for the efficient use of resources and the implementation of best practices district-wide, ensuring that no student or school is left behind.

Identified attendance needs will be addressed by utilizing attendance data for trend analysis and identifying areas needing attention. Early intervention strategies involving campus supervisors, resource officers, and administrators will support students and families with attendance issues. A district-wide approach ensures all schools have access to these critical resources, promoting timely and effective interventions. Developing and maintaining student engagement initiatives, such as events and clubs, will foster a sense of belonging, creating a cohesive and inclusive environment that encourages regular attendance. Recognizing and rewarding good attendance with a standardized recognition system across the LEA ensures all students have equal opportunities to be acknowledged and motivated.

Involving parents and the community in supporting student attendance through collaboration and awareness-raising efforts is essential. LEA-wide efforts promote a unified message and strengthen community ties, enhancing overall support for student attendance. Reviewing and clarifying attendance policies, and ensuring effective communication with students and families, results in consistent policies and communication across the LEA, ensuring all families understand the | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	level), however the FY student group reported a chronic absenteeism rate of 33.8% (Very High status level). **Scope:** LEA-wide	importance of regular attendance and the available support systems. Continuously monitoring program effectiveness and adjusting strategies as necessary, conducting follow-up meetings, and providing ongoing support will maintain attendance improvement. An LEA-wide monitoring system allows for the sharing of successful strategies and the timely adjustment of programs, ensuring sustained attendance improvement across the district. By implementing these actions on an LEA-wide basis, the district provides a cohesive, equitable, and effective approach to improving attendance and reducing chronic absenteeism, ultimately enhancing the educational experience for all unduplicated students.	
1.4	**Action:** Family and Community Engagement **Need:** Parent input via parent groups, surveys, and the LCAP engagement process indicates a need for a structured and supported process for activities that promote family engagement. A parent engagement coordinator oversees multiple parent groups and advisory committees across the district. Specifically, various educational opportunities are provided to parents and families of low-income (LI), English learner (EL), and foster youth (FY) students, including workshops, conferences, and meetings.	Input from educational partners underscores the need to enhance communication structures, prompting the creation of a unified communication system that improves the quality and accessibility of information between schools and parents. Providing these actions on an LEA-wide basis ensures that all schools within the district can benefit from consistent and effective communication practices. This approach prioritizes essential content from district and school-level communications, ensuring that every family receives the necessary information in a timely and accessible manner. A Family Engagement Coordinator will oversee multiple parent groups and advisory committees across the district, ensuring that efforts to engage families are standardized and effective throughout	Parent Square usage reports, student/parent surveys, parent group feedback, parent participation in educational partner Input/Processes Number of active district advisory/action committees managed by the coordinator, Number of coordinated events (conferences, workshops, meetings), Number of parents/guardians attending one or more district-sponsored events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Input from educational partners indicates a need for ongoing efforts to enhance communication structures, aiming to create a unified communication system for all families. This ongoing feedback/input has identified a need to improve the quality and accessibility of communication between schools and parents. Additionally, educational partners (community, parents, and staff) have emphasized the challenge posed by using multiple communication platforms and underscored the importance of prioritizing content from district and school-level communications. **Scope:** LEA-wide	the LEA. This coordinator will provide educational opportunities to parents and families of low-income, English learner, and foster youth students, including workshops, conferences, and meetings. By doing so, the district can increase parental involvement in school activities and decision-making, as measured by participation rates and feedback effectiveness. Improved communication and understanding between families and school personnel will lead to more supportive relationships and enhanced student support. Additionally, enhancing cultural responsiveness and inclusivity across the district promotes a more welcoming environment for all families. Maintaining Parent Square and other communication software addresses identified needs by emphasizing engagement and connection within the school and district. Utilizing clear channels for regular updates and encouraging two-way communication ensures that families stay informed and can actively participate in their children's education. Highlighting engagement opportunities and community building while promoting collaboration helps create a more connected and supportive educational community. Providing these communication improvements on an LEA-wide basis ensures that all educational partners feel informed and empowered to contribute to student success. This comprehensive approach fosters a supportive environment across the entire district, enhancing the overall educational experience for students and their families.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Culturally Responsive Empowerment Initiative for African American/Black Students **Need:** Input from various educational partnership groups during the LCAP process, coupled with collaboration across departments, underscored the necessity of implementing culturally relevant practices tailored to our African-American unduplicated student group. These practices aim to bolster the local indicator of fostering mutual understanding by recognizing and celebrating each other's strengths, cultures, languages, and aspirations. **Scope:** LEA-wide	In response to the Riverside County African American Achievement Initiative and the Blueprint for Action, Alvord Unified School District recognizes the need for a comprehensive support program tailored to African American/Black (AA/B) students beyond traditional classroom settings. The development of this action reflects a crucial need to address the unique challenges and aspirations of African American/Black unduplicated students within the district. This action item seeks to: Foster Community and Support: There is a recognized need for a sense of belonging and community among AA/B students within AUSD. Many students may benefit from additional support systems beyond the classroom environment to thrive academically and socially. Provide Culturally Responsive Activities: AUSD acknowledges the importance of culturally responsive programming to effectively engage AA/B students. Traditional academic approaches may not fully resonate with their diverse cultural backgrounds and experiences. Facilitate Personal Growth and Connection: AA/B students require opportunities to explore their identities, interests, and talents in a safe and supportive environment. Building connections with peers who share similar backgrounds and experiences can enhance students' sense of self-esteem and belonging. Promote Maximum Greatness: AUSD recognizes the potential for all unduplicated students,	Participating student attendance and academic achievement. Attendance at events.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		including AA/B students, to achieve greatness. However, achieving this potential requires holistic support that addresses students' academic, social, and emotional needs beyond the confines of traditional education. In response to these identified needs, this LEA-wide action aims to provide a platform for AA/B students to thrive, connect, and reach their maximum potential. Through culturally responsive activities, mentorship opportunities, and a supportive community, this action strives to empower AA/B students to excel ultimately contributing to their overall success and well-being.	
1.6	**Action:** Health and Wellness **Need:** The district is experiencing a rise in various health conditions among students, including ADHD, diabetes, life-threatening allergies, G-tube care needs, and heart murmurs, among others. These conditions require regular monitoring and continuous communication with healthcare providers by qualified RNs and LVNs to ensure that appropriate health plans are established, allowing students to attend school consistently. Furthermore, access to medical support and services poses a challenge in certain parts of the district, particularly in the northern regions. This limited access primarily affects low-income students and their families,	Integrating health services into the school environment and leveraging the expertise of nurses and assistants on an LEA-wide basis will enhance school connectedness, attendance, and graduation rates, specifically for unduplicated students. Providing these actions district-wide ensures that all students, regardless of their specific school, have consistent access to essential health services. This comprehensive approach promotes equity and allows for efficient resource utilization across the district. Fostering a collaborative approach to student wellness, where healthcare professionals work alongside educators, promotes holistic development and academic success. This integrated strategy offers a wrap-around approach to health and wellness, addressing physical, mental, and social-emotional needs. Given that the chronic absenteeism rate in California was 24.3%	Attendance and Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	exacerbating disparities in healthcare availability. **Scope:** LEA-wide	in 2023, and AUSD experienced a slightly higher rate at 26.4%, these wrap-around services are crucial. By focusing on the overall well-being of unduplicated students, these actions aim to ensure that they attend school daily and are attentive both mentally and socially. Providing these services on an LEA-wide basis ensures that all students benefit from a supportive environment that prioritizes their health and wellness, ultimately enhancing their educational experience and promoting better attendance and academic outcomes across the entire district.	
1.7	**Action:** Student Engagement **Need:** Based on the CALPADS 3.8 report, participation of unduplicated student groups in extracurricular activities has been below that of the general student population. Additionally, the involvement of unduplicated students in VAPA programs has also been lower compared to the general student population. Percentage of high school students taking at least one Visual Performance Arts class. 2023-24 CALPADS 3.8 report - High School VAPA All Students: 19.86% English Learners: 16.15% Foster Youth: 18.52% Homeless: 15.02% Low Income: 19.32%	Participation in Visual and Performing Arts (VAPA) programs addresses the needs of unduplicated students districtwide by fostering inclusivity, creativity, and personal growth. Providing these programs on an LEA-wide basis ensures that all students, regardless of their specific school, have access to high-quality arts education and the opportunity to thrive. This district-wide approach promotes equity and allows for the efficient use of resources, ensuring consistent program quality across the entire district. VAPA programs provide a platform for students from diverse backgrounds to express themselves, develop essential skills, and cultivate a sense of belonging. By engaging in VAPA activities, unduplicated students gain opportunities for self-expression, confidence-building, and social-emotional development, which are critical for their overall academic success and well-being. These programs enrich their educational experience and	VAPA Course Offerings and UPP student participation, Attendance to school events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities: 24.49% Percentage of middle school students taking at least one Visual Performance Arts class. 2023-24 CALPADS 3.8 report - Middle School VAPA All Students: 27.19% English Learners: 14.94% Foster Youth: 26.32% Homeless: 17.68% Low Income: 26.36% Students with Disabilities: 29.39% **Scope:** LEA-wide	promote diversity within the district, ensuring that all students benefit from a supportive and inclusive environment. To further ensure access and engagement, ASB cards will be distributed to students, facilitating their attendance at extracurricular events, fostering school pride, and enhancing their sense of connection and engagement with the school community. By implementing these actions on an LEA-wide basis, the district ensures that all students, especially unduplicated students, have the opportunity to participate fully in the arts, promoting a well-rounded and equitable educational experience.	
1.8	**Action:** School Safety **Need:** School safety is vital for unduplicated students, who face distinct challenges such as neighborhood violence and socioeconomic instability. Feeling insecure at school can heighten their stress levels and hinder their ability to learn and engage. Perceptions of school safety among students in AUSD have shown a consistent decline based on the Spring 2023 California Healthy Kids Survey (AUSD 72%, State 81%). These declines are particularly notable at the middle school level with 45% of students	Ensuring the safety of unduplicated students districtwide, school resource officers, campus supervisors/bike riders, Raptor, crossing guards, school transportation, trauma kits, and AEDs collectively provide a multi-layered approach to address their safety needs in various settings across all campuses. These safety measures are provided on an LEA-wide basis to ensure consistent support and protection for all unduplicated students across the district. School resource officers play a crucial role in maintaining a safe school environment by providing security, responding to emergencies, and fostering positive relationships with students. Their presence not only deters potential threats but also enhances the overall sense of safety for	Student and Parent School Climate Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reporting perceived school safety, a 15% drop from 2022. However, this remains an area of concern across all grade spans necessitating additional security and safety support during the school day. Parent results from the Spring 2023 California Parent Survey: when responding to - Is this a safe place for my child? - 82% of parents responded agree or strongly agree. (Elementary parents 89%, Middle School 73%, High School 71%). Educational partners have indicated that this increased need for security and safety measures is largely attributed to observed changes in student behaviors and the impact of local and national news reporting on school violence. **Scope:** LEA-wide	unduplicated students, who may be disproportionately affected by external factors. Campus supervisors and bike riders contribute to safety by monitoring school grounds, ensuring orderly conduct, and promptly addressing any issues. Their visibility and proactive approach help create a secure atmosphere where unduplicated students feel supported and protected. Raptor, a visitor management system, enhances school security by screening visitors and volunteers before granting access to campus. By verifying the identity of individuals and checking for any potential risks, Raptor helps prevent unauthorized entry and safeguard unduplicated students from potential threats. Crossing guards play a vital role in ensuring the safe passage of students to and from school, especially in areas with heavy traffic or hazardous conditions. By assisting students in navigating roadways and intersections, crossing guards help mitigate safety risks for unduplicated students, who may face challenges related to transportation and pedestrian safety. School transportation services ensure that unduplicated students have access to safe and reliable transportation to and from school. By adhering to safety protocols, maintaining well-maintained vehicles, and providing trained drivers, school transportation services help mitigate risks associated with commuting, particularly for students from low-income families who rely on these services.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Trauma kits and AEDs are essential emergency resources that can save lives in critical situations. By equipping schools with these medical supplies and ensuring staff are trained in their use, unduplicated students can receive prompt medical assistance in emergencies, thereby enhancing their safety and well-being on campus. Providing these safety measures on an LEA-wide basis ensures that all students, regardless of their school, benefit from a comprehensive approach to safety and well-being.	
2.1	**Action:** Inclusion & Optimal Learning Environment **Need:** Unduplicated pupils belong to historically marginalized and underperforming student groups, including students with disabilities, English language learners, and socioeconomically disadvantaged students, all of whom may face unique educational challenges. According to our CA Dashboard data, Students with Disabilities and English Learners performed lowest in ELA, labeled RED, followed by Socioeconomically Disadvantaged Students in ORANGE. In Math, the pattern continued, with Students with Disabilities, English Learners, and Homeless students in the RED level, and Socioeconomically Disadvantaged Students at ORANGE. The following AUSD student group achieved at the lowest performance level on the 2023 CA	To ensure equitable access to quality education and opportunities for academic success, addressing the needs of unduplicated pupils requires providing targeted support and resources on an LEA-wide basis. By allocating additional staffing to unduplicated students receiving specialized instruction, all unduplicated students benefit from increased time for adult-to-student interactions, enhancing optimal learning opportunities. Identified needs for class size reduction aim to enhance individualized attention and instruction for students, leading to improved academic outcomes and a more supportive learning environment. Smaller class sizes allow teachers to better address the diverse needs of students, provide personalized feedback, facilitate meaningful student-teacher interactions, and create opportunities for collaborative learning. This approach can lead to increased student engagement, improved academic performance,	Dashboard Data in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School Dashboard in English Language Arts: English Learners, Homeless, and Student Disabilities. The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in English Language Arts are: All Students at Foothill ES, LA Granada ES, Myra Linn ES, Wells MS, and Mission View HS; English Learners at Arizona MS, Foothill ES, La Granada ES, Myra Linn ES, Norte Vista HS, Stokoe ES, Valley View ES, and Wells MS; Hispanic Students at Foothill ES, La Granada ES, Mission View HS, Myra Linn ES, and Wells MS; SED at Foothill ES, La Granada ES, Myra Linn ES, Wells MS, Mission View HS; Homeless at Arizona MS, Loma Vista MS, Wells MS, and Villegas MS; Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Stokoe ES, Promenade ES, RMK ES, Twinhill ES, Valley View ES, Wells MS, and Villegas MS; The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard in Math: English Learners, Homeless, and Student Disabilities. The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in Math are:	and a more positive overall learning experience for students across grade levels. Class size reduction significantly enhances student achievement for unduplicated students in several ways: A. Increased Individualized Attention: With fewer students in the classroom, teachers can provide more individualized attention and support to each student. Unduplicated students, who may require additional assistance due to various factors like language barriers or learning differences, benefit from personalized instruction tailored to their needs. B. Improved Engagement: Smaller class sizes foster a more interactive and participatory learning environment. Unduplicated students, who may feel marginalized or overlooked in larger classes, are more likely to actively engage in discussions, ask questions, and collaborate with their peers, leading to increased academic achievement. C. Enhanced Relationships: Smaller class sizes allow teachers to build stronger relationships with their students. Unduplicated students, who may face social-emotional challenges or feel disconnected from school, benefit from the supportive relationships formed with teachers, which can positively impact their motivation, self-esteem, and overall academic performance. D. Better Classroom Management: With fewer students to manage, teachers can maintain a more conducive learning environment with fewer	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students at Mission View HS and Norte Vista HS African American at Arizona MS English Learners at Arizona MS, Foothill ES, Hillcrest HS, La Sierra HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Wells MS, and Villegas MS; Hispanic Students at Norte Vista HS, and Mission View HS; SED at Norte Vista HS, and Mission View HS; Homeless at Arizona MS, and Wells MS; Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, La Sierra HS, Myra Linn ES, Promenade ES, Twinhill ES, and, Wells MS; White at Loma Vista MS **Scope:** LEA-wide	disruptions. Unduplicated students, who may be disproportionately affected by classroom distractions or behavioral issues, benefit from a more focused and orderly classroom environment that promotes learning. E. Increased Participation in Activities: Smaller class sizes enable schools to offer more extracurricular activities and enrichment programs. Unduplicated students, who may have limited access to such opportunities outside of school, can benefit from participating in clubs, sports teams, and academic competitions, which can enhance their skills, interests, and overall academic achievement. Providing these benefits on an LEA-wide basis ensures that all unduplicated students receive the support they need to succeed academically and thrive in school.	
2.2	**Action:** Multi-Tiered System of Supports (MTSS) **Need:** Again, unduplicated pupils belong to historically underperforming student groups. According to our CA Dashboard, unduplicated student groups, including English Learners, homeless students, and those with disabilities, performed at the lowest level, RED, in Math and English Language Arts. Socio-economically disadvantaged students performed at the YELLOW level in Math and at the ORANGE level in English Language Arts,	Establishing and refining a comprehensive Multi-Tiered System of Supports (MTSS) framework districtwide ensures that the diverse needs of unduplicated students are addressed at every school site across the district on an LEA-wide basis. By providing a tiered system of supports, MTSS guarantees that all students, including English Learners, homeless students, students with disabilities, and socio-economically disadvantaged students, receive rigorous and effective first, best instruction (Tier I), as well as appropriate interventions (Tier II and Tier III) and resources needed to succeed academically and social-emotionally.	CA Dashboard indicators for ELA and Math, and ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	while Foster youth (guardian scholars) performed at the ORANGE level in Math. AUSD is dedicated to fostering a thriving learning environment through the development of our Multi-Tiered System of Supports (MTSS), guaranteeing equitable access to education and removing barriers for unduplicated student groups. The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard in English Language Arts: English Learners, Homeless, and Student Disabilities. The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in English Language Arts are: All Students at Foothill ES, LA Granada ES, Myra Linn ES, Wells MS, and Mission View HS; English Learners at Arizona MS, Foothill ES, La Granada ES, Myra Linn ES, Norte Vista HS, Stokoe ES, Valley View ES, and Wells MS; Hispanic Students at Foothill ES, La Granada ES, Mission View HS, Myra Linn ES, and Wells MS; SED at Foothill ES, La Granada ES, Myra Linn ES, Wells MS, Mission View HS; Homeless at Arizona MS, Loma Vista MS, Wells MS, and Villegas MS; Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, Loma Vista MS,	Through proactive identification of student needs, personalized instruction, and targeted interventions, MTSS aims to eliminate achievement gaps and create an inclusive learning environment where every student can thrive. By implementing MTSS districtwide, coherence is established among district systems, prioritizing equity and access and promoting collaboration among educators, families, and community stakeholders to support the holistic development of unduplicated students. This ensures that all students, regardless of their school or background, benefit from a consistent and effective approach to addressing their individual needs and promoting their academic and social-emotional success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Myra Linn ES, Norte Vista HS, Stokoe ES, Promenade ES, RMK ES, Twinhill ES, Valley View ES, Wells MS, and Villegas MS; The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard in Math: English Learners, Homeless, and Student Disabilities. The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in Math are: All Students at Mission View HS and Norte Vista HS African American at Arizona MS English Learners at Arizona MS, Foothill ES, Hillcrest HS, La Sierra HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Wells MS, and Villegas MS; Hispanic Students at Norte Vista HS, and Mission View HS; SED at Norte Vista HS, and Mission View HS; Homeless at Arizona MS, and Wells MS; Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, La Sierra HS, Myra Linn ES, Promenade ES, Twinhill ES, and, Wells MS; White at Loma Vista MS The following sites achieved at the lowest performance level on the 2023 CA School Dashboard for English Learner Progress: McAuliffe ES; Myra Linn ES, Valley View ES, Wells MS, and Norte Vista HS.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Instructional Response to MTSS **Need:** Based on CA Dashboard data, unduplicated student groups in Math and English Language Arts performed at the lowest level, RED, with specific groups such as English Learners, homeless students, and those with disabilities showing the greatest need. The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard in English Language Arts: English Learners, Homeless, and Student Disabilities. The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in English Language Arts are: All Students at Foothill ES, LA Granada ES, Myra Linn ES, Wells MS, and Mission View HS; English Learners at Arizona MS, Foothill ES, La Granada ES, Myra Linn ES, Norte Vista HS, Stokoe ES, Valley View ES, and Wells MS; Hispanic Students at Foothill ES, La Granada ES, Mission View HS, Myra Linn ES, and Wells MS;	AUSD prioritizes creating an environment where every student can thrive by developing our Multi-Tiered System of Supports (MTSS) on an LEA-wide basis. Ensuring teachers have sufficient planning time is crucial to effectively addressing all students' needs. Providing districtwide weekly early release time enables teachers to analyze student data and adjust instruction, promoting ownership of data at each site and aligning with the district's mission of meeting students' social, emotional, and academic needs while preparing them for future success. Specifically, this action targets the need to ensure unduplicated students receive instruction tailored to their level, supporting their ongoing personal growth journey. By implementing this strategy districtwide, AUSD ensures that all schools benefit from consistent planning time, allowing teachers to effectively analyze student data and adjust instruction to meet the diverse needs of all students. This approach promotes equity and ensures that unduplicated students receive the support they need to thrive academically and socially across the district.	CA Dashboard indicators for ELA and Math, and ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED at Foothill ES, La Granada ES, Myra Linn ES, Wells MS, Mission View HS; Homeless at Arizona MS, Loma Vista MS, Wells MS, and Villegas MS; Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Stokoe ES, Promenade ES, RMK ES, Twinhill ES, Valley View ES, Wells MS, and Villegas MS; The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard in Math: English Learners, Homeless, and Student Disabilities. The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard in Math are: All Students at Mission View HS and Norte Vista HS African American at Arizona MS English Learners at Arizona MS, Foothill ES, Hillcrest HS, La Sierra HS, Loma Vista MS, Myra Linn ES, Norte Vista HS, Wells MS, and Villegas MS; Hispanic Students at Norte Vista HS, and Mission View HS; SED at Norte Vista HS, and Mission View HS; Homeless at Arizona MS, and Wells MS; Students with Disabilities at Collett ES, Hillcrest HS, La Granada HS, La Sierra HS, Myra Linn ES, Promenade ES, Twinhill ES, and, Wells MS; White at Loma Vista MS		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Instructional Technology **Need:** Based on site and district needs assessment feedback from parents, there is a clear and ongoing need for instructional technology resources to support the needs of unduplicated students. This need is further supported by 368 requests by families of unduplicated students for mobile hotspots across the district in the 2023-24 school year, highlighting the necessity for students to have reliable internet access at home. The digital divide for unduplicated students created by the lack of access impedes students' ability to complete assignments, participate in online learning, and access digital instructional resources, placing them at a significant disadvantage compared to their peers. Utilizing digital learning platforms and instructional resources is essential for delivering differentiated and personalized learning experiences. These tools can significantly enhance academic support for our unduplicated students. **Scope:** LEA-wide	This action is provided districtwide to ensure that all unduplicated students have the resources they need to be successful, specifically in the following areas: Enhanced Learning Opportunities: Technology offers students access to a wealth of resources and learning opportunities beyond the confines of traditional textbooks and classrooms. Online educational platforms, multimedia tools, and interactive simulations can engage students in dynamic and personalized learning experiences that cater to diverse student backgrounds, learning styles, and abilities. Global Connectivity: Technology enables students to connect with peers, experts, and resources from around the world, fostering cross-cultural understanding and collaboration. Through digital communication tools and online platforms, unduplicated students can engage in global dialogues, participate in virtual exchanges, and access diverse perspectives, enriching their learning experiences and preparing them for global citizenship. Critical Thinking and Problem-Solving Skills: Technology provides unduplicated students with opportunities to analyze information critically, evaluate sources, and solve complex problems in real-world contexts. By engaging with digital tools	CAASPP Participation Rate; Student access to internet at home; monitor educational partner feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and resources, students develop essential skills such as information literacy, digital literacy, and computational thinking, which are increasingly valued in today's knowledge-based economy. Equity and Access: Access to technology is essential for ensuring equity in education, as it provides all unduplicated students, regardless of background or socioeconomic status, with equal opportunities to learn and succeed. Closing the digital divide and providing access to technology resources and infrastructure is crucial for promoting equity and inclusivity in education. By implementing this action districtwide, the LEA ensures that all unduplicated students have equal access to technology resources, fostering a more inclusive and equitable learning environment across the district.	
2.6	**Action:** Libraries **Need:** In the 2023-2024 school year, AUSD created universal screeners to help screen students three times per year to have consistent and reliable data to increase student achievement at the site and district level. For this action item, AUSD strives to increase student performance at the LEA level using our universal screener in ELA for grades K-12. According to our CAASPP results, 36% of AUSD students are at or above proficiency in ELA. 33% of our socio-economically disadvantaged students scored at or above proficiency; 7.94% of English learners scored	Unduplicated students, including those from low-income families, foster youth, and English learners, often face limited access to enriching reading materials, hindering their literacy development and perpetuating a literacy gap. To address this, our action aims to improve unduplicated student proficiency in ELA by providing access to school libraries district-wide. This initiative serves as a community hub, offering: • Access to research and resources in a safe, welcoming environment. Students can explore at their own pace, find culturally relevant materials, and check out books to enhance literacy and comprehension skills.	Local ELA Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	at or above proficiency, 22.72 % of homeless students performed at or above proficiency, and 17.65% of our foster (guardian scholars) scored at or above proficiency. There is a significant need to promote literacy and lifelong learning for our unduplicated students. **Scope:** LEA-wide	• Diverse collections representing different perspectives, cultures, and experiences to enrich students' lives and promote empathy and inclusivity. • Access to books and resources featuring diverse characters, authors, and topics to foster empathy, understanding, and inclusivity among students. Providing this action district-wide ensures that all unduplicated TK-12 students have equal access to libraries, supporting academic success, promoting literacy, and fostering an inclusive environment for unduplicated students to thrive. This initiative aligns with AUSD's vision of creating a safe learning environment that meets students' academic, social, and emotional needs, helping every student find success in life. Additionally, it connects to action item 2.4 by providing access to computers, internet connectivity, and digital resources to develop essential literacy and technology skills for the 21st century.	
2.7	**Action:** Dual Language Immersion (DLI) **Need:** The 2022-2023 CA Dashboard data has revealed a concerning gap in student outcomes between all students and English learners. Only 36.31% of all students scored met or exceeded on the ELA CAASPP, while 7.94% of English learners achieved the same level of proficiency. Similarly, in Math, the results indicate that 22.0% of all students and	Research consistently demonstrates the effectiveness of dual language immersion (DLI) programs in promoting academic achievement, bilingualism, and biliteracy among students, particularly English learners. By providing instruction in both English and a target language, DLI programs support English learners in mastering academic content while nurturing proficiency in both languages. Given the proven benefits of DLI and the clear need to improve outcomes for English learners, it is essential to prioritize and maintain DLI	State and local ELA and Math metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	only 5.77% of English learners scored met or exceeded expectations. This data underscores the critical need to address the academic disparities faced by English learners. Educational partner feedback further emphasizes the importance of maintaining Dual Language Immersion (DLI) opportunities for students, particularly for English learners. **Scope:** Schoolwide	opportunities on a schoolwide basis. Doing so ensures that all students, especially English learners, have equitable access to high-quality education and opportunities for achievement. Providing DLI programs schoolwide supports academic success and linguistic development, contributing to a more inclusive and supportive learning environment for all students.	
2.8	**Action:** Alternate Course of Study **Need:** The number of credit-deficient and other youth vulnerable to dropping out before completing the minimum requirements for a regular high school diploma and the feedback from the students in the Student Advisory Committee indicated a need for alternative school settings. English learners, Hispanic, and Socioeconomically Disadvantaged students scored at the lowest performance (VERY LOW) on our College/Career Indicator. The following AUSD student group achieved at the lowest performance level on the 2023 CA School Dashboard on the College and Career Indicator: Students with Disabilities.	Recognizing the imperative to provide alternative settings to support unduplicated pupils, AUSD operates two continuation high schools, offering significantly lower class sizes compared to the three comprehensive high schools within the district. Ensuring lower class sizes in these alternative settings is vital to providing unduplicated students with personalized learning experiences. With reduced class sizes, students receive increased attention from teachers, enhanced instructional support, and access to necessary materials. To effectively meet the diverse needs of unduplicated students, these smaller class settings will incorporate research-based small-group interventions, enrichment activities, opportunities for increased oral production, and overall progress tracking toward mastery. By prioritizing smaller class sizes in alternative settings, AUSD aims to	Credit Deficient Data, Enrollment in Alternative Settings, and credit recovery/graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The following student groups at the site level achieved at the lowest performance level on the 2023 CA School Dashboard on the College and Career Indicator are: All Students at Mission View HS and Alvord HS; English Learners at Mission View HS and Alvord HS Hispanic Students at Mission View HS and Alvord HS SED at Mission View HS and Alvord HS Students with Disabilities at La Sierra HS, and Norte Vista HS **Scope:** Schoolwide	create an environment where unduplicated students can thrive academically and receive the tailored support necessary for their success on a schoolwide basis.	
3.1	**Action:** AVID **Need:** 2022-2023 CA Dashboard data indicates unduplicated student groups in Math and English Language Arts performed at the lowest level, Red, with specific groups such as English Learners, homeless students, and those with disabilities showing the greatest need. LI, EL, and FY students require targeted support to bolster their academic performance, foster a college-going culture, and enhance organizational and preparation skills to ensure their success.	AUSD is investing in AVID to support unduplicated students on an LEA-wide basis because it recognizes the critical need to address disparities in academic achievement among groups such as English Learners, homeless students, and those with disabilities. By prioritizing the development of scholarly skills through AVID courses, strategies, and tutors, the district aims to provide targeted support and empower these students to improve their current achievement outcomes and be better prepared for college and career success. This investment reflects the district's commitment to cultivating an environment where every student can thrive academically and fulfill their potential, regardless of background or circumstance.	CA Dashboard and local indicators for ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** College Readiness Courses **Need:** On the 2022-2023, 33.7% of AUSD students placed in the "Prepared" level on the College/Career Indicator. 10.2% lower than the State (43.9%). Furthermore, unduplicated students and students with disabilities placed in the "Not Prepared" (Very Low or Low) levels. Unduplicated students require access to rigorous and comprehensive IB courses to challenge them academically and prepare them for post-secondary opportunities. Additionally, they need programs like the Puente Program known to increase the number of unduplicated students who enroll in four-year colleges and universities and earn college degrees. **Scope:** Schoolwide	This comprehensive action ensures that our unduplicated student population receives equitable opportunities to excel and pursue higher education on a schoolwide basis. IB and Puente programs address the needs of unduplicated students by offering rigorous academic challenges, fostering a supportive learning environment, providing college preparation and access support, and delivering culturally relevant curriculum. Through participation in these programs, unduplicated students are empowered to excel academically, pursue higher education, and realize their full potential.	College/Career Indicator
3.3	**Action:** Career & Technical Education (CTE) **Need:** Community input and data analysis have highlighted the need for increased Career and Technical Education (CTE) course offerings to	To address this gap, there is a pressing need to integrate academic and vocational training for our students, particularly those with the highest need, on an LEA-wide basis. By implementing project-based learning, contextualized learning, labs, work-based learning experiences, and leadership development initiatives within CTE pathways, we	State and Local College/Career Indicator CTE Enrollment and Completer metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	better equip our unduplicated students with the skills necessary for success in post-secondary opportunities. Furthermore, the data from the 2023 CA School Dashboard indicates a lower percentage of unduplicated students successfully completing CTE sequences. All Students: 221 (14.6%) English Learners: 56 (13.4%) Foster Youth: 1 (7.1%) Homeless: 11 (8.4%) Socioeconomically Disadvantaged: 200 (14.7%) Students with Disabilities: 30 (13.6%) **Scope:** LEA-wide	can provide additional opportunities for our students to expand their options beyond graduation. Collaboration with county partners, certificated staff, management, and outreach liaisons will be essential in ensuring that our unduplicated student population has equitable access to a diverse range of career and technical pathways. Through these concerted efforts, we aim to improve state and local college and career indicators, empowering our unduplicated students with the skills and knowledge necessary to pursue successful careers and thrive in their chosen fields.	
3.4	**Action:** College Admission **Need:** It is imperative to maintain registrars at high schools to provide essential services that ensure all students have equitable access to enroll in a comprehensive course of study, including courses required for graduation and A-G completion. This need is particularly critical for students who require additional support, such as those identified as foster youth, English learners, homeless, and/or low-income students. Specifically, foster youth and newcomer students face unique challenges related to their educational histories, including	By ensuring that high schools maintain registrars who are equipped to address the diverse needs of students, including foster youth and newcomer students, we demonstrate our commitment to providing a supportive and inclusive educational environment on an LEA-wide basis. This ensures that all students have the opportunity to thrive academically and achieve their full potential.	Graduation and A-G local and state metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	transferring within districts, and from out of state or out of country. These students require knowledgeable registrars who can effectively evaluate and interpret their transcripts to ensure appropriate credit transfer and course placement. Without adequate support from skilled registrars, these students may encounter barriers that hinder their academic progress and overall success. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	**Action:** Improve Outcomes for English Learners **Need:** According to the CA Dashboard, in the areas of English Language Arts and Math, EL students performed in the lowest performance band (Red). AUSD prides itself on creating a learning environment where students thrive. Our commitment to developing our multi-tiered system of supports will ensure that English Learners have equitable access to a broad	Addressing EL needs requires a district-wide cohesive approach to instruction and intervention at all tiers in the MTSS model with ongoing data analysis that drives instructional decisions and professional development for teachers and administrators. Educational Services Directors, Instructional Specialists, and staff will address the needs by supporting and ensuring: *culturally responsive teaching practices, *designated and integrated ELD, *access to language support services, *ongoing and timely progress monitoring	ELPI, state and local ELA and Math assessment measures, reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	course of study while eliminating the barriers that ELs may encounter. AUSD 2022-2023 CA Dashboard Data indicates the following: English Learner Progress (ELPI): 44.1 making progress toward English language proficiency, maintained 0% English Language Arts: All - 38.5 points below standard maintained -2 points EL- 77.2 points below standard, declined by 13.5 points Mathematics: All - 80.0 points below standard increased by 3.9 points EL- 112 points below standard, declined by 3.7 points College/Career: All 33.7% prepared (Low) EL 10.9% (Low) 413 students The following sites achieved at the lowest performance level on the 2023 CA School Dashboard for English Learner Progress: McAuliffe ES; Myra Linn ES, Valley View ES, Wells MS, and Norte Vista HS. Winter Administration of New Universal Screening Measures PELI (TK), Acadience Reading / DIBELS 8 (Grades K-5), STAR Reading (6-12) Percent Overall at Tier 1: 42.4% Percent of ELs at Tier 1: 15.6%	*professional development for teachers and administrators, *involvement of parents and communities in the language they are most comfortable with, and *equitable access to resources and opportunities for ELs.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	CALPADS EOY Percentage of student Reclassified Fluent English Proficient (RFEP): 8.25% **Scope:** Limited to Unduplicated Student Group(s)		

For any limited 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, as applicable.

Additional Concentration Grant Funding

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.

At Alvord Unified School District (AUSD) all schools have high concentration (above 55 percent) of foster youth, English learners, and low-income students. Therefore, the additional concentration grant add-on funding in the AUSD LCAP plan for 2024-2027 is an LEA wide initiative to support our most vulnerable student population. This support is embedded in the LCAP plan and is mainly identified in the actions listed below along with the staff required for implementation.

1.2 Student Support Services by expanding the roles of school counselors and assistant principals to better address students' academic and social-emotional needs. This action aims to create a more supportive, inclusive, and engaging school environment that fosters unduplicated student success and well-being. The additional concentration grant add-on funding will allow for the positions of assistant principals and counselors at elementary level and one assistant principal at secondary level to lead school engagement and to enhance counseling services.

1.3 Attendance by supporting/creating a positive school environment conducive to student success. The additional concentration will be utilized to fund an Alternative to Suspension Teacher.

1.6 Health and Wellness by integrating health services into the school environment and leveraging the expertise of nurses and assistants, this action aims to enhance school connectedness and engagement by supporting students' physical, mental, and emotional well-being. The positions that will be funded to provide direct services to students are Health Services Assistants at 21 school sites, six nurses, and Bilingual Health Assistants. In addition, for mental health outreach the positions that will be funded to provide direct services to students are a Mental Health Coordinator and a Mental Health Unit Teacher.

1.7 Student Engagement by broadening students' social networks and honing leadership abilities. These endeavors primarily target our unduplicated students, providing opportunities that may not otherwise occur beyond the school setting. To achieve this action the concentration grant will provide funding for Activities Directors at each of the three comprehensive high schools, three ASB Senior Account Clerks and additional hours to support field trips and other outside the school-day activities.

2.1 Inclusion & Optimal Learning Environment by providing additional educational supports, unduplicated students identified with specific needs will receive more attention from the teacher, engage in academic discourse and become more connected with their peers. The concentration funding will provide for additional certificated personnel to ensure smaller teacher-student ratios and optimal learning environments.

In addition, to ensure the unduplicated students with disabilities can benefit from the best learning environment possible, these positions will also be providing direct services to students: Special Education Instructional Assistants and Special Education Resource teachers.

2.6 Libraries 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.

3.1 AVID Advancement Via Individual Determination (AVID) provides students with an added advantage and aids in closing the opportunity gap by providing unduplicated students with college and career preparation. To achieve this action, concentration funds will be principally allocated to support our unduplicated students with additional hours for AVID tutors.

3.3 Career and Technical Education (CTE) through certificated staff our unduplicated student count will have increased opportunities for a variety of career and technical pathways.

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	N/A	1:42
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$181,564,816	67,165,840	36.993%	0.000%	36.993%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$67,165,840.00	$13,364,273.00	$0.00	$1,300,142.00	$81,830,255.00	$68,313,360.00	$13,516,895.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Athletic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	ongoing	$1,565,372.00	$2,653,067.00	$4,128,439.00	$90,000.00			$4,218,439.00	
1	1.2	Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$12,650,305.00	$0.00	$9,461,181.00	$3,189,124.00			$12,650,305.00	
1	1.3	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$746,526.00	$310,518.00	$1,057,044.00				$1,057,044.00	
1	1.4	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$236,027.00	$36,378.00	$272,405.00				$272,405.00	
1	1.5	Culturally Responsive Empowerment Initiative for African American/Black Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$0.00	$230,609.00	$230,609.00				$230,609.00	
1	1.6	Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$8,478,036.00	$253,236.00	$6,185,950.00	$2,545,322.00			$8,731,272.00	
1	1.7	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,668,815.00	$961,226.00	$4,006,774.00	$2,623,267.00			$6,630,041.00	
1	1.8	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$2,099,430.00	$2,378,433.00	$3,855,077.00	$622,786.00			$4,477,863.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Inclusion & Optimal Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$9,288,363.00	$493,396.00	$9,781,759.00				$9,781,759.00	
2	2.2	Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,337,053.00	$224,503.00	$1,567,488.00	$2,994,068.00			$4,561,556.00	
2	2.3	Instructional Response to MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,279,788.00	$1,072,424.00	$2,352,212.00				$2,352,212.00	
2	2.4	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,279,297.00	$2,118,385.00	$3,397,682.00				$3,397,682.00	
2	2.5	Saturday Academy	All	No			All Schools	ongoing	$60,000.00	$0.00		$60,000.00			$60,000.00	
2	2.6	Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$2,144,335.00	$37,541.00	$2,181,876.00				$2,181,876.00	
2	2.7	Dual Language Immersion (DLI)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Terrace ES, Valley View ES, Loma Vista MS, La Sierra HS K-11	ongoing	$5,637,179.00	$53,630.00	$5,690,809.00				$5,690,809.00	
2	2.8	Alternate Course of Study	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alvord High School and Misison View High School 10-12	ongoing	$3,630,159.00	$650,066.00	$3,719,193.00	$561,032.00			$4,280,225.00	
2	2.9	Improve Outcomes for English Learners	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools TK-12	ongoing	$3,586,091.00	$235,808.00	$2,421,757.00	$100,000.00		$1,300,142.00	$3,821,899.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
2	2.10	Improve Outcomes for LTELs	Long Term English Learners (LTELs)	No			All Schools 6-12	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	ongoing	$1,319,727.00	$549,695.00	$1,869,422.00				$1,869,422.00	
3	3.2	College Readiness Courses	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Norte Vista HS 9-12	ongoing	$1,590,359.00	$102,541.00	$1,627,900.00	$65,000.00			$1,692,900.00	
3	3.3	Career & Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary grade spans	ongoing	$1,715,470.00	$1,131,198.00	$2,846,668.00				$2,846,668.00	
3	3.4	College Admission	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	$487,354.00	$24,241.00	$511,595.00				$511,595.00	
4	4.1	A-G Course Offerings	All	No			Specific Schools: Alvord High School and Mission View High School 10-12	Ongoing	$513,674.00	$0.00		$513,674.00			$513,674.00	

2024-25 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
$181,564,816	67,165,840	36.993%	0.000%	36.993%	$67,165,840.00	0.000%	36.993 %	**Total:**	$67,165,840.00
								LEA-wide Total:	$53,706,181.00
								Limited Total:	$2,421,757.00
								Schoolwide Total:	$11,037,902.00

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	Athletic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$4,128,439.00	
1	1.2	Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$9,461,181.00	
1	1.3	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$1,057,044.00	
1	1.4	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$272,405.00	
1	1.5	Culturally Responsive Empowerment Initiative for African American/Black Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$230,609.00	
1	1.6	Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$6,185,950.00	

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	1.7	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,006,774.00	
1	1.8	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$3,855,077.00	
2	2.1	Inclusion & Optimal Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,781,759.00	
2	2.2	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,567,488.00	
2	2.3	Instructional Response to MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,352,212.00	
2	2.4	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,397,682.00	
2	2.6	Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$2,181,876.00	
2	2.7	Dual Language Immersion (DLI)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Terrace ES, Valley View ES, Loma Vista MS, La Sierra HS K-11	$5,690,809.00	
2	2.8	Alternate Course of Study	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alvord High School and Misison View High School 10-12	$3,719,193.00	
2	2.9	Improve Outcomes for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-12	$2,421,757.00	
3	3.1	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$1,869,422.00	

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	College Readiness Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Norte Vista HS 9-12	$1,627,900.00	
3	3.3	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Secondary grade spans	$2,846,668.00	
3	3.4	College Admission	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$511,595.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$83,779,031.00	$87,675,348.00

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	$4,440,512.00	$4,698,134.00
1	1.2	Broad Course of Study	Yes	$4,863,597.00	$4,720,783.00
1	1.3	Cadet Corps	Yes	$128,736.00	$136,411.00
1	1.4	Class Size Reduction	Yes	$7,586,805.00	$7,019,656.00
1	1.5	Libraries	Yes	$2,701,287.00	$3,315,815.00
1	1.6	Registrars (High School)	Yes	$457,254.00	$478,737.00
1	1.7	Intentionally Left Blank			
1	1.8	Supply Budget	Yes	$507,227.00	$507,227.00
1	1.9	Technology	Yes	$2,824,250.00	$2,739,350.00
1	1.10	Transportation	Yes	$1,000,000.00	$1,000,000.00
1	1.11	Visual and Performing Arts (Comprehensive)	Yes	$2,181,559.00	$4,738,072.00

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	1.12	* New Action Item * Homebase Program	Yes	$1,095,544.00	$490,645.00
2	2.1	Advanced Placement	Yes	$19,640.00	$19,666.00
2	2.2	Assessment	Yes	$85,182.00	$85,453.00
2	2.3	AVID	Yes	$1,932,395.00	$2,124,674.00
2	2.4	Career and Technical Education (CTE)	Yes	$3,599,310.00	$3,775,121.00
2	2.5	College Readiness Testing	Yes	$214,463.00	$214,463.00
2	2.6	Continuation High Schools	Yes	$2,532,578.00	$2,706,042.00
2	2.7	Coaches (Instructional), Secondary	No	$1,141,849.00	$1,204,029.00
2	2.8	CSTEM Pathway	Yes	$65,692.00	$65,693.00
2	2.9	District/Vendor Contracts	Yes	$718,688.00	$541,043.00
2	2.10	DLI (Terrace, Valley View, Loma Vista MS)	Yes	$5,252,835.00	$5,301,842.00
2	2.11	Dual Enrollment	Yes	$58,393.00	$58,393.00
2	2.12	Early Release Days	Yes	$682,205.00	$807,723.00
2	2.13	EL Department	Yes	$3,462,056.00	$3,195,278.00

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	2.14	Elementary Literacy Teachers	No	$2,389,086.00	$2,642,957.00
2	2.15	FAFSA Support	Yes	$46,290.00	$46,296.00
2	2.16	High Achievers	Yes	$43,688.00	$43,721.00
2	2.17	International Baccalaureate (IB)	Yes	$1,322,566.00	$1,432,020.00
2	2.18	Information Technology Staff	Yes	$1,254,572.00	$1,272,561.00
2	2.19	LCFF Allocations	Yes	$983,198.00	$1,097,628.00
2	2.20	Math Intervention	Yes	$379,291.00	$401,238.00
2	2.21	Physical Education, Elementary	Yes	$2,801,033.00	$3,029,755.00
2	2.22	Student Safety	Yes	$667,461.00	$706,223.00
2	2.23	Summer School (9-12 Credit Recovery)	Yes	$1,327,125.00	$1,327,125.00
2	2.24	Puente Program	Yes	$209,484.00	$220,452.00
2	2.25	Inclusion	Yes	$1,116,349.00	$1,284,262.00
2	2.26	* NEW ACTION ITEM* Elementary Instructional Specialists	Yes	$1,240,858.00	$940,361.00

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	$5,670,060.00	$6,389,157.00
3	3.2	Campus Supervision	Yes	$1,876,889.00	$2,005,937.00
3	3.3	Chronic Absenteeism	Yes	$947,479.00	$1,029,524.00
3	3.4	Communication	Yes	$137,028.00	$86,960.00
3	3.5	Counselors	Yes	$5,621,887.00	$5,659,792.00
3	3.6	Culturally Relevant Student Activities	Yes	$421,686.00	$424,703.00
3	3.7	Equity and Access	Yes	$97,676.00	$15,889.00
3	3.8	Expanded Learning	No	$480,000.00	$480,000.00
3	3.9	Family Engagement	Yes	$336,645.00	$183,192.00
3	3.10	Health Services	Yes	$2,736,352.00	$2,934,450.00
3	3.11	Health and Wellness	No	$0.00	$0.00
3	3.12	Mental Health Outreach	Yes	$1,427,071.00	$1,406,874.00
3	3.13	Saturday Academy	Yes	$108,308.00	$55,855.00
3	3.14	School Climate Survey	Yes	$10,617.00	$10,617.00

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	3.15	School Resource Officer	Yes	$602,506.00	$567,170.00
3	3.16	Extracurricular Stipend positions	Yes	$371,993.00	$369,681.00
3	3.17	Teen Parent Supports	Yes	$132,712.00	$159,255.00
3	3.18	Student Engagement	Yes	$1,467,064.00	$1,507,443.00

2023-24 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)
$69,145,442	$71,735,170.00	$72,237,425.00	($502,255.00)	0.000%	0.000%	0.000%

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	$4,387,427.00	$4,309,605.00	0	0
1	1.2	Broad Course of Study	Yes	$558,111.00	$584,806.00	0	0
1	1.3	Cadet Corps	Yes	$128,736.00	$136,411.00	0	0
1	1.4	Class Size Reduction	Yes	$7,586,805.00	$7,019,656.00	0	0
1	1.5	Libraries	Yes	$2,701,287.00	$3,310,561.00	0	0
1	1.6	Registrars (High School)	Yes	$457,254.00	$478,737.00	0	0
1	1.8	Supply Budget	Yes	$507,227.00	$507,227.00	0	0
1	1.9	Technology	Yes	$2,654,250.00	$2,704,319.00	0	0
1	1.10	Transportation	Yes	$1,000,000.00	$1,000,000.00	0	0
1	1.11	Visual and Performing Arts (Comprehensive)	Yes	$2,181,559.00	$2,479,887.00	0	0
1	1.12	* New Action Item * Homebase Program	Yes	$1,095,544.00	$0	0	0
2	2.1	Advanced Placement	Yes	$19,640.00	$19,666.00	0	0
2	2.2	Assessment	Yes	$85,182.00	$85,453.00	0	0

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	2.3	AVID	Yes	$1,932,395.00	$2,124,674.00	0	0
2	2.4	Career and Technical Education (CTE)	Yes	$3,461,415.00	$3,775,121.00	0	0
2	2.5	College Readiness Testing	Yes	$214,463.00	$214,463.00	0	0
2	2.6	Continuation High Schools	Yes	$2,532,578.00	$2,706,042.00	0	0
2	2.8	CSTEM Pathway	Yes	$65,692.00	$65,693.00	0	0
2	2.9	District/Vendor Contracts	Yes	$718,688.00	$541,043.00	0	0
2	2.10	DLI (Terrace, Valley View, Loma Vista MS)	Yes	$4,902,835.00	$5,301,842.00	0	0
2	2.11	Dual Enrollment	Yes	$58,393.00	$58,393.00	0	0
2	2.12	Early Release Days	Yes	$682,205.00	$807,723.00	0	0
2	2.13	EL Department	Yes	$1,646,132.00	$1,615,848.00	0	0
2	2.15	FAFSA Support	Yes	$46,290.00	$46,296.00	0	0
2	2.16	High Achievers	Yes	$43,688.00	$43,721.00	0	0
2	2.17	International Baccalaureate (IB)	Yes	$1,322,566.00	$1,432,020.00	0	0
2	2.18	Information Technology Staff	Yes	$1,229,572.00	$1,272,561.00	0	0
2	2.19	LCFF Allocations	Yes	$983,198.00	$1,097,628.00	0	0
2	2.20	Math Intervention	Yes	$379,291.00	$401,238.00	0	0
2	2.21	Physical Education, Elementary	Yes	$2,801,033.00	$3,029,755.00	0	0
2	2.22	Student Safety	Yes	$667,461.00	$706,223.00	0	0
2	2.23	Summer School (9-12 Credit Recovery)	Yes	$1,327,125.00	$1,327,125.00	0	0

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	2.24	Puente Program	Yes	$209,484.00	$220,452.00	0	0
2	2.25	Inclusion	Yes	$1,116,349.00	$1,284,262.00	0	0
2	2.26	* NEW ACTION ITEM* Elementary Instructional Specialists	Yes	$1,240,858.00	$940,361.00	0	0
3	3.1	Assistant Principals	Yes	$5,670,060.00	$5,382,084.00	0	0
3	3.2	Campus Supervision	Yes	$1,876,889.00	$2,005,937.00	0	0
3	3.3	Chronic Absenteeism	Yes	$947,479.00	$1,005,571.00	0	0
3	3.4	Communication	Yes	$137,028.00	$86,960.00	0	0
3	3.5	Counselors	Yes	$5,621,887.00	$5,659,792.00	0	0
3	3.6	Culturally Relevant Student Activities	Yes	$421,686.00	$424,703.00	0	0
3	3.7	Equity and Access	Yes	$97,676.00	$15,889.00	0	0
3	3.9	Family Engagement	Yes	$336,645.00	$138,117.00	0	0
3	3.10	Health Services	Yes	$2,736,352.00	$2,934,450.00	0	0
3	3.12	Mental Health Outreach	Yes	$354,535.00	$315,636.00	0	0
3	3.13	Saturday Academy	Yes	$5,308.00	$5,308.00	0	0
3	3.14	School Climate Survey	Yes	$10,617.00	$10,617.00	0	0
3	3.15	School Resource Officer	Yes	$602,506.00	$567,170.00	0	0
3	3.16	Extracurricular Stipend positions	Yes	$371,993.00	$369,681.00	0	0
3	3.17	Teen Parent Supports	Yes	$132,712.00	$159,255.00	0	0

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	3.18	Student Engagement	Yes	$1,467,064.00	$1,507,443.00	0	0

2023-24 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)
$186,263,997	$69,145,442	1.66%	38.782%	$72,237,425.00	0.000%	38.782%	$0.00	0.000%

Local Control and Accountability Plan 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*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

- Identify the schools within the LEA that have been identified for CSI.

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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o 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.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o   Include a discussion of relevant challenges and successes experienced with the implementation process.

    o   This discussion 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.

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.

- 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 or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - o Professional development for teachers.

    - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

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

  o **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.

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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%).

  o 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

- o 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**

  - o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 plus Carryover %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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
November 2023