ALUM ROCK
UNION ELEMENTARY SCHOOL DISTRICT

*** PENDING BOARD APPROVAL***

2019- 2021
LCAP/LCP Annual Update

2021-2024
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

2021-2022
Budget Overview for Parents

Board Approval; June 24, 2021

Hilaria Bauer, Ph.D
Superintendent

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	• All English Learners will attain proficiency in English within 3 years in our district • Re-design Middle Schools

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Inventory records for classroom technology • Teacher credentialing information from the Commission on Teacher Credentialing • Professional Development records • Professional Development survey evaluations • iReady diagnostic scores • SBAC results - English Language Arts and Mathematics • Level screener (running records) • Inventory of technology devices	19/20 School Year • Yes, by end of March 2020, Alum Rock was 1:1 devices for all students • Yes, all middle school students were assigned devices • 92% of teachers are fully credentialed according to California Commission on Teacher Credentialing data • 50% of staff participated in CCSS training in various subject areas due to school closures the focus was moved to the usage of on-line platforms to support distance learning • 80% or more of teachers agreed that PD supports the implementation of CCSS • 80% or more of teachers agreed that PD supports the implementation of Math CCSS • iReady showed at least 5% increase of students performing at grade level • In English Language Arts, students maintained the previous year performance

Expected	Actual
19-20 • Increase the number of devices by 10% or more at elementary schools • Maintain 100% of Middle Schools having one-to-one devices • 100% of teachers will be fully credentialed according to California Commission on Teacher Credentialing data • 80% of staff will participate in CCSS training according to professional development records and sign-in sheets • 80% of staff will agree/ strongly agree that PD/PLCs/ILTs support their implementation of CCSS according to survey data • 80% of staff will agree / strongly agree that Professional Development is supporting CCSS mathematics implementation according to survey data • 5% increase of students performing at grade level or above as measured by iReady assessments • Increase performance on state indicator in English Language Arts for "All Student" group by +20 points or more as noted on the California Dashboard • Increase performance on state indicator in Mathematics for All Student group by +15 points or more as noted on the California Dashboard. • Increase performance on state indicator in English Language Arts for Students With Disabilities by +7 points or more as noted on the California Dashboard • Continue Increase performance on state indicator in Mathematics for Students With Disabilities by +5 points or more as noted on the California Dashboard • Increase performance level for subgroups in red by 10 percent.	• In Math, students maintained the previous year performance • Students with Disabilities met the expected outcome by increasing 7.1 points in English Language Arts • Students with Disabilities exceeded the expected outcome by increasing 6.1 points in Math • Homeless student subgroup moved from red performance level to yellow in ELA and Math; African American student subgroup moved from red performance level to yellow in Math; All other subgroups maintained their performance level on the California Dashboard.

Expected	Actual
Baseline California Dashboard baseline data from 2016 • Our current student to technology device ratio is 1:2 • 95% of teachers were fully credentialed according to California Commission on Teacher Credentialing data • 75% of staff participated in CCSS training according to professional development records and sign-in sheets • 75% of staff agreed / strongly agreed that PD / PLCs / ILTs support their implementation of CCSS according to survey data • 75% of staff will agreed / strongly agreed that Professional Development is supporting CCSS mathematics implementation according to survey data • English Language Arts - Current "Status Level" for All Students = Low (28.7 points below level 3) • Mathematics - Current "Status Level" for All Students = Low (51 points below level 3) • Students With Disabilities (SWD) in English Language Arts - Current "Status Level" for SWD = Very Low (120.6 points below level 3) • Students With Disabilities (SWD) in Mathematics - Current "Status Level" for SWD = Very Low (153 points below level 3) • Level screener baseline data (fall 2017 running records)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 School allocation for additional support for students, additional direct support for schools (i.e., tutoring, intervention, supplies) • All students will have access standards-aligned instructional materials.	Fund Resource Object 010-0000-43XX Supplemental and Concentration $4,684,373	Fund Resource Object 010-0000-1XXX - 7XXX LCFF Supplemental and Concentration $4,616,948

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Allocations to provide schools with additional funding to support school site goals as related to LCAP goals and District priorities and each school's Single Plan for Student Achievement (SPSA), including additional support for teachers for classroom supplies • An additional allocation to provide teachers supplies to enhance student learning (i.e., project- based learning materials, STEAM materials, VAPA support, and English Learner materials and needed support and/or supplies for Foster Youth students) • Allocations to provide support for middle school with AVID program • Allocations to school sites will provide planned and targeted intervention opportunities for students throughout the school year, especially in Mathematics and for English Learners • Additional allocations to support Small Schools • Ensure appropriate staffing/student ratio		
1.2 Staff recruitment, support, and retention (i.e., Coaching, Professional Development) • Provide new teachers and administrators support at all school sites to enhance instruction in all core areas, including CCSS, ELD, technology, classroom management, demonstration lessons (i.e., support may include short and long-term planning, coaching, professional development, support with new adoption materials review and selection) • Provide support for teachers in the Induction (BTSA) support program to help clear their preliminary credentials • Contracts for retired teachers to support Induction (BTSA) support program teachers • Central office Instructional Coaches will be discontinued for 2019/2020 school year • School and district support (i.e., Teach For America, coordinator and textbook/material support) • Staff recognition awards (i.e., all employees, retirees, Teacher of the Year, Employee of the Year, Administrator of the Year)	Fund Resource Object(s)010-0000- (1XXX/3XXX/52XX) Supplemental and Concentration $1,319,883	Fund Resource Object(s)010-0000- (1XXX - 7XXX) LCFF Supplemental and Concentration $809,286

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Travel costs to in-state and out of state job / recruitment fairs to find highly qualified teaching staff for our district needs (i.e., special education staff and certificated bilingual staff) • Certificated, classified and administrative employee recruitment opportunities to fill certificated and classified vacancies (i.e., employment fairs, participating fees, travel costs) • Strengthen public relations and communication to support recruitment and retention efforts		
1.3 Professional Development • Certificated teaching staff to receive 3 additional days for Professional Development opportunities during the 2019-2020 school year • Release time and/or Extended Duty to attend P.D. (i.e., substitute costs) • Contracts for outside agencies to provide for Professional Development for all district- wide personnel (i.e., lease space for P.D., SCCOE, other agencies or educational companies) • New Teacher Center to provide support for site and district administrators with CCSS training • Leadership PLC sessions to provide professional development and support for development and refinement of instructional model; and provide on-going professional development on instructional areas of focus throughout the 2019-2020 school year • Leadership Development for Administrators • Professional Development for identified areas open to all district staff (i.e., classified, teamsters and district administrators)	Fund Resource Object(s)010-0000- (1XXX/3XXX/52XX) Supplemental and Concentration $1,125,430	Fund Resource Object(s)010-0000- (1XXX - 7XXX) $1,162,682
1.4 Integrated Blended Learning Support Curriculum/Adaptive Diagnostic Assessments • Continue to maintain a district-wide license for all students K-8 (ELA and Mathematics) to take adaptive diagnostic	Fund Resource Object010-0000-5XXX Supplemental and Concentration $217,387	Fund Resource Object010-0000-5XXX LCFF Supplemental and Concentration $159,799

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
assessments for monitoring student growth. This expenditure includes Professional Development for staff and necessary assessment support training.		
1.5 Additional Technology Support for 21st century-VIsion for Instruction (i.e., equipment, security, software, upgrades, licensing) • Technology hardware may include laptops and iPads as well as LCD projectors and maintenance costs for projector bulbs; other equipment to support technology hardware to support all students; Increase the number of devices for personalized student learning and upgrading core infrastructure and maintenance; Software and licensing for CCSS related programs • Professional development and integration of technology to support implementation of technology (i.e., CUE conference, Innovators PLC, Santa Clara County Office of Education Professional Development, Blended Learning, Project-Based Learning, Google classroom training) • Information Technology Support Services - support individualized learning for students and staff; and increase support for the Innovative Learning Schools initiative • EdTech support (i.e., personnel support & contracts) • District Sponsored Events: Highlight student learning through STEAM Showcase and increase teacher capacity through Innovating Learning Conference	Fund Resource Object(s)010-0000- (1XXX/3XXX/4XXX/52XX) Supplemental and Concentration $1,518,975	Fund Resource Object(s)010-0000- (1XXX/3XXX/4XXX/52XX) $1,031,766
1.6 Extended Learning Opportunities • Costs for before/after school and summer extended duty for personnel (i.e., teachers, administrative assistant support, Extended School Year administrator(s)); and materials and supplies for before/after school and summer extended learning programs • Summer School Program to serve students from across the district targeting students from 1st to 4th grades, prioritizing high need students first.	Fund Resource Object(s)010-0000- (1XXX/3XXX/4XXX/58XX) Supplemental and Concentration $2,214,253	Fund Resource Object(s)010-0000- (1XXX/2XXX/3XXX/4XXX/5XXX) $1,845,518

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Summer School Programs to serve K-3rd grade students in English Language Arts at 4 sites for approximately 120 students per site prioritzing high need students first. • Summer Math Programs for current 2nd through 7th grade students (i.e., contracts, personnel) prioritzing high need students first. • Bridge to Kindergarten (BTK) Program for new incoming kindergarten students prior to the start of the school year; and contract with agency partners to provide classes for BTK parents, including childcare, materials and supplies prioritizing high need students first. • Summer enrichment opportunities for students meeting grade level standards (i.e. technology, drama, other STEAM opportunities). • Extended day opportunities designated schools for TK / Kindergarten students prioritzing high need students first. • Transportation costs for out of district programs and summer field trips		
1.7 Foster Youth Support (Materials, Supplies, Uniforms, Instructional support, etc.) • Foster Youth (FY) students to be identified for extra academic support and serviced by district programs or outside academic programs. • FY students to receive priority registration/placement in Extended Learning Opportunities (i.e., ASES, before/after school programs and Summer School) • FY may receive additional support with: School supplies, including backpacks; School uniforms and additional sets as needed; and Support with transportation as necessary (i.e., bus voucher, tokens) • FY students will be prioritized for counseling services utilizing District counselors/interns and partner agencies. • Additional support to increase academic achievement for Foster Youth (i.e. technology, summer learning opportunities, field trips, materials, etc.)	Fund Resource Object(s)010-0000- (43XX/58XX) Supplemental and Concentration $45,000	Fund Resource Object(s)010-0000- (43XX/58XX) $1,192

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Mentoring for Foster Youth (i.e. partnership with Big Brothers, Big Sisters, etc.)		
1.8 Early Learning • Early Learning Center support staff (i.e., administrative assistant) • Operating expenses, materials and supplies to support families and children (prioritizing hign need students first).; and programming support for district/community events • Professional Development with TK teachers • Provide services to T4 students prioritzing hign need students first. • Classroom paraprofessional to support T4/TK students in the classroom	Fund Resource Object(s)010-0000- (1XXX/3XXX/43XX) Supplemental and Concentration $1,339,421	Fund Resource Object(s)010-0000- (1XXX/2XXX/3XXX/43XX) $1,317,069
1.9 ARUSD General Operating Costs (i.e., Classified Employees, Certificated Staff, Administrators, and General Operating Costs)	Fund Resource Object(s)010-0000- (1XXX - 7XXX) Base $66,556,218	Fund Resource Object(s)010-0000- (1XXX - 7XXX) LCFF Base $71,383,551
1.10 Special Education Services to Students • Continue implementation of district adopted ELA programs, Language! Live and Read Well. • Contract a Language!/Read Well consultant to offer support and assist with data collection and analysis for the purposes of most effective program implementation. • Provide monthly afterschool professional development opportunities on program implementation and research based differentiation strategies focused on maximizing student learning time in special education. • Adopt a math intervention program, such as VMath LIve, for students performing two or more years below grade level in mathematics. • Provide a special education instructional coach to assist with new teacher support, curriculum implementation, and assessment to ensure student progress.	Fund Resource Object(s)080-0000-(1XXX-7XXX) Base $23,032,793	Fund Resource Object(s)080-0000-(1XXX-7XXX) LCFF Base $21,631,010

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• District and school administrator oversight to ensure IEP teams are considering LRE when placing students with disabilities outside the general education program. • Ensure that parent is part of the IEP team, inform them of their role in the IEP process and in determining student academic goals, special education services, and LRE for their child. • Special education staff will participate in the district's Parent University. Informational sessions will be offered on how parents and families can best support students academically and through the IEP process. • Provide information on parent workshops offered through SELPA		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

1.2 Due to school closures, some of the actions/services around professional development were not allowed due to Covid 19 travel restrictions. Instead, budget was diverted to support sites in their implementation of Distance Learning including the purchase of student devices and new instructional programs and apps.

Additional professional development opportunities were provided for teachers on use of new platforms, student engagment, supporting ELs, etc.

1.4 The iReady contract was reduced due to eliminaton of instructional component.
1.5 STEAM showcase was held at a no cost location. Due to school closures and travel restrictions, conferences were rescheduled, canceled or moved on-line.
1.6 Summer extended year contracts were decreased due to moving instruction on-line for summer 2020. Transportation for summer programs was eliminated. Summer music enrichment camp was canceled due to Covid restrictions.
1.7 We found it a challenge for Foster Youth students to commit to additional tutoring service (especially virtual services) during school closures. We did not spend all of the budget allotted for tutoring services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

At beginning of 2019, we offered extensive professional development for teachers during three Districtwide professional development days which provided instructional support on all CCSS curriculum. In addition, professional development was offered throughout the year through Alludo (on-line self paced). Site principals and their leadership teams continuously collaborated around site-based initiatives to support rigorous instruction. All teachers were provided an allocation to purchase suppemental materials to support their instruction. A variety of staff recognition activities were planned to recognize staff members during our end of year honors. We continued our collaboration with the New Teacher Project to support 30 new teachers. iReady was used to monitor progress of students. Bargaining units, community members and staff worked collaboratively to develop an action plan that took into consideration the needs of students, family and community. This collaboration continued throughout the school year. After transitioning to distance learning, professional development was moved to the forefront to support the delivery of instruction to students.

Due to school closures, we have had to pivot our overall support from in person to online instruction. A large focus of our professional development shifted to a focus on understanding how to use a device and make the best use of the program which was not planned. One of the biggest challenges was getting staff and students up to speed on the use of technology while teaching and learning. The mode of communication also presented challenges between students and teachers, teachers and parents and at the school site level. In addition, staff had to develop a system for distribution of materials and supplies to students. Student access to reliable wireless connectivity was a constant consideration and required departmental collaboration for troubleshooting, training and support. Due to the shift to distance learning, capacity to hold after school interventions was adversely affected.

Goal 2

English Learners will have the required skills to reach grade level standards/proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities:	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)
Local Priorities:	• All English Learners will attain proficiency in English within 3 years in our district • Re-design Middle Schools

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • CLAD/BLAD certification from Commission on Teaching Credentialing • Attendance records at Professional Development • iReady • Level screener • Reclassification percentage • SBAC results in English Language Arts • SBAC results in Mathematics • CELDT (now ELPAC)	19-20 School Year • 90% of teachers have a CLAD or BCLAD • Teacher attendance at ELspecific professional development decreased due to school closures and the need to coordinate PD opportunities that integrated this component. • data for the end of year benchmark was not available due to school closures • data for the end of year leveled screener was not available due to school closures • due to ELPAC and SBAC being suspended, reclassification criteria 1 and 4 data were not available for all ELs • due to ELPAC and SBAC being suspended, reclassification criteria 1 and 4 data were not available for all ELs • EL students increased 5.5 points in English Language Arts • EL students maintained their performance level in Math • According to the 2019 Dashboard, 41.2% of our ELs are making progress towards proficiency

Expected	Actual
19-20 • 100% of teachers will have CLAD or BCLAD certification according to credentialing information • Increase of 10% of teacher attendance at EL professional development • 65% of ELs will make 1 year growth in reading level as measured by iReady or level screener (Teachers will monitor 3 times/year) • 70% of ELs in TK-2nd grades will end year reading on grade level as measured by level screener • Reclassify 20% more LTELs each year as measured by reclassification data (Teachers will monitor progress of students classified fluent English proficient once year) • Reclassify 20% more ELs with IEPs (as measured by reclassification data (Teachers will monitor progress of students classified fluent English proficient once year) • Increase performance on state indicator in English Language Arts for "English Learners" group by +20 points or more as noted on the California Dashboard. • Increase performance on state indicator in Mathematics for "English Learners" group by +20 points or more as noted on the California Dashboard.	

Expected	Actual
Baseline • 100% of fully credentialed teachers have CLAD or BCLAD certification • Did not meet a 20% increase of EL professional development participation due to lack of available substitutes • 14% of English Learners demonstrated a 10% increase on the 2016 SBAC English Language Arts results; and 13% of English Learners demonstrated a 10% increase on the 2016 SBAC Mathematics results. (2017 SBAC results will be available in August 2017). • 48.8% of English Learners advanced one language proficiency level as measured by CELDT • 24.8% of English Learners in Cohort 1 reached English Proficiency as measured by CELDT • 46.3% of English Learners in Cohort 2 reached English Proficiency as measured by CELDT • In English Language Arts, English Learners had a current "Status" is low with 44.4 points below level 3; and "Change" was increased by +7.2 • In Mathematics, English Learners had a current "Status" is low with 63.1 points below level 3; and "Change" was increased by +7.2	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Professional Development to support English Learners • Provide training and support for teachers and administrators for English Language Development of ELD Standards / Framework / Roadmap / Data Analysis (i.e., conferences / trainings / workshop fees, registration and travel costs)	Fund Resource Object 010-0000-1XXX/3XXX/5XXX Supplemental and Concentration $76,144	Fund Resource Object 010-0000-1XXX/3XXX/4XXX/5XXX LCFF Supplemental and Concentration $5,927

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Substitute costs for professional development • Cost of English Learner Professional Development for teachers and staff • English Language Professional Development training for staff and related costs (additional support with Title III funds) • Provide professional development for teachers and administrators on strategies to support ELs with disabilities • Understanding and applying Matrix 4 (accommodations, designated supports, and universal tools) • Understanding and applying the VC-CALPS (alternate assessment to the ELPAC) • Understanding and applying IEP processes for EL Statewide assessments. • Convene a focus group comprised of various stakeholders to continue to engage in reflective inquiry while conducting a needs assessment on what supports EL students need for academic success.		
2.2 - ELPAC support • Train, maintain and support a team of qualified ELPAC testers to work with all schools during the ELPAC testing window • ELPAC testers collaborate with ELD coordinator and other Academic administrators for testing coordination and other support. • Schedule and test all English learners • Support testing administration requirements for all students classfied as English learners particularly students with disabilities that are also identified as English learners (accomodations, designated supports) • Maintain the necessary tools and materials to successfully and equitably administer the English language proficiency assessment for all students.	Fund Resource Object(s) 010-0000- (1XXX/3XXX) Supplemental and Concentration $164,590	Fund Resource Object(s) 010-0000- (1XXX/3XXX) LCFF Supplemental and Concentration $99,151

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3 Integrated Blended Learning Support Curriculum/Adaptive Diagnostic Assessments • Continue to maintain a district-wide license for all students K-8 (ELA and Mathematics) to take adaptive diagnostic assessments for monitoring student growth. This expenditure includes Professional Development for staff and necessary assessment support training.	Funding amount - Refer to Goal 1, Action/Service 1.4 Supplemental and Concentration	
2.4 Additional technology support (i.e., equipment, security, software, upgrade, licensing) • Technology hardware (i.e., laptops and iPads; LCD projector and maintenance costs for bulbs) • Software and licensing for CCSS related programs; On-line programs for new comers; Software to support English Learners • Technology related professional development (i.e., Edtech PLC, Santa Clara County Office of Education Professional Development, iReady Professional Development, curriculum based tech professional development, Google classroom training)	Funding amount - Refer to Goal 1, Action / Service 1.5 Supplemental and Concentration	
2.5 Extended Learning Opportunities • Summer school program targeting support for students identified as English Learners and Long-term English learners (LTELs) at targeted grade levels • Middle School programs for English Learners before and/or after school for vocabulary and language development • English Learners to be offered priority registration for Extended Learning Programs (i.e., Intervention support for English Learners after school) • Materials and supplies specific to English Learner support (i.e., supplemental materials, technology)	Funding amount - Refer to Goal 1, Action / Service 1.6 Supplemental and Concentration	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Transportation costs (i.e., out of district programs, summer field trips, awards for reclassification)		
2.6 Long-Term English Learners (LTELs) & New Comers • Curriculum materials and related Professional Development that supports LTELs • Professional Development for English Learner in providing support for New Comer class and/or dedicated academic transitional support • Before/after school/extended year intervention support for LTELs at targeted grade levels to support the reclassification process • Conduct a needs assessment on what supports EL students need for academic success (i.e. study skills, organizational support, positive role models, etc.)	Fund Resource Object(s) 010-0000- (1XXX/3XXX/4XXX) Supplemental and Concentration $25,000	Fund Resource Object(s) 010-0000- (1XXX/3XXX/4XXX) LCFF Supplemental and Concentration $10,995

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

2.1 Due to school closures, some of the actions/services around professional development were not allowed due to Covid 19 travel restrictions. Instead, funds budgeted in this area were redirected to support English Learners with distance learning including the purchase of student devices and new instructional programs and apps.

Additional professional development opportunities were provided for teachers on use of new platforms, student engagment that integrate EL supports. As additional support for EL students, families were mailed Choice Board activities that would engage students in English Language Development. Also we held virtual summer ELD programs that focused on speaking, listening and reading with an integrated art component.

2.2 Due to school closures, some of the actions/services around ELPAC support were not provided. Typically, this test is done 1:1 in person and all schools were prohibited from having students on campus. The Spring ELPAC testing was also suspended due to school closures.

2.6 School closures made it difficult for our LTELs and newcomers to participate in addtional support programs. Despite our efforts to provide additional support, students and families were adapting to online classes and the daily challenges of the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One of the successes was the implementation of an ELD specific summer support program offered virtually to students.

One of the biggest challenges was getting students engaged online for distance learning and being able to navigate the curriculum and assignments online. In addition, during school closures our focus turned to bringing everyone up to speed on the use of technology and new platforms for learning. The challenge was integrating the support for English Learners to the ongoing PD offered to teachers and administrators. Due to Covid restrictions, conferences were canceled.

Goal 3

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	• All English Learners will attain proficiency in English within 3 years in our district • Re-design Middle Schools

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Monthly Daily Attendance reports provided by Student Services • California Dashboard attendance data (suspension and expulsion data) • Participation information for PBIS program implementation • Family Surveys • LCAP Middle School Survey (6th, 7th and 8th graders) • Facilities Inspection Tool (F.I.T.) • Rate of Chronic Absenteeism reported in the California School Dashboard for Alum Rock • Middle School Dropout Rate as reported in the California School Dashboard for Alum Rock	19/20 School Year • In 19/20 we met the 1% goal to increase daily attendance through March 2020 • Suspensions for the 2019/2020 school year decreased by 70% • 11 schools participated in PBIS training through SCCOE and remain in Tier 2 • Ocala actively participated in Tier 3 of PBIS training through SCCOE and remain in Tier 3. • 62% of all Alum Rock students (3rd - 8th grade) stated they feel safe and/or welcomed at school • 90% of all Alum Rock parents reported that their children are safe and/or welcomed at school. • 88% of parents and 72% of students consider schools to be safe and in good repair • 100% of Alum Rock schools received an Overall Rating of Good or Exemplary on the Facilities Inspection Tool (F.I.T) as posted on the annual School Accountability Report Card (SARC)

Expected	Actual
19-20 • Increase Daily Attendance Rate by 1% according to attendance records in E-School (data management system) • Decrease suspensions by 10% and expulsions by 10% according to disciplinary data in E-School • 100% of schools involved in Positive Behavior Intervention System (PBIS) will complete Tier 2 training by the end of the 17-18 school year as measured by training completion through Santa Clara County Office of Education records • Ocala Middle School will begin PBIS Tier 3 training and complete Tier 3 by end of the school year as measured by Santa Clara County Office of Education records • Survey responses from students will indicate that 90% or more feel safe and welcomed at school • Survey responses from parents will indicate that 90% or more will feel that their child is safe and welcomed at schools • Survey responses from students, parents, and staff will indicate that 90% consider schools to be safe, and 90% will consider schools to be clean and in good repair. • 100% of our schools will have an Overall Rating of Good or Exemplary on the Facilities Inspection Tool (F.I.T.) as posted on the annual School Accountability Report Card (SARC). • By June 2020, ARUSD will improve attendance rate of chronically absent students by 50%. • Alum Rock will report a low (less than 1% increase) Middle School Dropout Rate in June 2020.	• This number was not available and not reliable due to school closures in March 2020. • Alum Rock reported a Middle School Dropout rate of less than 1% in June 2020

Expected	Actual
Baseline • Current Daily Attendance percentage is 95.87%. • Current number of suspensions is 340. • Current number of expulsions is zero. • Currently, 66% of Middle School students surveyed "feel welcomed at school." • 46% of schools have implemented a Positive Behavior Intervention System (PBIS) (10 schools in Tier 1 status and 1 school in Tier 3 status) • Currently, 90% parents surveyed believe our schools are safe. • Currently, 92% of students surveyed believe schools are safe and 66% feel welcome at school. • Currently, 69% of students surveyed consider schools to be clean and 78% of students surveyed consider schools to be in good repair.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Maintain custodians to support with the maintenance of our schools This action has been discontinued. See the Annual Update for more information.	N/A Not Applicable N/A	N/A Not Applicable N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.2 Positive school culture training and support • PBIS schools will continue in Tier 2 with training, implementation and PBIS conference attendance. • Ocala Middle School will continue with PBIS implementation in Tier 3 and attend PBIS or related conferences. • PBIS and other positive school culture support systems will enhance the school climate to lessen the amount of bullying amongst students. • Purchase additional safety materials for all schools • All schools will be supported in developing positive strategies/supports to improve school climate across the entire campus, reduce suspensions, and increase student attendance. • Social-emotional learning support (i.e., SCCOE contract TOSA / Coordinator position - will not be filled due to budget cuts) • Counselor support at identified sites • Support for school safety and security on campus • An advisory committee will be created to assist in developing an action plan to implement Restorative Justice. This committee will consist of students, parents, teachers, staff and community. Training will be prioritized for schools with high or increased suspension rates. The intent is to address student socio-emotional needs and improve school climate. • Additional support to increase safety at school site (i.e., campus paras) • Workshops/Trainings will be planned for staff, students and parents to support a positive school culture at our district schools.	Fund Resource Object 010-0000-1XXX/2XXX/3XXX/4XXX/5XXX Supplemental and Concentration $1,767,277	Fund Resource Object 010-0000-1XXX/3XXX/4XXX/5XXX LCFF Supplemental and Concentration $1,401,136
3.3 Support Services for Students • Health assistants to provide support at every school site • Additional health support at schools (i.e., LVNs, RNs, contracted nursing agencies) • Additional extended hours will be provided for special needs students, special events and programs	Fund Resource Object(s) 010-0000-1XXX/2XXX/3XXX/5XXX Supplemental and Concentration $2,176,628	Fund Resource Object(s) 010-0000-1XXX/2XXX/3XXX/5XXX LCFF Supplemental and Concentration $2,019,191

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• School office assistants at every site provide support with improving rate of chronic absenteeism • Bus monitors support student safety during transportation of Students with Disabilities		
3.4 Library and Learning Center Assistants Site-based library assistants have been discontinued. See the Annual Update for more information. • Central office support for textbooks (i.e contract)	Fund Resource Object(s) 010-0000-2XXX-3XXX Supplemental and Concentration $6,000	Fund Resource Object(s) 010-0000-2XXX-3XXX LCFF Supplemental and Concentration $12,062
3.5 District Music Program District Music Program • Sustain district music program. • Students are offered music and performing arts opportunities (i.e. VAPA Showcases (FALL/SPRING), Band Festival, other community/district-wide events) • Costs for materials, repertoire. and supplies, including transportation and personnel (i.e., music teachers, employee contracts, staffing for events) • Summer Music Camp slated for Summer 2018 (2019). • Access to Technology through Piano Lab, Theory & Composition, and Recording Studio. • Support for events through Audio Event Services that includes audio needs, equipment, technology and logistics. Mariachi Program • Mariachi Program will be offered to students across the district and to include materials, supplies and uniforms and additional instruments as needed • Participating students to perform at community and district-wide events (i.e., Parent University, SPARC Parent Jubilee, Back-To-District event, Cesar Chavez Day March, VAPA showcase, among others)	Fund Resource Object(s) 010-0000-1XXX-6XXX Supplemental and Concentration $2,847,072	Fund Resource Object(s) 010-0000-1XXX-5XXX LCFF Supplemental and Concentration $2,934,816

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Bus Transportation needs for remote performances and events. Jazz Program • Sustain programming for Alum Rock Jazz program with support for staffing, equipment maintenance, truck rental, bus transportation, materials, repertoire. • Costs for community outreach as necessary to promote Jazz Program • Summer Jazz Camp • Extended learning opportunities for Jazz Program (i.e., summer program). Costs for this action is captured under Extended Learning Opportunities Goal 1, Action 1.6 Visual and Performing Arts Program (VAPA) • Costs for materials and supplies, training, transportation, staff • Uniforms for Concert Bands, Drumline, and Choirs.		
3.6 After School Sports • Allocation of funds for After School Sports for Middle Schools and K-8 schools (i.e., stipends, fees, materials, uniforms)	Fund Resource Object(s) 010-0000-1XXX-5XXX Supplemental and Concentration $181,635	Fund Resource Object(s) 010-0000-1XXX-5XXX LCFF Supplemental and Concentration $155,711
3.7 Administrative Support • School and district personnel support for district-wide student programs (i.e., certificated, classified staff) • Asst Principals (6 FTEs) - 2 FTEs discontinued for 2019/2020 school year • Administrative staff at District office supports programs for students and their families (i.e. Student Enrichment Programs, McKinney Vento families, Foster Youth, Migrant Education, tutoring programs, Summer Programs, etc.)	Fund Resource Object(s) 010-0000-1XXX/2XXX/3XXX Supplemental and Concentration $1,436,748	Fund Resource Object(s) 010-0000-1XXX/2XXX/3XXX LCFF Supplemental and Concentration $1,406,535

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.8 Additional Bus Drivers • Maintain additional bus driver positions from 19-20 to support district-wide programs (i.e., field trips, extended learning programs, parent trainings)	Fund Resource Object(s) 010-0000-2XXX-3XXX Supplemental and Concentration $278,911	Fund Resource Object(s) 010-0000-2XXX-3XXX $195,667
3.9 21st Century Learning (i.e., Learning Environment; Technology, PD, materials, supplies) • Enhance schools with 21st Century learning environment (i.e., facilities projects) • New Tech Network; Code to the Future; and Latino Youth Cinema Project (LYCP) • 21st Century classrooms (i.e., furniture, devices, technology) • Costs for additional technology support specific to school focus, Professional Development, materials, supplies	Fund Resource Object(s) 010-0000-1XXX-6XXX Supplemental and Concentration $950,847	$514,795
3.10 Facilities Improvement This action has been discontinued. See the Annual Update for more information.	N/A Not Applicable N/A	N/A N/A
3.11 Routine Restricted Maintenance and Repair • Maintenance and repair for school and district facilities (i.e., materials, supplies, services, maintenance)	Fund Resource Object(s) 05-0000- (2XXX-7XXX) Base $4,031,238	Fund Resource Object(s) 05-0000- (2XXX-7XXX) LCFF Base $3,632,893
3.12 Create welcoming environments at all schools • This action has been discontinued due to budget constraints. See the Annual Update for more information.	Supplemental and Concentration 0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.13 Ensure a safe school environment • This action has been discontinued due to budget constraints. See the Annual Update for more information.	Supplemental and Concentration 0	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

3.9 Reduced the number of schools in Code to Future from 4 schools to 2 schools. New Tech network had a reduced cost to the contract due to experience with the program and staff requiring less support. There was a cost reduction to the Latino Youth Cinema Project at Hubbard Elementary. The cost savings from these contracts allowed us to use funds for additional device purchases, corresponding professional development and online programs during school closures.

3.2 Reduction of Resource Officer cost affected overall budget in this action. Funds were diverted to support training for additional schools in PBIS, Restorative Justice and other student supports.
3.5 Additonal music services were added in 2019/2020 school year which led to an increase beyond budget
3.6 all after school sports were canceled in the Spring 2020 due to the pandemic which led to a decrease in funding in this action/service.
3.8 Vacant positions for bus drivers

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to upgrade school furniture to 21st Century Learning standards at various schools. We successfully purchased additional devices and replaced devices and other technology. We provided training opportunities for families to make effective use of the platforms and computers. We successfully trained teachers and administrators on emerging technologies and technology integration to support instruction and student learning. We established an Ed Tech/mentoring program to support teachers at varying levels of tech proficiency to make best use of devices and programs.

Moving into a distance learning platform presented a number of challenges. Reaching all teachers and diversifying the training offerings to meet their needs was a challenge. Connecting with all families to provide support when needed is a work in progress. Maintaining and replacing devices is a challenge. Coordinating some of the Distictwide initiatives in an online setting has required additional planning and action steps. Distribution of devices required considerable energy and coordination. Although we were able to

provide a variety of PD, not all teachers attended due to varying reasons. This challenge persists as we have discrepancy of ability among staff specifically between lower grades versus upper grades.

Overall, ARUSD had a significant decrease in student suspensions (70% decrease) and no expulsions for the 2019/2020 school year.

Due to the transition to distance learning, overall attendance monitoring became difficult as teachers and families adjusted to a new mode of instruction. Distance learning attendance guidelines from CDE came later in the summer of 2020. Another challenge was the inability for schools to continue PBIS training due to school closures and travel restrictions. All training was put on hold.

During the 2019/2020 school year, we were successful in forming an SEL committee which included teachers, counselors, community liaison, and a district office administrator. The SEL committee created a scope and sequence and curated a number of SEL resources for students, parents, teachers/educators. This work was published on the SEL website for the public to access. Additionally, the district purchased a number of SEL curriculum (Kimochis) for some elementary schools and the early learning program.

In regards to mental health services, the need for counseling and support services increased during school closures and we were able to provide linkage to families for mental health support and other resources. There were approximately 400 students (General education, SPED, Foster Youth and McKinney Vento youth) served through the counselor intern program. Services included but not limited to: 1:1 counseling, crisis assessment & intervention, small group guidance lessons, and conflict mediation

Shelter in Place was invoked on March 13, 2020 and distance learning began. This was a challenging time because it was instantaneous and without any advanced notice due to safety reasons. Therefore, there were a number of challenges that we experienced. Due to the transition to online learning, staff were learning how to conduct SEL activities via Zoom. Parents were also navigating how to help their students log in and faced many challenges such as technological issues, maintaining student motivation, situational circumstances at home and diminished social aspects.

The ability to provide remote mental health services also presented many challenges. Telecounseling was difficult in the beginning due to various reasons such as but not limited to: Parents had limited knowledge in navigating the technology; There was only 1 credentialed administrator (PPSC) that was supervising 27 counselor interns; Parents were overwhelmed by a number of challenges during the start of the pandemic. Therefore, counseling was not a priority at the time. Counselor interns were also navigating their own mental wellness during the pandemic.

The district music program and VAPA program successfully served students at every school site in the district. Students from various school sites had the opportunity to perform and/or showcase their work during the Winter VAPA Showcase and other events. Students and teachers utilized the new Piano Lab and recording studio and students participated in Choir, Drumline, Handbells, and Theater.

The start of the pandemic posed a great challenge to the music department and caused the cancellation of the district Band Festival and other Spring events. All music programs pivoted to teaching through distance learning from March - June. Additionally, the summer music program was unable to continue for Summer 2020.

The Mariachi program was offered to students across the district. Students performed at district-wide events in the Fall and Winter. In March, the Mariachi program switched to distance learning and students continued to learn and practice from home.

The Alum Rock Jazz Band continued to serve students across the district and performed at events throughout the Fall and Winter. In March, the Jazz Band moved into distance learning and continued through the summer with their Summer Jazz Camp. They successfully created virtual performances to share with the community.

Goal 4

Engage stakeholders in a meaningful way that promotes a positive learning, working, and community environment that is geared toward student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	• Increase Parent Engagement

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Attendance sheets for Back-to-School Nights • Attendance sheets for Open House nights and/or attendance at culminating school events • Attendance sheets for DAC and DELAC meetings • Attendance sheets from Parent University events • Attendance at school parent meetings	19/20 School Year • ARUSD families participated at Back To District Night. 530 attended the event on 9/19/2019. • Open Houses in Spring 2020 were canceled due to school closures so this data is unavailable. • District Advisory Committee (DAC) meeting participation decreased to 55% due to school closures and moving over to virtual meetings • District English Language Advisory Committee (DELAC) meeting participation decreased to 40% due to school closures and moving over to virtual meetings. • ARUSD families participated in our annual Parent University. 669 attended the event on 10/19/2019. The Spring Parent University event was canceled due to school closures. • School site parent meeting participation decreased due to school closures and moving over to virtual meetings.

Expected	Actual
19-20 Required local indicators will be developed with the measurable outcomes below for 17-18 school year for the California Dashboard data • Maintain 90% or higher parent attendance at Back to School Night at each school as verified by classroom sign-in sheets • Maintain 90% or higher parent attendance at Open House as verified by classroom sign-in sheets • 80% participation from parent representatives at District Advisory Committee (DAC) meetings as measured by DAC sign-in sheets • 80% participation rate from parent representatives at District English Learner Advisory Committee (DELAC) meetings as measured by DELAC sign-in sheets • At least 360 participants (minimum 15 per school site) at Parent University events as measured by sign-in sheet • Attendance of 25 or more parents at school sites parent meetings as measured by sign-in sheets	

Expected	Actual
Baseline • ARUSD had an average of 71% parent attendance at all Back-to-School Nights • ARUSD had an average of 61% parent attendance at Open House • Each school held at least 5 School Site Council (SSC) meeting during the 2016-2017 school year • ARUSD had a 64% attendance rate for District Advisory Committee (DAC) meetings • ARUSD had a 70% attendance rate for District English Learner Advisory Committee (DELAC) meetings • 398 parents attended the Parent University in October 2016. • Over 200 mothers and daughters attended the Parent University Mother-Daughter event. • Collectively, our schools averaged 22 parents/community members per school site parent meetings	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Parent Community Involvement, Outreach and Training • Monthly SPARC meetings with designated school representatives to discuss various topics with Superintendent • Regular DAC/DELAC meetings with designated school representative and/or alternate • Parent engagement and community involvement (i.e., Cesar Chavez Day event, community events and planning, cultural events) • Parent Jubilee to celebrate parent volunteers across the district • Engage and train parents as volunteers to support schools	Fund Resource Object(s) 010-0000-43XX/58XX Supplemental and Concentration $96,270	Fund Resource Object(s) 010-0000-43XX/58XX LCFF Supplemental and Concentration $52,610

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Provide parents opportunities to share about our schools as school recruiters • District Administrators, Principals, and Community Liaisons to work with outside agencies to provide parent training on various topics (i.e., technology, English as Second Language, College Readiness, bullying, Cyber/Internet Safety) • Parent volunteer support (i.e., train to support/help at schools) • Parent governance and advisory support (i.e., committee training - DAC, DELAC, SSC, ELAC) • Costs for parent workshops and parent support strategies to support parents (i.e., Project Cornerstone, PIQE, other agencies) • Provide parents opportunities to attend county and/or in-state conferences that support parent learning to improve their parenting skills • Alum Rock will form an LCAP Advisory Committee consisting of representatives of the various District stakeholders (students, parents, educators). This committee will meet up to three times during the school year to provide input into the process for updating and/or developing the LCAP.		
4.2 Additional Translation/Interpretation Support (i.e., to support district-wide translation services) • Additional translation services to provide parent support in other languages (i.e., Spanish, Vietnamese, other languages as needed; Deaf and Hard of Hearing support). • Outside agency contracts to provide additional support to schools and district at parent meetings and district-wide events • Additional part-time Vietnamese translator/interpreter technician to support the increase need	Fund Resource Object(s) 010-0000-2XXX/3XXX/5XXX Supplemental and Concentration $209,362	Fund Resource Object(s) 010-0000-2XXX/3XXX/4XXX/5XXX LCFF Supplemental and Concentration $143,956
4.3 Parent University • District-wide parent learning opportunities to support student academic success (i.e., parent workshops on a variety of	Fund Resources Object(s) 010-0000-2XXX/3XXX/4XXX/5XXX Supplemental and Concentration $40,000	Fund Resources Object(s) 010-0000-2XXX/3XXX/4XXX/5XXX LCFF Supplemental and Concentration $13,364

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
topics, family events) principally directed at unduplicated pupils. • Support for students (i.e., classes on Parent University days, childcare) • Costs for materials and supplies, including contracts (i.e., vendors, guest speakers) • Provide workshops that are different from previous Parent University events. Provide more Mini Parent University opportunities throughout the school year		
4.4 Community Liaisons • Cost for 24 Community Liaisons (one per school site) - there is a 2 hr cut for the 2019/2020 school year • Extended hours (i.e., recruitment purposes for enrollment, home visits, district-wide events) • Community Liaisons may receive various trainings/workshops to enhance skills to support parents (i.e., attendance monitoring, resource support, Foster Youth, McKinney-Vento identification, translations/interpretations) • Community Liaisons to work with site principals to plan workshops as related to the needs of the school (i.e., Coffee-talks with principals, Back-to-school Night/Open House/School events, cultural events) • Ensure that the majority of the Community Liaison's role is to increase the school's parent involvement and engagement opportunities	Fund Resource Object(s) 010-0000-2XXX-3XXX Supplemental and Concentration $1,177,244	Fund Resource Object(s) 010-0000-2XXX-3XXX-4XXX LCFF Supplemental and Concentration $1,011,962

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

4.1 Total budget in this areas was not expended due to the cancelation of activities during school closures- Cesar Chavez March, Parent Jubilee, Parent Workshops/Travel, Back to District Event. Funding was diverted to support virtual parent trainings and to provide other necessary support for parents for distance learning.

4.2 .5 vacancy for unfilled Vietnamese Translator Technician
4.3 Total budget in this area was not expended due to cancelation of our Spring Parent University event due to Covid 19 restrictions and school closures.
4.4 vacancies for Community Liasions

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Alum Rock had a successful Fall Parent University event where parents were able to attend a variety of workshops that increase their knowledge in order to better support their student's success in school. Another success in this area was the ability for resources to be pulled to support families during distance learning. Community Liasions supported community efforts to provide families with much needed resources such as food, diapers, baby formula etc. SLS coordinators continued to link families to much needed resources such as rental assistance, shelter, financial assistance and more.

In terms of challenges, we continue to have the need for increased interpretation services in Vietnamese and will need to find a more permanent solution to support our families. We used contracted services which are typically hire in cost. Another challenge we faced was a drop in attendance in our advisory committees. Famiies were navigating the challenges their families were facing due to the pandemic and were not able to participate as they have other years. The virtual platform also posed challenges for some of our parents.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
On-site Learning Care Pods • Pods of 10 students per class with 2 support providers • Two pods at each site • Principally supporting unduplicated students (Foster Youth, English Learners, Homeless students and other students demonstrating need)	550,000	$1,578,393	Yes
PPE for school sites • provide PPE and sanitizing supplies to maintain safe and healthy environment for all district sites	500,000	$514,367	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Expanded Care Pod support at all sites led to an increased expense.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The ARUSD community was one of the hardest hit communities in the county. For most of the shelter in place and school closures, our district remained in the red tier which meant everything was completely shut down. Nevertheless, our families were in much need of additonal support for their children and families. Our district was able to provide limited "in person" support for some of our high need students including foster youth, homeless youth, English learners and students facing challenges with connectivity. A total of 52 Care Pods were rolled out during the 2020/2021 school year serving 534 students districtwide.

SPED Care Pods: The special education department offered two care pods at McCollam Elementary School for our students with Autism in grades K-5. We offered support for our students to increase engagement in virtual learning. Students attended the care pods on Monday through Thursday from 9AM – 1PM. As part of the care pods students receive in-person speech and language support.

We were able to support families with childcare needs with in person programs. The District Nurse served as the Covid 19 contract tracing liaison for Alum Rock which provided district staff and families with timely information on exposures to minimize the spread of Covid 19.

Another success is that Alum Rock was able to maintain diabetes management support to ensure the health needs are being met for students attending our Care Pods. The challenge with this is that our county is facing a school nursing shortage due to the pandemic

Due to the restrictions place by our local county health department, we were unable to meet the need of all students through Care Pods.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for teachers	1,289,235	$1,049,089	No
Technology devices • devices and/or hotspots provided for all students and staff	700,000	$1,228,684	No
Learning platforms and support services • Platforms to facilitate student learning, progress monitoring and communication in distance learning model	1,250,000	$777,691	No
Additional materials for students • principally directed for unduplicated students	100,000	$95,014	Yes
Residential substitutes and training • long term subs are in place to provide seamless instruction in online classrooms	270,000	$527,300	No
Expanded nutrition services	1,400,000	$2,006,365	Yes
Translation and Interpretation • provide additional intrepretation services to families during school and district meetings/trainings, IEP meetings, and translation of documents to maintain consistent communication between home and school. Principally directed for parents of unduplicated students	250,000	$370,466	Yes
Tech support for parents/staff • IT staff provides extended evening and weekend tech support to parents, students and staff. Principally directed for parents and unduplicated students	80,000	$78,577	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curriculum Design and Support	50,000	$56,257	No
Teacher led English Learner support • Small group interventions for Newcomer and Engish Learners	162,000	$148,600	Yes
Training, Support and devices for Para-educators	$40,000	$47,659	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Nutrition services added meal delivery service to homes of ARUSD families lacking transportation to meal sites which increased the total cost of services for our expanded nutrition services.

Technology cost increased due to repair, replacement of technology to ensure students had 1:1 devices and connectivity

Some professional development and purchase of learning platforms did not materialize which acounts for the the decrease in expenditures.

In order to maximize support to students and families, there was an increase in costs of substitutes for online classrooms, translation and interpretation services to support parent/teacher meetings as well as regular District update meetings and additional devices provided for Para-educators to provide online support to students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction-
providing 1:1 devices supported continuity of learning for students, effective two way communication between home and school. We were successful in continuing the use of our State adopted curriculum. Additional instructional platforms such as Nearpod, SeeSaw, etc were an enhancement to the learning environment for students. Our instructional day started with a Morning Meeting for all students to support their social emotional well being. Instructional minutes were adjusted to meet the guidelines written in AB86 in a combination of synchronous and asynchronous work time. Teachers also provided a combination of small group and whole class

instruction supported by Zoom as well as family engagment sessions. Designated ELD was scheduled in each class. Parent Square provided additional two way communication opportunities between school and families. Site administrators worked to continuously provide support to their staff around best practices, consistencies and to trouble shoot challenges. A few challenges for distance learning were that some teachers struggled to transition to online teaching only. In these cases, distribution of materials and instructional packets posed a challenge. Another challenge was the absence of online support for some of our State adopted curriculum.

IEP teams met for each student with special needs to incorporate Distance Learning Plans into each students IEP. The Distance Learning Plans addressed each student's unique learning needs during school closures and the transition to online learning. IEP Goals were monitored and supports were added as needed to address each student's progress during distance learning.

Access to Devices and Connecitvity-
We successfully distributed technology, including chromebooks or ipads to all families that requested devices during our distance learning efforts. We were able to ensure 1:1 device allocation through a mixture of district provided devices and home provided devices. Through efforts such as the Digital Inclusion grant, we provided wireless hotspots to families lacking reliable internet access. In addition to providing technology and connectivity we successfully supported the families through a combination of our IT department, which established evening and weekend support in multiple languages; as well as site-based support such as family literacy nights and principal technology cafes. We established and maintained home-school connections through the use of the Parent Square application and our webpage, along with social media as well as our robo-calling system.

Some challenges included meeting the wide ranging technology needs of our parent/family community. These needs included establishing support and communications in English, Spanish, and Vietnamese; establishing support hours outside of the general work day or work week; providing trainings that were accessible to as many families as possible and then recording sessions for later viewing. Additional challenges included maintaining accurate records of loaned devices, as well as establishing device repair and replacement, and device collection protocols.

Pupil Participation and Progress-
Teachers tracked synchronous and asynchronous assignments through Eschool, our Student Information System. In conjunction with this, they wrote weekly lesson plans to demonstrate the mandated instructional minutes (TK/K = 180 minutes, 1-3 = 230 minutes, and 4-8 = 240 minutes). Based on the participation information, there was a tiered approach to reengagement of students that includes communication with families and home visits.

Academic progress was measured by a combination of local assessment platforms as outlined in our district assessment plan. For students in grades 2nd through 8th took math and ELA assessments three times this year on the Fastbridge assessment platform. For students in grades TK through 1st, they were administered one-on-one assessments using the ESGI platform. At this time, we have only administered two of the three testing windows (last one to occur in May). The participation of these assessments grew tremendously from the first (76% tested) to the second (85% tested) testing windows. At the end of May, the progress reports on

these assessments will be sent home to all students. The results will also be communicated to the community (during a board meeting) and to teachers.

Distance Learning Professional Development-
Professional development was paramount to our distance learning efforts. We successfully transitioned from traditional, face to face offerings to online delivery fairly quickly. Utilizing zoom and google meet we surveyed teachers and staff to determine needs, and developed a schedule of offerings. Beginning in the summer of 2020 we offered a combination of content specific, standard based sessions; program and platform centric sessions; as well as sessions designed to support teachers with integrating educational technology into lesson design. All sessions have been recorded and made accessible to staff through our distance learning hub, which houses professional development resources. The hub served as our primary online training site, and was complemented by Alludo Learning which also provided an asynchronous location for learning resources. Additional professional development resources were established as well, including our edtech coaching model which paired proficient teachers with those seeking assistance, as well as our distance learning blog which housed updates and important information. Early on we established a communication flow, which involved twice weekly emails to all teachers, administrators, and staff. These emails included distance learning updates, as well as a recurring link to our distance learning hub, our distance learning blog, and our edtech coaching request form.

Some challenges included meeting the professional development demands for teachers with wide ranging levels of edtech proficiency. 63% of surveyed teachers requested professional development sessions to be delivered synchronously and then recorded for later viewing, while 58% of surveyed teachers were open to asynchronous offerings made available for viewing and learning at their leisure. Armed with this data we focused on establishing both synchronous and asynchronous offerings that were differentiated, and created our edtech coaching/mentoring program to support a wider range of teachers. In addition, many of the device specific trainings involved technical skills and applications, and it was difficult to provide assistance in an online setting. To remedy this concern we made efforts to provide small group in-person sessions as safety protocols allowed. Communication can always be improved, and we have tinkered with emails, blogs, podcasts, and social media in efforts to reach the widest audience regarding important information as well as professional development announcements.

Support for Pupils with Unique Needs-
In order to support our EL newcomers we provided after school interventions. Students were grouped by grade level and in groups by Eng/Spn or Eng/Vietnamese. Teachers were assigned to support in the language they could best support and communicate to best as possible. Sessions ran multiple times each week depending on the grade level. A focus was on day to day communication skills and vocabulary. In addition, opportunities for students to learn academic vocabulary were included in the upper grades. In the Spring, we provided a session of interventions for students EL level 1-2 with a focus on reading and writing. Specific programs were purchased to support our English learners and newcomers such as Listenwise for literacy and comprehension skills, Brainpop EL for individual paced learning and ELL edition to RAZ plus to provide instructional support for teachers. Constructing Meaning PD was offered for elementary and secondary levels in the fall and elementary school teachers in the spring. Teachers were offered and participated in Constructing Meaning which brings capacity building to teachers around supporting language learning in content areas and EL Toolkit which provides specific EL strategies to incorporate in teaching. At all sites the teachers provided designated ELD and/or small group ELD instruction addressing performance levels. Some challenges with supporting English Language Learner students was the

difficulty getting them to log in to additional virtual sessions. Many would forget, not remember where to access. Many times the families would inform us that they had to go out or family members were ill and student could not attend. Communicating with the families was also a problem since many of them are essential workers or did not have access to respond.

Distance Learning Plans were developed for students with disabilities based on their unique needs. Each teacher progress monitored how students were performing and any concern was addressed during the IEP process. Additional temporary services were offered by our licensed therapist and our district behavior specialists. Care pods at each sites were open to students with disabilities. The special education department opened a care pods staffed with behavior technicians to address the needs of those students with Autism who were struggling with engagement during online instruction.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Interventions/Tutoring • provide small group or 1:1 tutoring for students identified with learning loss. • principally directed at unduplicated students	750,000	$189,356	Yes
Extended Day Programming • provide in class support during distance learning for all schools	1,485,520	$936,900	Yes
Extended Year Programming • provide summer programming for students identified with learning loss	730,000	$340,200	Yes
Teacher led student interventions • provide small group or 1:1 tutoring for students identified with learning loss • principally supporting unduplicated students (ie. English Learners)	90,000	$123,776	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Tutoring- Lack of agencies offering services, lack of teachers available to work extended duty as well as lack of interest by parents due to mode of delivery (online) all contributed to a decrease in actual expenditures in this area. We were able to provide some additional 1:1/small group support to our English Learners, Foster Youth and homeless students through outside agencies which increased the cost for these services.

There was a decrease in the cost of Extended Day Programming and Extended Year Programming becasue we were not able to offer as much support during school closures as we had planned. It was difficult to get students to participate in additional programming

after distance learning due to burnout and other challenges faced due to the pandemic. Our summer program for summer 2020 was much smaller and delivered all virtually.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Special education teachers and support providers such as speech therapists, occupational therapists, ABA assistants, adapted physical education teachers and our therapists continue to monitor student progress on goals. If a student is not making sufficient progress, IEP teams are meeting to strategize on supports and accommodations that can be added to the student's Distance Learning Plan. As we transition back to in-person instruction, support providers will collect data on goal progress. If the data demonstrates that a student did not make adequate progress on a goal when compared to his or her peers, the IEP team with determine what compensatory services may be needed to account for any potential learning loss resulting from the pandemic and school closures.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

A description of the successes and challenges in implementing social and emotional well-being in the 2020-21 school year.

SUCCESSES

Social Emotional Learning
During the 2020-21 school year, the district aligned SEL practices to the CASEL framework and SEL competencies. The majority of our elementary school sites adopted Kimochis as their SEL curriculum. There were 3 middle schools that piloted specific SEL curriculum (Second Step, Boldly Me, and The City Peace Project's SEL modules). Additionally, there was a district wide effort in implementing Morning Meetings (or Advisory period) at the start of every instructional day with relationship and community building in every classroom. Teachers were trained at the beginning of the year on how they can structure their Morning Meetings (or Advisory period).

The TSEL team designed SEL PD for district management based on the work Elena Aguilar (Onward) and Brene Brown (Dare to Lead).

We were successful in convening a small group of counselors and site/district leaders to form an MTSS planning team. We participated in the SCCOE's offering of the MTSS Trauma Competency Series during the current school year.

School Counselor Internship Program
During the 2020-2021 school year, ARUSD schools had access to telecounseling support for all students. ARUSD utilized a centralized model for referrals and service provision in order to ensure a timely response as well as properly track student referrals. School Counselor Interns(SCI) were tasked with working to support students with varied needs such as decreased academic engagement, grief & loss, trauma exposure, and truancy.

Additionally, SCIs & the Coordinator of Mental Wellness Services provided a number of individual & group sessions to assist students in navigating grief specifically tied to a number of tragic losses within the school and general community. The partnering with site administrators and school counselors to provide counseling drop-in centers during these times allowed for students to process via grief counseling and get referred out for higher level services with County partners as needed.

As Santa Clara County shifted in tiers from red to orange, SCIs were able to begin to provide site-based services for students attending at the site. SCIs were able to work closely with site administrators to expedite the referral process and keep them updated regarding student progress through case conferencing. SCIs also worked to develop engaging guidance lessons focused on building friendships, navigating loss, transitioning into middle school/high school, and career exploration.

CHALLENGES

Social Emotional Learning
Not all elementary and middle schools adopted an SEL curriculum. Some classrooms used the Morning Meeting or Advisory period to highlight academic work instead of community building. As part of the CBA, it was decided that the Morning Meeting was 18 minutes.

There were a number of crises that occurred in our district such as but not limited to grief/loss, drug overdose, COVID-19 related deaths that needed immediate attention and thus we were not able to successfully launch the Wellness Wednesdays for staff across the district.

Mental Health Services

Students were exhibiting Zoom fatigue during telecounseling sessions. Parents were still having difficulty with technology. There have been less referrals this year. However, students' presenting problems have been more complex requiring resourcing to therapeutic services.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

ARUSD was able to provide parent workshops through Edificando Vidas with 128 families participating in our virtual parent series. Workshops were offered in English, Spanish and Vietnamese to families.

Community Liaisons offered in person mini workshops to support parents with technology needs as well as our IT staff.

Community Liasions were also successful in connecting our families with much needed childcare through the City of San Jose's Rock and Learn Program.

In Person Resource Community Fairs were regulary offered at various Alum Rock Schools/Communities and offered food, clothes, grocery store gift cards and dental/hygiene kits to all families that attended. A minimum of 100 parents were served at each event.

We were able to develop a Pupil Participation Tracker to monitor student's synchronous and asynchronous acitivity. This information was used to identify students needing further intervention.

The biggest challenge for this area was mode of communication. Parents had to become familiar with the Zoom platform, Parent Square app and other student learning applications and platforms. This was a big lift in terms of training of parents to build capacity due to various levels of technological knowledge.

Another challenge was the fact that most of our staff was working remotely due to restrictions imposed by the County Health Department and/or underlying health conditions. Early on, many community liaisions as well as school principals were unable to conduct home visits and relied solely on phone and email to reach out to parents.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our Child Nutrition Services (CNS) Department has served breakfast, lunch and supper meals since March 16, 2020 via our grab and go curb side meal distribution locations, mobile meal services, on-site grab and go meals and in-person take home meals. As of April 29, 2021 Alum Rock has served 3,479,434 breakfast, lunch and supper meals. On average ARUSD services 3,100 students/children 18 and younger.

Grab and Go Curb Side Meal Distribution (service for distant learners and community children)- On March 16, 2020, CNS distributed meals from seven meal distribution locations through August 2020. Once 20-21 school year started, August 18, 2020, our meal distribution locations expanded to 12 locations across the district to increase students access to meals. We served meals for over 442 days, including weekends and holidays since USDA provided a waiver for weekend and holiday meals, to all children 18 and younger. All 12 locations were opened for service Monday- Friday between 11-1pm, giving families 2 hours to pick up meals. After much communication with our families, we identified families and students preferred picking up hot lunch entrees to eat between their distance learning schedules. On Fridays, families are able to pick up weekend and/or holiday meals for each child 18 and younger. Our greatest challenge, was being able to offer families choice from our meal distribution service. Due to how the food needed to be handled and packaged in a safe manner, we were limited to provided food choices every day. In addition, this service required additional staff labor and equipment to support distribution outside and protect staff from the various weather elements and COVID safety.

Mobile Meal Services (service for ARUSD students)- In addition to our meal distribution locations, CNS was able to partner with our transportation department to deliver meals to ARUSD families who did not have the means to pick up meals from one of our meal distribution locations. Through our "Mobile Meals" Program we serviced over 200 ARUSD students. Each household would have two drop off days in the week. Families received refrigerated, frozen and shelf stable food items they can prepare at home for five days worth of meals. Due to capacity of buses we were not able to support all families needing or interested in this service. The program ended on April 1st, as transportation team transitioned to transport students for in-person learning.

On-Site Grab and Go Meals (service Care Pod on-site students)- As of October 2020, CNS supported on-site care pod students with in-person meals. Care Pod students are provided with a hot lunch meal for all day they are at school. Students have the option to eat breakfast at school or take it home for the following day. Supper is distributed at the end of their school day to consume at home. Our greatest challenge was supporting Care Pod students at school sites that don't offer curb side meal distribution. Because grab and go meals fro curb side pick up requires more labor, all CNS staff is located at 12 sites. To solve this issue, care pod meals are delivered to sites who do not have CNS staff on site. Our after-school providers supported our efforts by serving meals to students and distributing take home meals at the end of the day.

In-Person Take-Home Meals (service 90 min in-person learners)- As of April 15, 2020, CNS provided take home meals to be consumed and heated at home for in-person students. Being as in-person schedules are after lunch, our team prepared refrigerated, cold and shelf stable food items for students to take home at the end of their school day. Our greatest challenge with this service was identifying ways and schedules that will allow CNS staff to continue to support distance learners and community via our grab and go curbside meal distribution, care pods and distribute meals to in-person students are at the end of a CNS work day. Our solution was to move meal distribution schedule one hour earlier, transport in-person meals with warehouse support and CNS supervisors deliver meals to care pods. This meant CNS staff would need additional hours to distribute meals to in-person students between 1:00 - 2:30pm.

Currently, Alum Rock continues to offer meals via grab and go curb side meal distribution locations, on-site grab and go meals and in-person take home meals. Services will continue through extended year programs until July, 31, 2021.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counselors	1,100,000	$1,139,526	Yes
Mental Health and Social and Emotional Well-Being	SLS Coordinators	200,000	$254,171	Yes
Mental Health and Social and Emotional Well-Being	Coordinator (Student Services)	193,340	$173,190	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The need for additional support by counselors and SLS Coordinators increased during our school closures due to need by families. The increase in this area accounts for this extra support.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The challenges posed by the pandemic in the 2020/2021 school year impacted students, staff and families in ways that will need to be addressed in the next few years . For most of the 2020/2021 school year, our district delivered instruction through distance learning for 100% of our students and had to design student support in new and creative ways. Despite the time, effort and funding put into our distance learning program by all staff, students will return for the 2021/2022 school year with academic and social emotional deficits that will need to be addressed. Information gained through our distance learning experience and "in person" services will provide us with a good base from which to expand our "in person" services as well as continue useful tools and strategies that provide meaningful support to our students and families. We plan to improve student performance through actions and services in our 2021-24 LCAP that support and improve student learning and overall wellbeing by using metrics to inform our progress towards meeting the goals set in the new plan.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Despite the time, effort and funding put into our distance learning program by all staff, some students will return for the 2021/2022 school year with academic and social emotional deficits that will need to be addressed. Input received from stakeholders through the LCAP development process indicates a desire to improve ELA and Math achievement for all students as well as increase support for mental health wellness and social emotional learning. We plan to improve student performance through actions that support and improve student learning and use metrics to inform our progress towards meeting the goals set in our 2021-24 LCAP.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In 2020-21, Alum Rock Union Elementary School District 's Learning Continuity Plan budgeted $7,090,860 for planned actions to increase or improve services for high needs students. Alum Rock Union Elementary School District actually spent $7,434,534 for actions to increase or improve services for high needs students in 2020-21.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The challenges posed by the pandemic in the 2020/2021 school year impacted students, staff and families in ways that will need to be addressed in the next few years . It is inevitable that students will return for the 2021/2022 school year with academic and social emotional deficits that will need to be addressed. End of year student data as well as information gained through our distance learning experience has provided us with valuable information for meeting the needs of our students through our 2021- 24 district LCAP actions and services We plan to improve student performance through actions and services in our 2021-24 LCAP that support and improve student learning and overall wellbeing by using metrics to inform our progress towards meeting the goals set in the new plan. A few of the necessary components that stand out are 1) the need for continued support of technology, infrastructure and professional development for using technology as a part of every day instruction 2) the need for additional counseling and social emotional learning support for student overall well being 3) the need to provide training and education for parents in the use of student instructional apps, communication apps and topics to support good mental health in their children.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	117,518,699.00	117,569,592.00
	0.00	6,068,689.00
Base	93,620,249.00	0.00
LCFF Base	0.00	96,647,454.00
LCFF Supplemental and Concentration	0.00	14,853,449.00
Supplemental and Concentration	23,898,450.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	117,518,699.00	117,569,592.00
	117,518,699.00	117,569,592.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	117,518,699.00	117,569,592.00
		0.00	6,068,689.00
	Base	93,620,249.00	0.00
	LCFF Base	0.00	96,647,454.00
	LCFF Supplemental and Concentration	0.00	14,853,449.00
	Supplemental and Concentration	23,898,450.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	102,053,733.00	103,958,821.00
Goal 2	265,734.00	116,073.00
Goal 3	13,676,356.00	12,272,806.00
Goal 4	1,522,876.00	1,221,892.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,050,000.00	$2,092,760.00
Distance Learning Program	$5,591,235.00	$6,385,702.00
Pupil Learning Loss	$3,055,520.00	$1,590,232.00
Additional Actions and Plan Requirements	$1,493,340.00	$1,566,887.00
All Expenditures in Learning Continuity and Attendance Plan	$11,190,095.00	$11,635,581.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$500,000.00	$514,367.00
Distance Learning Program	$3,599,235.00	$3,686,680.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$4,099,235.00	$4,201,047.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$550,000.00	$1,578,393.00
Distance Learning Program	$1,992,000.00	$2,699,022.00
Pupil Learning Loss	$3,055,520.00	$1,590,232.00
Additional Actions and Plan Requirements	$1,493,340.00	$1,566,887.00
All Expenditures in Learning Continuity and Attendance Plan	$7,090,860.00	$7,434,534.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alum Rock Union Elementary School District	Sandra Garcia Director, State & Federal Programs	sandra.garcia@arusd.org (408) 928-6935

Plan Summary [2021-22]

General Information

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

The Alum Rock Union Elementary School District is nestled in the beautiful foothills of the Santa Clara Valley in San Jose, California. ARUSD serves the ethnically and economically diverse students of the Alum Rock community. ARUSD is a family oriented district deeply committed to serving the needs of all families. Alum Rock schools are neighborhood schools. Our district serves 8,710 students in Kindergarten through eighth grade. Classrooms and schools represent the demographics of East San Jose serving 79% Hispanic/Latino, 12% Asian, 5% Filipino, 2% White, 1% African-American, 1% Other. In addition, 0.4% of students are Foster Youth, 36.3% of Alum Rock students are designated as English Language Learners and 82.1% come from socioeconomically disadvantaged homes.

VISION STATEMENT
All Alum Rock students will be ready for the future in a diverse and competitive world.

MISSION STATEMENT
Together with stakeholders, we provide Alum Rock students with high quality twenty first century learning that builds upon our culturally diverse community to prepare our students to be life long learners and compete for the careers of the future.

Alum Rock Union Elementary School District serves students in the following schools:

Thirteen (13) elementary school sites (K-5th grades) -- A.J Dorsa Elementary, Ben Painter Elementary, Cesar Chavez Elementary, Donald J. Meyer Elementary, Horace Cureton Elementary, Linda Vista Elementary, *L.U.C.H.A - Learning in an Urban Community with High Achievement, Lyndale Elementary, Millard McCollam Elementary, Russo/McEntee Academy, San Antonio Elementary, Sylvia Cassell Elementary, and Thomas P. Ryan Elementary

Five (5) middle schools (6th-8th grades) -- Joseph George Middle School, Ocala Middle School, Renaissance Academy at Fischer, Renaissance Academy at Mathson, and William Sheppard Middle School

Four (4) K-8 schools -- *Adelante Dual Language Academy, Adelante II Dual Language Academy, Aptitud Community Academy @ Goss and O.S. Hubbard Elementary

ARUSD schools have been recognized for a variety of school awards and recognitions.

CALIFORNIA GOLD RIBBON AWARD
- Joseph George Middle School (2015)
- Adelante Dual Language Academy (2016)
- L.U.C.H.A Elementary (2016)
- Renaissance Academy @ Fischer (2017)
- Renaissance Academy @ Mathson (2017)

CALIFORNIA GOLD BELL AWARD
- Ocala STEAM Academy (2019)

SANTA CLARA COUNTY SCHOOL BOARDS ASSOCIATION HOFFMAN AWARD FOR EXEMPLARY SCHOOL PROGRAMS
- Adelante Dual Language Academy (2015)
- William Sheppard Middle School (2017)
- Ryan STEAM Academy (2018)

CALIFORNIA PBIS SILVER RECOGNITION
- Ocala STEAM Academy (2016)

PBIS GOLD SEAL AWARD
Cesar Chavez Elementary School (2018)

DISTRICT INITIATIVES
- VILS (Verizon Innovative Learning)
- New Tech Network
- Dual Language Programs (Spanish/English, Vietnamese/English)
- VAPA Cluster
- Ethnic Studies Committee
- Racial Equity Committee
- Social Emotional Learning & Mental Wellness Support Services
- PBIS
- Restorative Practices

In March 2020, our community like all others across the world, worked through the many challenges posed by the Covid-19 pandemic. Due

to school closures, we had to pivot our overall support from in person instruction and services to an online educational platform. This shift to distance learning greatly impacted our families who rely on the school for more than an education. District staff, site leadership & community organizations worked together to develop a plan that would allow all students to participate in synchronous and asynchronous instruction. Site leaders and their support teams worked tirelessly to distribute devices, hotspots and materials to all students. A large focus of our professional development and parent training shifted to a focus on understanding how to use a device and make the best use of the programs. One of the biggest challenges was getting staff and students up to speed on the use of technology while teaching and learning. The mode of communication also presented challenges between students and teachers, teachers and parents and at the school site level. Student access to reliable wireless connectivity was a constant consideration and required departmental collaboration for troubleshooting, training and support. Additionally, our CNS department developed a grab and go meal system to support the many families in our community who struggled with food insecurity. Community Liaisons, SLS coordinators and school counselors provided outreach to families to ensure that student needs were met while attending classes from home. Once we were able to, ASES providers stepped in to provide in person support to our highest need students (Foster Youth, Homeless Youth, English Learners and students with extraordinary challenges) via our carefully designed Care Pods. The Care Pods provided a safe, supportive and nurturing environment where students could log in to their synchronous online classes with the assistance of one of our ASES team members.

Reflections: Successes

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

In the 2018/2019 school year, AURSD developed a plan for improvement as a Differentiated School District. We were able to show positive growth in the following areas. The California Dashboard data (Spring 2019) reflects growth for Special Education students increasing 7.1 points within the "Orange" status in English Language Arts and increasing 6.1 point within the "Orange" status in Mathematics and decreased -3.7 points in suspension rate. In addition, students in the Homeless student subgroup moved from red performance level to yellow in ELA (+26.7 points) and Math (+12.4 points) and a -9 point decrease in suspension rate and students in the African American student subgroup moved from red performance level to yellow in Math. EL students increased 5.5 points in English Language Arts on 2019 SBAC assessments and maintained their performance level in Math on 2019 SBAC assessments. Furthermore, 41.2% of our ELs are making progress towards proficiency.

According to the 2019 English Language Arts Indicator Five-by-Five Placement Report, ten (8) Alum Rock Schools fall in the "Yellow" (medium) performance level and two (2) in the "Green" (high). Similarly, the Mathematics Indicator Five-by-Five Placement Report, six (6) Alum Rock Schools fall in the "Yellow" (medium) performance level and four (4) in the "Green" (high).

The following are some of the other successes we had specifically during the period of school closures due to the Covid-19 pandemic:

- ARUSD provided 1:1 devices for all students during school closures

- ARUSD operated 52 Care Pods districtwide serving 534 students beginning September 2020 through the last day of school. In addition, our SPED department was able to operate two Care Pods for students with autism.
- Our instructional services department rolled out a variety of student platforms and apps to support students during Distance Learning as well as related professional development for all staff
- Increased specific support to students identified as “newcomers” and “long term English Learners” through before and after school (virtual) programming.
- We established an Ed Tech/mentoring program to support teachers at varying levels of tech proficiency to make best use of devices and programs.
- We formed an SEL committee which included teachers, counselors, community liaison, and a district office administrator. The SEL committee created a scope and sequence and curated a number of SEL resources for students, parents, teachers/educators
- Approximately 400 students were served through the counselor intern program.
- District staff as well as contractors provided additional interpretation services to families during school and district meetings to maintain consistent communication between home and school (Spanish, Vietnamese). In addition, our IT department offered extended hours to provide support to families in their primary language.
- The addition of the Parent Square platform provided consistent two way communication opportunities between school and families.
- 128 families participated in our virtual parent series with Edificando Vidas. In addition, Community Liaisons offered parent workshops on the use of various communication and student platforms at every site.

Reflections: Identified Need

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

The California Dashboard data (Spring 2019) reflects static growth in both English Language Arts and Math for most student groups more so for English Learners and low income students. In English Language Arts, Hispanic, African American, English Learners and Socio Economically Disadvantaged students maintained their performance level. In addition, overall English Learners showed a slight increase within the "Orange" status even though the performance of Reclassified English Learners declined slightly. Similarly, in Math, Hispanic, Pacific Islanders, English Learners and Socio Economically Disadvantaged students maintained their performance level.

According to the 2019 English Language Arts Indicator Five-by-Five Placement Report, eleven (11) schools fall in the "Orange" (low) performance level thus should be our focus schools for ELA. Similarly, the Mathematics Indicator Five-by-Five Placement Report, eleven (11) schools fall in the "Orange" (low) performance level thus should be our focus schools for Math.

Since the collection of the dashboard data in 2019, we have continued to collect information regarding student academic achievement using FASTbridge. Our local data indicates that overall only 38% of students are on/above grade level in English Language Arts and Math. This data continues to be in line with results reported on the California Dashboard. As we return from distance learning, we will need to focus our attention on accelerating growth for students in both academic areas as well as schools that lie in the orange performance level.

Another area of significance is the English Learner progress. According to the 2019 California Dashboard, English Learners continue to lag behind the "overall" student performance (51.5 points below standard in English Language Arts compared to 28.9 for all students; 70 points below standard in Mathematics compared to 51.7 points for all students). Reclassified students also declined slightly (5.2 points) in Math. For the current school year, we are on target to complete the administration of the ELPAC for English Learners in a remote setting. One of the greatest challenges has been having to conduct the assessment in a remote format and students not showing up to their assigned sessions. Considering the information from data points available to us, English Learners continue to be a focus subgroup and progress will be monitored for consistent growth using specific metrics.

Despite the time, effort and funding put into our distance learning program by all staff, some students will return for the 2021/2022 school year with academic and social emotional deficits that will need to be addressed. Input received from stakeholders through the LCAP development process indicates a desire to improve ELA and Math achievement for all students as well as increase support for mental health wellness and social emotional learning. We plan to improve student performance through actions that support and improve student learning and use metrics to inform our progress towards meeting the goal.

Staff professional development will continue to be important for student success. Due to school closures, a large focus of our professional development shifted to a focus on understanding how to use a device and make the best use of new instructional platforms which was not planned. As classes return in person, our district will need to refocus our efforts on content development as well as the integration of socio emotional instruction. We also need to focus on establishing and supporting well rounded Tier 1 support and instruction. Maintaining the use of some of the most useful student educational applications and platforms used during school closures will also require professional development on a regular basis.

LCAP Highlights

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

Alum Rock Union Elementary School District has worked with all required stakeholders to gather input for our Local Control Accountability Plan (LCAP). This input has helped us to find ways to improve on the current services and programs for the four (4) LCAP goals to meet the

needs identified through data analysis and our district's needs assessment. Each school's Single Plan for Student Achievement (SPSA) will align with the goals and actions of the district LCAP to meet the specific needs at the school sites.

Our LCAP goals are:

Goal 1 - Provide a rigorous, innovative, and well-rounded instructional program that prepares students for college and career readiness and excellence in the 21st century

Goal 2 - English Learners will develop the skills to make annual growth in core subject areas and show progress on their English language assessment

Goal 3 - Provide an inclusive and caring community where students and families feel safe, welcomed and supported utilizing a multi-tiered system of support

Goal 4 - Foster relationships with stakeholders to promote a positive and collaborative environment that is focused on student achievement

The four (4) LCAP goals have several actions that will address the goals and support the needs of our students and community. These goals and actions will be monitored through the required Expected Annual Measurable Outcomes. These Expected Annual Measurable Outcomes will include the required State Indicators - Academic Indicators, English Learner Progress Indicator, Chronic Absenteeism Indicator and Suspension Rate Indicator.

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.

The following school has been identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act:

Fischer Middle School - Fischer Middle School will be closed at the end of the 2020/2021 school year.

Support for Identified Schools

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

In the event that new schools are eligible for comprehensive support and improvement, our LEA has established a team to support the schools in their continuous improvement efforts. A training is provided for any school principal of a CSI school including the development of a needs assessment. Site teams are asked to develop a school action plan including identification of resource inequities based on their school-

level needs assessment. Identified schools work with a District team that will support site administration with additional training, planning and implementation of their action plan. The LEAs fiscal administrator will support with reporting.

Monitoring and Evaluating Effectiveness

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

In the event that new schools are eligibile for comprehensive support and improvement, the LEA has established a process to review the site plan to ensure alignment with requirements under CSI including planned expenditures. Identified sites will join the CSI cohort that meets twice during the reporting period to review the site action plan, discuss progress using local formative assessments and maintain proper documentation. The fiscal administrator monitors the budget planning and expenditures under the plan.

Stakeholder Engagement

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

During school closures, Alum Rock Union School District (ARUSD) held a continuous stream of informational sessions and town halls with all stakeholders to keep our community apprised of new developments and plans as information was shared from the California Department of Education. These stakeholder sessions, as well as surveys, provided information on the needs of our students and families. We will consider these needs as input to the development of our new LCAP as we plan for the full reopening of schools in the Fall.

The development of the 2021-2024 Local Control Accountability Plan (LCAP) began with notification to the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC). The DAC/DELAC received an overview of the LCAP update process and information on the eight state priorities. A timeline of the LCAP general information calendar was shared with all stakeholders.

ARUSD held two input sessions called LCAP Community Forums. These forums were conducted virtually through Zoom on March 2 and March 9 and open to any member of the ARUSD Community. These Community Forum dates and times were posted on the district website, informational flyers inviting parents were sent to all parents, and automated text messages via Parent Square were sent out to all families. All printed information and phone communication were provided in English, Spanish and Vietnamese prior to each Community Forum. Community Forums were also advertised via school newsletters and announcements at school parent meetings and the DAC/DELAC meetings.

In addition, leaders from the California School Employee Association (CSEA), Alum Rock Educators Association (AREA), Teamsters and Alum Rock Administrators Association (ARAA) were invited to provide input to the new LCAP. Each association President and other designated association representatives were invited to attend.

Each individual school also held input sessions for their staff, parents, and community during March 2021. Community Liaisons provided interpretation support in Spanish and/or Vietnamese for school's LCAP sessions. School principals were in contact with the business fiscal administrator and director of fiscal services throughout the year to review site budgets to monitor Supplemental & Concentration funds as well as categorical funds (Title 1 and Title III).

On-line LCAP surveys were created for students, parents and staff. The LCAP Family Survey provided parents the opportunity for additional input. Parents were informed of the survey and provided the web link via Parent Square, messages on the District webpage and at school meetings . There were 2,021 parent surveys completed between February/March, 2021. This was a 20% increase in surveys this year compared to Spring 2020 when all schools closed due to the pandemic. In additon, 3,500 student surveys were completed districtwide and 530 site staff members responded to the staff survey this year.

The Director of State & Federal Programs provided LCAP updates at board meetings this Spring as work was completed for the development of the LCAP. The public hearing for the 2021-2024 LCAP and Budget will be held on June 10, 2021 Furthermore, the Board will consider approval and adoption of the 2021-2024 LCAP at a special board meeting on June 24, 2021.

Alum Rock LCAP Advisory Committee consisting of representatives of the various District stakeholders (students, parents, educators) met three times this school year to provide input to processes for updating the LCAP.

District staff consulted with our SELPA area administrator and SCCOE staff on May 28, 2021 to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

STAKEHOLDER GROUPS AND METHODS FOR GATHERING INPUT :

- Alum Rock Administrators Association (ARAA) - LCAP input session
- Alum Rock Educators Association (AREA) - LCAP input session
- California School Employee Association (CSEA) - LCAP input session
- Teamsters - LCAP input session
- Site staff (certificated and classified) - LCAP input session
- Held two district wide Community Forums with input sessions
- LCAP Family Surveys via on-line survey in English and Spanish
- Student Survey (3rd - 8th grade students) via on-line survey
- Consultation with SELPA (May 28, 2021)

PARENT ADVISORY COMMITTEES WHO PROVIDED INPUT:

- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)
- LCAP Advisory Committee provided input to the processes used for gathering input from Stakeholders.

Public Hearing: Thursday, June 10 at 5:30 pm
Board Approval: Thursday, June 24 at 5:30 pm

A summary of the feedback provided by specific stakeholder groups.

The following trends emerged from the various stakeholder input sessions and parent, student and staff surveys:
Goal #1 - Rigorous Instruction

1. Maintain student platforms introduced during Distance Learning

2. Increase tutoring opportunities/Homework Clubs

3. Keep Morning Meeting as part of instructional day and expand on SEL program

4. Continue to provide professional development to teachers/administrators especially tech related training

5. Provide other pathways for students such as CTE (Career Technical Ed and variety of electives)

Goal #2 - Proficiency in English

1. Continue professional development for ALL teachers and administrators on supporting English Learners

2. Provide targeted support for ELs during summer programs and throughout the school year

3. Expand and develop the support for newcomers and long term English learners

4. Continue to provide additional parent trainings on use of various student learning platforms

Goal #3 - Safe, Welcoming Environment

1. Need for more maintenance support to ensure school sites are Covid safe.

2. Increase counseling services

3. Continue expansion of SEL and Restorative justice programs --provide training for all staff including parents, paras and other staff

4. Provide opportunities to develop multicultural competency in students

5. Provide additional extracurricular opportunities for students (ie. music, art, theatre, sports)

Goal #4 - Stakeholder Engagement

1. Continue to provide parent training on use of various platforms that support student learning

2. Expand on training for parents in areas of SEL and Mental Health well-being

3. Offer flexible scheduling of events/meetings - Keep Zoom access for parent meetings

4. Continue Community Liaisons support- their support is essential for parent involvement

5. Expand on Vietnamese Interpretation services

Our SELPA area administrator recommended language written into the LCAP on inclusion and development of an MTSS structure that supports students individual needs.

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

After the various stakeholder input sessions, a District team looked at emerging themes stemming from stakeholder feedback including recommendations influenced by our SELPA consultation. This information was shared during DAC and DELAC meetings and at monthly board meeting presentations. The most prominent themes were considered for integration into the development of the new LCAP for 2021-2024 school years.

Goals and Actions

Goal

Goal #	Description
1	Provide a rigorous, innovative, and well-rounded instructional program that prepares students for college and career readiness and excellence in the 21st century.

An explanation of why the LEA has developed this goal.

The challenges posed by the pandemic in the 2020/2021 school year impacted students, staff and families in ways that will need to be addressed in the next few years. Our district delivered instruction through distance learning for 100% of our students and had to design student support in new and creative ways. Despite the time, effort and funding put into our distance learning program by all staff, students will return for the 2021/2022 school year with academic and social emotional deficits that will need to be addressed. Input received from stakeholders through the LCAP development process indicates a desire to improve ELA and Math achievement for all students. We plan to improve student performance through actions that support and improve student learning and use metrics to inform our progress towards meeting the goal.

The most recent data (2019) from the California Dashboard places our District as a whole at "Orange" on the Equity Report for "all students" in the areas of English Language Arts and Math. Our district students maintained this "Orange" status in Spring 2019 by 0.4 points in English Language Arts and -1.9 points in Math.

The California Dashboard data (Spring 2019) reflects static growth in both English Language Arts and Math for most student groups. In English Language Arts, Hispanic, African American, English Learners and Socio Economically Disadvantaged students maintained their performance level with Special Education students increasing 7.1 points within the "Orange" status. In addition, overall English Learners showed a slight increase within the "Orange" status; however, the performance of Reclassified English Learners declined slightly. Similarly, in Math, Hispanic, Pacific Islanders, English Learners and Socio Economically Disadvantaged students maintained their performance level with Special Education students increasing 6.1 points within the "Orange" status. Reclassified students also declined slightly (5.2 points) in Math.

According to the English Language Arts Indicator Five-by-Five Placement Report, ten (8) Alum Rock Schools fall in the "Yellow" (medium) performance level and two (2) in the "Green" (high). The other twelve (11) schools fall in the "Orange" (low) performance level thus should be our focus schools for ELA. Similarly, the Mathematics Indicator Five-by-Five Placement Report, six (6) Alum Rock Schools fall in the "Yellow" (medium) performance level and four (4) in the "Green" (high). The other twelve (11) schools fall in the "Orange" (low) performance level thus should be our focus schools for Math.

During the 2020/2021 school year, ARUSD moved over to a new formative assessment platform to monitor student progress throughout the year. Students take three benchmark tests during the school year. Analysis of student performance on local benchmark assessments shows the following: in the area of English Language Arts, overall 38% of students are on/above grade level. In the area of Mathematics,

overall 38% of students are on/above grade level. Drilling down more specifically, overall 12% of SWD are on/above grade level in Reading Language Arts and overall 11% of SWD are on/above grade level in Mathematics. Results for English Learners showed a similar picture with 12% of all English Learners scoring on/above grade level in Reading Language Arts and 17% of all English Learners scoring on/above grade level in Mathematics.

The pandemic has highlighted the need for students to have access to dependable devices and internet connectivity as well as the skills to navigate through educational applications and platforms that support student learning. In order to strengthen Alum Rock's virtual education program, we need to continue to support students with needed 21st Century classroom technology, one-on-one device initiatives, exposure to opportunities in STEAM, robotics and coding programs. In addition, supporting core infrastructure, licensing, internet/wireless, and security will provide our students with the tools needed as we move into a new age of teaching and learning.

Due to a shortage of credentialed staffing in specialized areas, ARUSD continues to seek ways to recruit and retain quality teachers as well as provide meaningful training for effectiveness in the classroom. ARUSD is also challenged with a shortage of substitute teachers. This shortage of substitute teachers impacts coverage for classrooms as well as planned Professional Development throughout the school year.

Staff professional development will continue to be important for student success. Due to school closures, we had to pivot our overall support from in person to online instruction. A large focus of our professional development shifted to a focus on understanding how to use a device and make the best use of the program which was not planned. One of the biggest challenges was getting staff and students up to speed on the use of technology while teaching and learning. As classes return in person, our district will need to refocus our efforts on content development as well as the integration of socio emotional instruction. We also need to focus on establishing and supporting well rounded Tier 1 support and instruction. Maintaining the use of some of the most useful student educational applications and platforms used during school closures will also require professional development on a regular basis.

Despite our best efforts, our ability to offer supplemental student interventions before and after school was adversely affected by school closures. Student acceleration in response to learning loss will be an area of focus and will require careful planning by staff.

The actions and metrics listed below will provide our staff with the professional support, collaboration and training they need to deliver high quality instruction during the 2021-2022 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development records	30% of staff participated in professional development				60% of staff will participate in a minimum of one professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	according to professional development records and sign-in sheets				development to support classroom instruction.
Professional Development survey	75% of staff agreed / strongly agreed that PD / PLCs / ILTs support their implementation of strong tier 1 instruction according to survey data				85% of staff will agreed / strongly agreed that PD / PLCs / ILTs support their implementation of strong tier 1 instruction according to survey data
FASTbridge assessments	English Language Arts- 38% of students are on/above grade level Mathematics- 38% of students are on/above grade level SWD Reading Language Arts- 12% of students are on/above grade level SWD Math- 11% of students are on/above grade level				English Language Arts- 60% of students will be on/above grade level Mathematics- 60% of students will score on/above grade level SWD Reading Language Arts- 20% of students will score on/above grade level SWD Math- 20% of students will score on/above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC results - English Language Arts and Mathematics	English Language Arts - Current "Status Level" for All Students = Low (28.9 points below level 3) Mathematics - Current "Status Level" for All Students = Low (51.7 points below level 3) Students With Disabilities (SWD) in English Language Arts - Current "Status Level" for SWD = Very Low (106.4 points below standard) Students With Disabilities (SWD) in Mathematics -Current "Status Level" for SWD = Very Low (129.4 points below standard)				English Language Arts - "Status Level" for All Students = will move into "Yellow" (medium) performance level Mathematics - "Status Level" for All Students = will move into "Yellow" (medium) performance level Students With Disabilities (SWD) in English Language Arts -will decrease the points below standard by half Students With Disabilities (SWD) in Mathematics - will decrease the points below standard by half
iStation (dual language Eng/Span schools)	2nd grade- 18% at level 3 or above in Reading Language Arts				2nd grade- 50% will score at level 3 or above in Reading Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Inventory for student devices and classroom technology	During school closures, we were able to offer 1:1 devices for all students				Maintain 1:1 devices for 100% of students TKindergarten - 8th grade
The Kindergarten Observation Form – evaluate in the dimensions identified as readiness represented by three main skills groups labeled as the building blocks of school readiness: (1) Self-Regulation (2) Social Expression (3) Kindergarten Academics	Baseline Evaluation Report of FY 2016-2017 prepared by Applied Survey Research (ASR) in which 26% of ARUSD children were fully ready for Kindergarten				50% of 3rd graders who attended early learning-preschool, Expanded Transitional Kindergarten (ETK-4's) and Transitional Kindergarten (TK) will meet or exceed grade level standards in reading proficiency.
All students will have access to standards-aligned instructional materials.	100 % of students have access to standards-aligned instructional materials as assessed through Local Performance Indicator-Priority 1				100 % of students have access to standards-aligned instructional materials as assessed through Local Performance Indicator-Priority 1
All students will have access to highly qualified teachers	90% of teachers are fully credentialed according to California Commission on Teacher Credentialing data				100% of teachers will be fully credentialed according to California Commission on Teacher Credentialing data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster youth support spreadsheet	new metric- no baseline available				100% of Foster youth will receive additional support services/resources (ie. school supplies, transportation, counseling services, etc) as reported through spreadsheet

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Allocations for additional direct support for schools	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Ensure that all sites have standards-aligned instructional materials available to all students. Allocations to provide schools with additional funding to support school site goals as related to LCAP goals and District priorities and each school's Single Plan for Student Achievement (SPSA), including additional support for teachers for classroom supplies An additional allocation to provide teachers supplies to enhance student learning (i.e., project- based learning materials, STEAM materials, VAPA support, and English Learner materials and needed support and/or supplies for Foster Youth students) Allocations to school sites will provide planned and targeted intervention opportunities for students throughout the school year, especially for English Learners, Low Income and Foster Youth.	$3,729,485.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional allocations to support specialized programs at identified school sites (ie. small schools, AVID, ATSI, etc) Additional teacher support to reduce class size in all grades		
2	Staff recruitment, support and retention	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Provide new teachers and administrators support to enhance instruction in all core subject areas, technology, classroom management, demonstration lessons (i.e., support may include short and long-term planning, coaching, professional development, support with new adoption materials review and selection) Provide induction support for new teachers to help clear their preliminary credentials Contracts for retired teachers to support induction program School and district support (i.e., Teach For America, coordinator and textbook/material support) Staff recognition activities (i.e., Teacher of the Year, Employee of the Year, Administrator of the Year, retirees) Costs related to job / recruitment fairs to find highly qualified certificated and classified staff for our district needs (i.e., special education staff, certificated bilingual staff, substitute teachers)	$657,267.00	Yes
3	Staff Professional Development	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population	$1,412,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
		which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Certificated teaching staff to receive 3 additional days for Professional Development opportunities during the school year Release time and/or Extended Duty to attend P.D. (i.e., substitute costs) Contracts for outside agencies to provide for Professional Development for all district- wide personnel (i.e., lease space for P.D., SCCOE, other agencies or educational companies) New Teacher Project to provide support for teacher induction ILT sessions to provide professional development and support for development and refinement of instructional model; and ILT sessions to provide on-going professional development on instructional areas of focus throughout the school year Leadership Development Opportunities for Administrators Professional Development for identified areas open to all district staff (i.e., classified, teamsters and district administrators) Professional development to support proficiency with educational technology integration Securing professional development platforms Special education teachers and paraeducators will receive ongoing training on curricular programs specific to their classroom settings		
4	Student educational programs and platforms	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population	$214,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Diagnostic Assessments: Continue to maintain a district-wide license for all students K-8 (ELA and Mathematics) to take adaptive diagnostic assessments for monitoring student growth. This expenditure includes Professional Development for staff and necessary assessment support training. Educational Technology programs and platforms that support core subject areas, provide formative assessments, allow for two way communication between home and school and provide progress updates to parents		
5	Tech support for Innovative Programming	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Tech Support for innovative programs (i.e., VILS, etc.) Device and connectivity support and any other equipment to support technology hardware, upgrading and maintenance of core infrastructure Software and licensing for CCSS related programs and library software District sponsored events: highlight student learning through STEAM showcase. Professional development opportunities to support teachers in educational technology integration. Increase teacher capacity through innovative learning conferences	$1,193,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
		EdTech support (i.e., personnel support & contracts)		
6	Extended Learning Opportunities	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Costs related to before/after school and summer extended duty for personnel (i.e., teachers, administrative assistant support, Summer Site Supervisor(s)); and materials and supplies for before/after school and summer extended learning programs Summer School Program to serve students from across the district serving students from Kindergarten to 8th grades, prioritizing hign need students first including Foster youth, English Learners and low income students.. (i.e., contracts, personnel, materials, etc) Summer enrichment opportunities for students meeting grade level standards (i.e. coding, drama, summer learning camps and other STEAM opportunities). Extended day opportunities at designated schools for TK / Kindergarten students prioritzing hign need students first including Foster youth, English Learners and low income students. Transportation costs for out of district programs and summer field trips	$2,946,684.00	Yes
7	Foster Youth Support	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit.	$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth (FY) students to be prioritized for extra academic support and serviced by district programs or outside academic programs. FY students to receive priority registration/placement in Extended Learning Opportunities (i.e., ASES, before/after school programs and Summer School) FY may receive additional support with: School supplies, including backpacks; School uniforms and additional sets as needed; and Support with transportation as necessary (i.e., bus voucher, tokens) FY students will be prioritized for counseling services utilizing District counselors/interns and partner agencies. Additional support provided to FY to increase academic achievement (i.e. technology, summer learning opportunities, field trips, materials, etc.) Mentoring for Foster Youth (i.e. partnership with Big Brothers, Big Sisters, etc.)		
8	Early Learning Programming	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Provide services to T4 students, prioritizing high need students including Foster youth, English Learners and low income students. Costs related to Early Learning Center support staff as well as operating expenses, materials and supplies to support families and children, prioritizing high need students Early learning and development programs standards and aligned curricula with California Department of Education, Early Learning Education Division, Quality Matters	$1,611,935.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Kindergarten Teachers participate in countywide assessment of school readiness Well-prepared early educator's workforce prenatal through 3rd grade with ongoing professional development (Trauma Informed Sessions). Early intervention and prevention with screening and referrals (Ages and Stages Questionnaires Developmental Screenings) Small class-sizes with favorable adult-to-child ratios to best support responsive social emotional and academic responsive integrated instruction (classroom paraprofessional in each T4/TK classroom) Meaningful family engagement, using school-home-connection materials (Raising a Reader). Community Partnership leveraging supports –educational opportunities for families, health and wellness (Family Resource Centers) Expanded Learning Opportunities (Bridge to Kindergarten Summer Program, high quality before and after school programs) Work towards expanded dosage of learning and enrichment days (sufficient time for children in school and supportive time for families' work life).		
9	Special Education Services to Students	Continue implementation of district adopted ELA programs, Language! Live, Read Well, and Transmath. Contract a Language!/Read Well consultant to offer support and assist with data collection and analysis for the purposes of most effective program implementation by conducting monthly classroom walkthroughs.	$22,319,479.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide monthly afterschool professional development opportunities on program implementation and research based differentiation strategies focused on maximizing student learning time in special education. Provide staff instructional training by contracting with the Santa Clara County Office of Education's Inclusion Collaborative to offer a half day training for special education staff leading to a UDL certificate. Facilitate monthly Professional Learning Communites to focus improving outcomes for special education students by refining best practices around instruction and formative assessment. District and school administrator oversight to ensure IEP teams are considering LRE when placing students with disabilities outside the general education program. Ensure that parents are part of the IEP team, inform them of their role in the IEP process and in determining student academic goals, special education services, and LRE for their child. Provide information on parent workshops offered through SELPA.		
10	ARUSD General Operating Costs	Costs related to providing direct support to students Classified Employees, Certificated Staff, Administrators and General Operating Costs	$60,617,320.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	English Learners will develop the skills to make annual growth in core subject areas and show progress on their English language assessment

An explanation of why the LEA has developed this goal.

EL ENROLLMENT - TOTAL 3,452/8,916 students (39%)
5th grade- 240 students (7% of total ELs)
6th grade - 324 students (9.4% of total ELs)
7th grade- 294 students (8.5% of total ELs)
8th grade- 278 students (8% of total ELs)

33% of all ELs fall in 5th - 8th grade and are Long Term English Learners (LTELs).

ENGLISH LEARNERS AND SPED STUDENTS
We have 644 students identified as both English Learners and students with special needs. It is a need for ARUSD to deepen support for students that are identified as both to have equitable access to language programing, support and assessments that appropriately measure their English language development.

According to the 2019 California Dashboard results, overall more students are exiting "English Learner" status and 41.2% of EL students are making progress towards English language proficiency. Even so, our district performance level in this area remains "low". Specifically, 39.3% of all ELs progressed at least one ELPI level; 1.8% of all ELs maintained an ELPI level 4; 36.1 of all ELs maintained an ELPI level 1, 2L, 2H, 3L, 3H; and 22.6% of all ELs decreased one ELPI level.

In the area of English Language Arts, compared to their "English Only" peers, "English Learners" scored 89 points lower (107.2 points below standard). However, "Reclassified English Learners" scored better (5 points below standard) than their "English Only" peers (18.9 points below standard).

In the area of Mathematics, compared to their "English Only" peers, "English Learners" scored 73 points lower (119.2 points below standard). However, "Reclassified English Learners" scored better (29 points below standard) than their "English Only" peers (45.9 points below standard).

2020/2021 FASTBRIDGE (ELs: 2nd - 8th grade)

English Language Arts
12% on/above
Mathematics
17% on/above

2019 SBAC (English Learners subgroup)
English Language Arts:
Status: 51.5 points below standard
Change: Maintained -2.2 points
Performance Level - Orange

2019 SBAC (English Learners subgroup)
Mathematics:
Status: 70 points below standard
Change: Declined 3.8 Points
Performance Level- Orange

2019 CAA
English Language Arts:
Level 3 - Understanding: 15%
Level 2 - Foundational: 66%
Level 1 - Limited: 19%

2019 CAA
Mathematics:
Level 3 - Understanding: 19%
Level 2 - Foundational: 38%
Level 1 - Limited: 43%

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS RESULTS
*based on the data due to school closures and suspension of assessment we completed the assessment for 1,451 English Learner students. For the current school year, we are on target to complete the administration of the ELPAC for English Learners in a remote setting. One of the greatest challenges has been having to conduct the assessment in a remote format and students not showing up to their assigned sessions.

Level 4: Well Developed 6.3%
Level 3: Moderately Developed 18.8%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC growth metrics (ELPI)	From 2019 CA Dashboard: 41.2% of all ELs made progress towards English Language Proficiency				50% of all ELs will make progress towards English Language Proficiency based on CA Dashboard
Reclassification rates	50 students were reclassified for the 2020/2021 school year				A minimum of 75 students will be reclassified every school year
Students meeting Pathway to Seal of Biliteracy criteria	5th grade - 3 students 8th grade- 13 students				Increase student eligible for the Pathway to Seal of Biliteracy Award every year by 10%
Participation rate in EL Professional Development	3% (158 teachers) participated in ELD specific professional development offered by the District				25% of teachers will participate in a minimum of one ELD specific professional development session
Post PD surveys	75% of participants responded favorably on post ELD PD surveys and 80% requested more PD opportunities				Overall 90% of participants will respond favorably on post ELD PD surveys
Progress on annual SBAC • English Language	2019 SBAC (English Learners subgroup) English Language Arts:				2024 SBAC English Learners will make the following growth in:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Arts and Mathematics	Status: 51.5 points below standard Performance Level - Orange 2019 SBAC (English Learners subgroup) Mathematics: Status: 70 points below standard Performance Level- Orange				English Language Arts - "Status Level" for EL Students = will decrease points below standard by half to 25 Mathematics - "Status Level" for EL Students = will decrease points below standard by half to 35
Pathway to Biliteracy recipients	5th grade - 2 recipients 8th grade - 12 recipients				Double the number of recipients for the Pathway to Biliteracy Award districtwide

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development to support English Learners	Provide training and support for teachers and administrators for English Language Development of ELD Standards / Framework / Roadmap / Practioners Guide for Educating English Learners with Disabilities (i.e., conferences / trainings / workshop fees, registration and travel costs) Substitute costs for professional development Cost of English Learner Professional Development for teachers and staff (ie. contracts)	$373,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development for special education teachers and service providers on strategies for supporting English Learners with disabilities Understanding and applying Matrix 4 (accommodations, designated supports, and universal tools) Understanding and applying the VC-CALPS (alternate assessment to the ELPAC) Understanding and applying IEP processes for EL Statewide assessments Engage various stakeholder groups in reflective inquiry to conduct a needs assessment on what support EL students need for academic success Provide parent workshops on strategies to support their student's second language acquisition Continued professional development on Designated and Integrated ELD and differentiation strategies Professional Development on the use of instructional programs to support ELD		
2	Support for English Language Proficiency Assessment to provide designated EL support	Train, maintain and support a team of qualified ELPAC testers to work with all schools during the ELPAC testing window ELPAC testers collaborate with ELD coordinator and other Academic administrators for testing coordination and other support. Schedule and test all English learners	$183,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Support testing administration requirements for all students classfied as English learners particularly students with disabilities that are also identified as English learners (accomodations, designated supports) Maintain the necessary tools and materials to successfully and equitably administer the English language proficiency assessment for all students.		
3	Expanded Support for Long-Term English Learners & NewComers	Curriculum materials and related Professional Development that supports LTELs Professional Development for English Learner in providing support for New Comer class and/or dedicated academic transitional support Before/after school/extended year intervention support for LTELs at targeted grade levels to support the reclassification process Conduct a needs assessment on what supports EL students need for academic success (i.e. study skills, organizational support, positive role models, etc.) Provide classrooms with anchor charts to support English Language Development in content classes Provide resources for instructional programs and platforms specific to English Language Development and Literacy skills Provide intervions specific to performance level (ie. Newcomer interventions) Provide summer English Lanugage Development program focused on listening, speaking, reading and writing	$50,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Pathway to Seal of Biliteracy support	Pathway to Seal of Biliteracy support for review of student essays and student presentation Student assessment platforms to support identification and qualification for the Pathway to Seal of Biliteracy (ie. Istation)	$50,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Provide an inclusive and caring community where students and families feel safe, welcomed and supported utilizing a multi tiered system of support (MTSS)

An explanation of why the LEA has developed this goal.

School closures due to the Covid 19 pandemic have brought to the forefront our approach to responding to the social emotional and mental health needs of our students and the need to utilize a multi tiered system of support (MTSS) to address students' well being in conjunction with addressing delayed academic progress.

In regards to mental health services, the need for counseling and support services increased during school closures and we were able to provide linkage to families for mental health support and other resources. There were approximately 400 students (General education, SPED, Foster Youth and McKinney Vento youth) served through the counselor intern program. The ability to provide remote mental health services presented many challenges. Telecounseling was difficult in the beginning due to various reasons, such as but not limited to, parents ability to navigate the technology, limited supervision of interns; other challenges faced by families during the pandemic which pushed counseling services to the backburner, students exhibiting Zoom fatigue during telecounseling sessions and above all students' presenting problems have been more complex requiring resourcing to therapeutic services.

In regards to social emotional learning, many schools lacked an SEL curriculum. The purpose of the Morning Meeting was lost in some instances due to lack of buy-in from teachers: some classrooms used the Morning Meeting or Advisory period to highlight academic work instead of community building. As part of the CBA, Morning Meeting was only allotted 18 minutes.

As we plan for returning to school in person, it is crucial that we work to develop our positive behavior support systems at all school sites as well as strengthening our response to students' mental health needs.

The following are the most significant results of the surveys related to this goal.

92% of parents surveyed responded that they feel "their child is safe at school" which is up 4% from last year. 73% of Middle School and 77% of Elementary School students surveyed "feel safe at school" which is up 3% from last year for all students. One area of concern is the number of students expressing concern over bullying at school (67% of Elementary and 73% of Middle School students).

When staff was surveyed regarding safety at school, 87% of respondents responded that their is "harrassment or bullying among students at their school" with 88% of staff responding favorably that their "school handles discipline effectively".

In regards to school connectedness, 67% of Middle School and 78% of Elementary School students surveyed "feel connected to school". When drilling down, only 48 % of Middle School and 57% of Elementary School students say they "feel close to people at school". This is an area we are exploring more as we plan to decrease the number of students with chronic absenteeism as reported on the Fall 2019 California Dashboard.

LCAP input from stakeholders expressed a need to increase counseling services for students as well as develop positive behavior support systems at schools. During LCAP forums and through surveys, stakeholders prioritized mental health support and the need to develop programs for social emotional learning. Socio-emotional learning and trauma informed training for all staff will be a priority as we return to in person learning in the Fall.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Monthly Daily Attendance reports	Current Daily Attendance percentage prior to pandemic was 95.87%.				Increase Daily Attendance Rate by 1% according to attendance records in E-School (data management system)
California Dashboard attendance data (suspension and expulsion data)	2% (137) of students were suspended at least once according to the 2019 CA Dashboard and zero (0) expulsions				Decrease suspensions by 10% and maintain expulsions at zero. Remain in Green or Blue on the CA Dashboard
Participation information for school climate program implementation (ie. PBIS, etc)	85% of schools are currently implementing a school climate program				100% of schools will implement a school climate program
Family Climate Surveys	Currently, 92% parents surveyed believe our schools are safe.				Survey responses from parents will indicate that 95% or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					more believe that "our schools are safe"
Climate Survey (3rd - 8th grade students)	Currently, 77% of elementary students and 73% of middle school students surveyed believe schools are safe. Currently, 78% of elementary students and 67% of middle school students surveyed "feel a strong sense of belonging at school."				Survey responses from students will indicate that 80% of elementary students and 76% of middle school students believe that "our schools are safe" Survey responses from students will indicate that 81% of elementary students and 70% of middle school students "feel a strong sense of belonging at school"
Rate of Chronic Absenteeism as reported in the California School Dashboard for Alum Rock	Currently, Alum Rock has a 14% rate of chronic absenteeism (as reported on the 2019 Dashboard)				By June 2024, ARUSD will improve attendance rate of chronically absent students by 30%.
Facilities Inspection Tool (F.I.T.)	88% of our schools have an OVERALL rating of "Good" or "Exemplary" on the Facilities Inspection Tool (F.I.T) as posted on the annual School				100% of our schools will have an OVERALL Rating of "Good" or "Exemplary" on the Facilities Inspection Tool (F.I.T.) as posted on the annual School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Accountability Report Card (SARC)				Accountability Report Card (SARC).
Middle School Dropout Rate as reported in the California School Dashboard for Alum Rock	In 2020/2021 school year, we had a middle school dropout rate of >1%				Alum Rock will report less than 1% Middle School Dropout Rate
Student Surveys Program Participation Data	There is no current baseline data- we will gather baseline data during the 2021/2022 school year				Students participating in VAPA programs will show positive growth in wellbeing as measured by student surveys. Increase student participation in the visual and performing arts.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mental Health and Social Emotional Learning	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Administrative oversight of mental health program (i.e., school counselors, interns) Delivery and facilitation of professional development for staff (i.e., trauma informed practices, healing centered engagment, etc.)	$1,609,570.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Counselor support at identified sites, prioritized support for unduplicated students specifically ELs, low income and Foster youth. Social-emotional learning support Alignment of SEL curriculum and restorative practices across district schools Development and implementation of Crisis Response Plan		
2	Positive School Culture Training and Support	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. PBIS and other positive school culture support systems will enhance school climate and decrease the amount of bullying among students. PBIS schools will continue developing programs through Tier 2 and Tier 3 with training, implementation and PBIS conference attendance. Emergency Operations Committee (EOC) team will identify safety materials for all school sites All schools will be supported in developing positive strategies/supports to improve school climate on campus, reduce suspensions, and increase student attendance. Additional support to increase safety at school site (i.e., campus paras) Workshops/Trainings will be planned for staff, students and parents to support a positive school culture at our district schools. Restorative practices advisory committee	$192,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Additional Support Services for Students	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Health assistants to provide direct student support at every school site Provide additional health support to schools (i.e., LVNs, RNs, contracted nursing agencies) Additional extended hours will be provided to support the special health needs of students, special events and programs School office assistants at every site provide support with improving rate of chronic absenteeism Maintain additional bus driver positions to support district-wide programs (i.e., field trips, extended learning programs, parent trainings) Bus monitors support student safety during transportation of students with disabilities Library Technician- centralized support	$2,597,850.00	Yes
4	Visual and Performing Arts Program	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. MUSIC DEPARTMENT Music classes will be offered at every school site across the district. Programs include Advanced and Intermediate Band for middle and	$3,169,232.00	Yes

Action #	Title	Description	Total Funds	Contributing
		elementary school as well as site specific offerings such as piano lab, choir, drumline and handbells. Students will perform at community/district-wide events as well as Band & Music Festivals in the Fall, Winter and Spring. Materials will be purchased to sustain the music program and support student access to instruments. A summer music camp will be held in Summer 2022. MUSIC TECH PROGRAM The music technology program will provide opportunities for students to participate in music recording, piano, sound production and more at the elementary and middle school levels. Recording studios at sites will continue to be developed and utilized by students. MARIACHI PROGRAM Mariachi Program will be offered to students across the district. The district will purchase supplies and uniforms and additional instruments as needed and will provide transportation for participating students. Participating students will perform at community and district-wide events i.e., Parent University, Parent Jubilee, District Welcome Back event, Cesar Chavez Day, VAPA showcase etc. JAZZ PROGRAM Jazz Program will be offered to students across the district during the school year as well as during the summer. Participating students will perform at community and district-wide events i.e., Parent University, Parent Jubilee, District Welcome Back event, Award Ceremonies, VAPA showcase etc. The district will provide transportation as well as materials and supplies needed to sustain the program. VAPA PROGRAMS Will provide contracted services in the visual and performing arts including theater, visual arts, music and dance as well as teacher support including professional development, resources and materials and supplies. At least two VAPA Showcases will be held each year where students perform and share their creativity with the larger community. Services will be provided to transport art and equipment and materials and supplies necessary for the event will be provided.		

Action #	Title	Description	Total Funds	Contributing
5	After School Sports Program	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. After School Sports site allocation support for all middle schools to ensure every middle school student has the opportunity to participate in athletics. Funding provided for coaching stipends, uniforms, transportation, equipment, association fees and other necessary costs to sustain the sports program.	$185,685.00	Yes
6	Administrative Support	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. School and district personnel support for district-wide student programs (i.e., certificated, classified staff, materials and supplies) Assistant Principals (3 FTEs) to provide additional administrative support at K-8 schools Administrative staff at District office supports programs for students and their families (i.e. student enrichment programs, McKinney Vento families, Foster Youth, Migrant students, tutoring programs, summer programs, etc.)	$826,830.00	Yes
7	Expanding 21st Century Learning Opportunities	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population	$980,189.00	Yes

Action #	Title	Description	Total Funds	Contributing
		which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Enhance schools with 21st Century learning environment (i.e., facilities projects) Contracts that support 21st Century Learning Support staff for 21st Century Learning (i.e., VILS coaches) 21st Century classrooms (i.e., furniture, devices, technology) Costs for additional technology support specific to school focus (i.e., technology, professional development, materials, supplies		
8	Routine Restricted Maintenance and Repair	Maintenance and repair for school and district facilities (i.e., materials, supplies, services, maintenance)	$4,031,238.33	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Foster relationships with stakeholders to promote a positive and collaborative environment that is focused on student achievement

An explanation of why the LEA has developed this goal.

Engagement of stakeholders is critical to the academic success of all students. Providing opportunities for education, training and engagement allows for deeper involvement in student progress. Access to information in parents' home language and the direct support from Community Liaisons allows all parents the opportunity to be involved in their child's education. Our district's response to the pandemic and lessons learned during the year of distance learning solidifies the importance of stakeholder involvement.

Our district has always valued engagement of various stakeholders especially parents. Our 2019/2020 LCAP stated that parents were asking for improved communication using a variety of strategies (websites, social media platforms, automated/recorded calls, text messaging software, personal invitations by school/district staff, etc.). This need was highlighted even more when schools closed due to the pandemic and the need for constant communication increased. The biggest challenge for this area was mode of communication. Parents had to become familiar with the Zoom platform, the Parent Square app and other student learning applications and platforms. This was a big lift in terms of training of parents to build capacity due to various levels of technological knowledge. We established and maintained home-school connections through the use of the Parent Square application and our webpage, along with social media. In addition, Community Liaisons became the main resource for support with the various new platforms used to communicate between home and school. Community Liasions provided mini workshops while our IT department established extended support hours outside of the general work day or work week; providing trainings that were accessible to as many families as possible and then recording sessions for later viewing. We have had a favorable response to our communicaton efforts during school closures. It behooves us to continue to offer parent trainings on the use of these communication platforms as we return to in person instruction.

The need for translation and interpretation services continues to be an area of high need. Parents appreciate the translation and interpretation services offered to support parent-school communication. Input from stakeholders suggest that ARUSD continue to maintain the current support, but to also increase translation/interpretation services at all school and district events in Spanish and an increase in Vietnamese. The time during school closures marked a heightened need for these services. Community Liaisons, our district translation technicians as well as district vendors met the additional demand for these services. Additional parent trainings, district meetings and school informational meetings required more interpretation services. These services have allowed for parents to stay informed and participate in very important meetings. There is a high need to continue to provide these services for families.

Our community liaisons continue to serve an important role of connecting families to services and resources. Early on in the school closures, our community liaisions connected with families regularly to do wellness checks as well as provide information on helpful resources and

connect families to community agencies for addtional support. In addition, they provided workshops to support parents with the new apps used in distance learning by students and teachers as well as new communication platforms rolled out during school closures.

Survey data shows that a strong majority of parents feel invited and welcomed at their school sites. It is evidenced by a 95% favorability rating for "feeling welcomed to participate in their school". In addition, 96% of parents feel that "school staff treats them with respect". Parents credit the presence of community liaisons at school sites with improved feelings of connectedness. This sentiment was solidified during school closures as families depended on them for regular communication and support. Input from the LCAP Community Forums further confirms the need to continue this support for parents. As we return to in person instruction, Community Liaisons will play an important role in our overall improvement in this area of chronic absenteeism. This was an area of improvement before the pandemic and will most likely continue to be a need.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance sheets for Back-to-School, Open House and other parent participation events.	ARUSD had an average of 60% parent attendance at Back-to-School Nights and 51% for Open House prior to the pandemic				Maintain 90% or higher parent attendance at parent participation events as verified by sign-in sheets
Attendance spreadsheet for SSC meetings	All schools have a minimum of 5 SSC meetings per year as required				All schools will conduct a minimum of 6 SSC meetings per year as required
Attendance sheets for DAC and DELAC meetings	ARUSD had a 55% attendance rate for District Advisory Committee (DAC) meetings this school year ARUSD had a 40% attendance rate for District English Learner Advisory				80% participation from parent representatives at District Advisory Committee (DAC) meetings as measured by DAC sign-in sheets 80% participation rate from parent representatives at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Committee (DELAC) meetings this school year				District English Learner Advisory Committee (DELAC) meetings as measured by DELAC sign-in sheets
Attendance sheets from Parent University events (Fall and Spring events)	764 parents attended the Parent University in October 2019. Fall 2020 was canceled due to school closures. The Spring 2020 and Spring 2021 Parent University were canceled due to the school closures.				We will have a 5% increase at Parent University events as measured by sign-in sheets
Attendance sheets for District led events	This is a new metric and we do not have a baseline due to school closures last year.				We will have minimum participation of 15 parents per school site at District led events

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/Community Involvement-Outreach and Training	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit.	$91,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent engagement and community involvement activities (i.e., Cesar Chavez Day event, community events and planning, cultural events) Parent Jubilee to celebrate parent volunteers across the district Engage and train parents as volunteers to support schools District Administrators, Principals, and Community Liaisons to work with outside agencies to provide parent training on various topics (i.e., technology, English as Second Language, College Readiness, bullying, Cyber/Internet Safety) Costs for parent workshops and parent support strategies to support parents (i.e., Project Cornerstone, ECOPP, other agencies) Provide parents opportunities to attend county and/or in-state conferences that support parent learning to improve their parenting skills Additional outreach to Foster Youth and McKinney Vento parents (ie. sharing information, providing training etc.)		
2	Translation/Interpretation Support	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Interpretation/translation services to provide parent support in languages other than English (i.e., Spanish, Vietnamese, other languages as needed; Deaf and Hard of Hearing support). Outside agency and employee contracts to provide additional interpretation/translation support at parent meetings and district-wide events	$284,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional Vietnamese translator/interpreter technician to support the increased need for in this language		
3	Parent University	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. District-wide parent learning opportunities to support student academic success two times during the school year (i.e., parent workshops on a variety of topics, family events) principally directed at unduplicated pupils. Support for students on relevant topics (i.e., classes for students on Parent University days, childcare) Costs for materials and supplies, including contracts (i.e., vendors, guest speakers) Provide more Mini Parent University opportunities throughout the school year supported by SLS coordinators and Community Liasions	$44,851.00	Yes
4	Community Liasions	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Costs related to Community Liaisons (one per school site). Ensure that the majority of the Community Liaison's role is to increase the school's parent involvement and engagement opportunities and work towards mitigatation of chronic absenteeism	$1,332,609.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Cost of extended hours (i.e., recruitment purposes for enrollment, home visits, district-wide events) Community Liaisons may receive various trainings/workshops to enhance skills to support parents (i.e., attendance monitoring, resource support, Foster Youth, McKinney-Vento identification, translations/interpretations) Community Liaisons to work with site principals to plan workshops as related to the needs of the school (i.e., Coffee-talks with principals, Back-to-school Night/Open House/School events, cultural events) Provide promotional marketing materials to be used during Community Liasion outreach activities to increase district enrollment		
5	Building Capacity for Parent Leaders	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 81% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Leadership trainings, workshops, conferences for advisory groups and other interested parents Monthly SPARC meetings with designated school representatives to discuss various topics with Superintendent Parent governance and advisory support (i.e., committee training - DAC, DELAC, SSC, ELAC) Alum Rock will form an LCAP Advisory Committee consisting of representatives of the various District stakeholders (students, parents, educators). This committee will meet up to three times during the school year to provide input into the process for updating and/or developing the LCAP.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.05%	$21,730,972

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

Required Descriptions

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

To understand the needs of our English Learners, students experiencing economic harship, students living in temporary housing or students living in Foster Care, we analyzed the data to learn where there were opportunities to provide targeted support to increase and improve services.

ARUSD's unduplicated percentage of low income, Foster Youth and English Learner students is 81.44 %.

ARUSD offers a variety of programs and support services principally directed in supporting the needs of English Learners, students with low income and students living in Foster homes to assist in closing achievement gaps. As our district develops a Multi-tiered System of Supports (MTSS), programs are tailored to detect and support students who are struggling based on data regardless of their membership in specific unduplicated student groups. Likewise, there are students in the unduplicated population who may be on target in their progress. That said, support systems will serve underperforming and struggling students which our typically our students with the highest needs, therefore principally directed toward our unduplicated students. Our systematic approach to detecting and serving individual student needs will provide the abililty to serve students beyond the generalized unduplicated student groups. Likewise, Multi-tiered systems of support address whole child needs including academic, socioemotional and family wellness to ensure that all barriers to success can be addressed. Thus, actions marked with "Yes" throughout the plan total $ 21,730,972 and serve unduplicated students. Additionally, other funding sources contribute to increased and improved services totalling $23,869,614.

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

The Alum Rock Union Elementary School District is required to increase or improve services for EL, Foster Youth, and Low Income students by 30.05% which is equal to $21,730,972 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Within our Local Control Accountability Plan you will see the following actions marked as contributing which are included as part of the increased or Improved Services percentage:

GOAL 1.1 Site allocations are provided to each school site, based on the count of their unduplicated pupils, to better serve the special needs of these students. Our experience has shown that providing this additional funding to sites allows for sites to make the best decisions for their context and in supporting high need students to meet their goals. Schools are required to allocate their supplemental/concentration funding within their SPSAs, which are aligned to the LCAP.

GOAL 1.6. Extended Learning Opportunities before school, after school and during summer break prioritize Foster Youth, low income and English Learners. This includes specialized intervention programs, tutoring and summer programs that support student learning.

GOAL 1.7 Support to Foster Youth is offered through placement in extended learning opportunities (such as before/after school programs), additional school supplies and uniforms, counseling services and mentoring through partnerships with Big Brothers and Big Sisters.

GOAL 1.8. Early Learning Program operating expenses, materials and supplies to support high need families and children with positive early learning experiences and support

GOAL 2.1 Professional development to support English Learners

GOAL 2.2. Support for English language Proficiency Assessment to provide designated support for all English Learners

GOAL 2.3. Expanded Support for long term English Learners and Newcomers to provide targeted support so they can be reclassfied to English Learners

GOAL 2.4. Provide additional support to dual language schools to increase the number of students that attain the Pathway to Seal of Biliteracy Award

GOAL 3.1 Increase Counselor and Social-emotional learning support at identified sites with prioritized support for unduplicated students specifically ELs, low income and Foster youth. This includes the alignment of SEL curriculum and restorative practices across district schools and professional development for staff that directly support students.

GOAL 4.2. Interpretation/translation services provide access for our English Learner parents to communicate and receive information in a language that is familiar to them. These services positively impact learning for our Foster youth, low income and English Learner students.

GOAL 4.3. Parent University provides parent workshops on topics to support student learning, mental health and socio-emotional growth. Alum Rock typically hosts two Parent University events per year and prioritize involvement for parents of Foster Youth, low income and English Learner students.

GOAL 4.4. Offer opportunities, such as trainings, workshops and conferences, to develop leadership capacity in our parents of students with high needs

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$102,015,090.33	$1,455,924.00	$3,684,380.00	$3,682,257.00	$110,837,651.33

Totals:	Total Personnel	Total Non-personnel
Totals:	$88,297,869.00	$22,539,782.33

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	School Allocations for additional direct support for schools	$3,729,485.00				$3,729,485.00
1	2	English Learners Low Income	Staff recruitment, support and retention	$657,267.00				$657,267.00
1	3	English Learners Low Income	Staff Professional Development	$1,270,746.00			$141,459.00	$1,412,205.00
1	4	English Learners Low Income	Student educational programs and platforms	$214,450.00				$214,450.00
1	5	English Learners Low Income	Tech support for Innovative Programming	$1,193,752.00				$1,193,752.00
1	6	English Learners Foster Youth Low Income	Extended Learning Opportunities	$2,319,125.00			$627,559.00	$2,946,684.00
1	7	Foster Youth	Foster Youth Support	$100,000.00			$15,000.00	$115,000.00
1	8	English Learners Foster Youth Low Income	Early Learning Programming	$1,511,247.00			$100,688.00	$1,611,935.00
1	9	Students with Disabilities	Special Education Services to Students	$19,834,858.00	$597,118.00		$1,887,503.00	$22,319,479.00
1	10	All	ARUSD General Operating Costs	$56,074,134.00	$858,806.00	$3,684,380.00		$60,617,320.00
2	1	English Learners Low Income	Professional Development to support English Learners	$89,258.00			$284,252.00	$373,510.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Low Income	Support for English Language Proficiency Assessment to provide designated EL support	$183,981.00				$183,981.00
2	3	English Learners Low Income	Expanded Support for Long-Term English Learners & NewComers	$50,343.00				$50,343.00
2	4	English Learners Low Income	Pathway to Seal of Biliteracy support	$50,000.00				$50,000.00
3	1	English Learners Foster Youth Low Income	Mental Health and Social Emotional Learning	$1,259,948.00			$349,622.00	$1,609,570.00
3	2	English Learners Low Income	Positive School Culture Training and Support	$192,891.00				$192,891.00
3	3	English Learners Low Income	Additional Support Services for Students	$2,597,850.00				$2,597,850.00
3	4	English Learners Low Income	Visual and Performing Arts Program	$3,097,732.00			$71,500.00	$3,169,232.00
3	5	English Learners Low Income	After School Sports Program	$185,685.00				$185,685.00
3	6	English Learners Low Income	Administrative Support	$826,830.00				$826,830.00
3	7	English Learners Low Income	Expanding 21st Century Learning Opportunities	$809,275.00			$170,914.00	$980,189.00
3	8	All	Routine Restricted Maintenance and Repair	$4,031,238.33				$4,031,238.33
4	1	English Learners Foster Youth Low Income	Parent/Community Involvement-Outreach and Training	$58,100.00			$33,760.00	$91,860.00
4	2	English Learners Low Income	Translation/Interpretation Support	$284,435.00				$284,435.00
4	3	English Learners Foster Youth Low Income	Parent University	$44,851.00				$44,851.00
4	4	English Learners Low Income	Community Liasions	$1,332,609.00				$1,332,609.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5	English Learners Foster Youth Low Income	Building Capacity for Parent Leaders	$15,000.00				$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$22,074,860.00	$23,869,614.00
LEA-wide Total:	$21,701,278.00	$23,211,780.00
Limited Total:	$373,582.00	$657,834.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	School Allocations for additional direct support for schools	LEA-wide	English Learners Low Income	All Schools	$3,729,485.00	$3,729,485.00
1	**2**	Staff recruitment, support and retention	LEA-wide	English Learners Low Income	All Schools	$657,267.00	$657,267.00
1	**3**	Staff Professional Development	LEA-wide	English Learners Low Income	All Schools	$1,270,746.00	$1,412,205.00
1	**4**	Student educational programs and platforms	LEA-wide	English Learners Low Income	All Schools	$214,450.00	$214,450.00
1	**5**	Tech support for Innovative Programming	LEA-wide	English Learners Low Income	All Schools	$1,193,752.00	$1,193,752.00
1	**6**	Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,319,125.00	$2,946,684.00
1	**7**	Foster Youth Support	LEA-wide	Foster Youth	All Schools	$100,000.00	$115,000.00
1	**8**	Early Learning Programming	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,511,247.00	$1,611,935.00
2	**1**	Professional Development to support English Learners	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$89,258.00	$373,510.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Support for English Language Proficiency Assessment to provide designated EL support	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$183,981.00	$183,981.00
2	3	Expanded Support for Long-Term English Learners & NewComers	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$50,343.00	$50,343.00
2	4	Pathway to Seal of Biliteracy support	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Adelante I, Adelante II, Painter Elementary	$50,000.00	$50,000.00
3	1	Mental Health and Social Emotional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,259,948.00	$1,609,570.00
3	2	Positive School Culture Training and Support	LEA-wide	English Learners Low Income	All Schools	$192,891.00	$192,891.00
3	3	Additional Support Services for Students	LEA-wide	English Learners Low Income	All Schools	$2,597,850.00	$2,597,850.00
3	4	Visual and Performing Arts Program	LEA-wide	English Learners Low Income	All Schools	$3,097,732.00	$3,169,232.00
3	5	After School Sports Program	LEA-wide	English Learners Low Income	Specific Schools: Middle schools 6 - 8 grade	$185,685.00	$185,685.00
3	6	Administrative Support	LEA-wide	English Learners Low Income	All Schools	$826,830.00	$826,830.00
3	7	Expanding 21st Century Learning Opportunities	LEA-wide	English Learners Low Income	All Schools	$809,275.00	$980,189.00
4	1	Parent/Community Involvement-Outreach and Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,100.00	$91,860.00
4	2	Translation/Interpretation Support	LEA-wide	English Learners Low Income	All Schools	$284,435.00	$284,435.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	Parent University	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,851.00	$44,851.00
4	4	Community Liasions	LEA-wide	English Learners Low Income	All Schools	$1,332,609.00	$1,332,609.00
4	5	Building Capacity for Parent Leaders	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alum Rock Union Elementary School District

CDS Code: 43693690000000

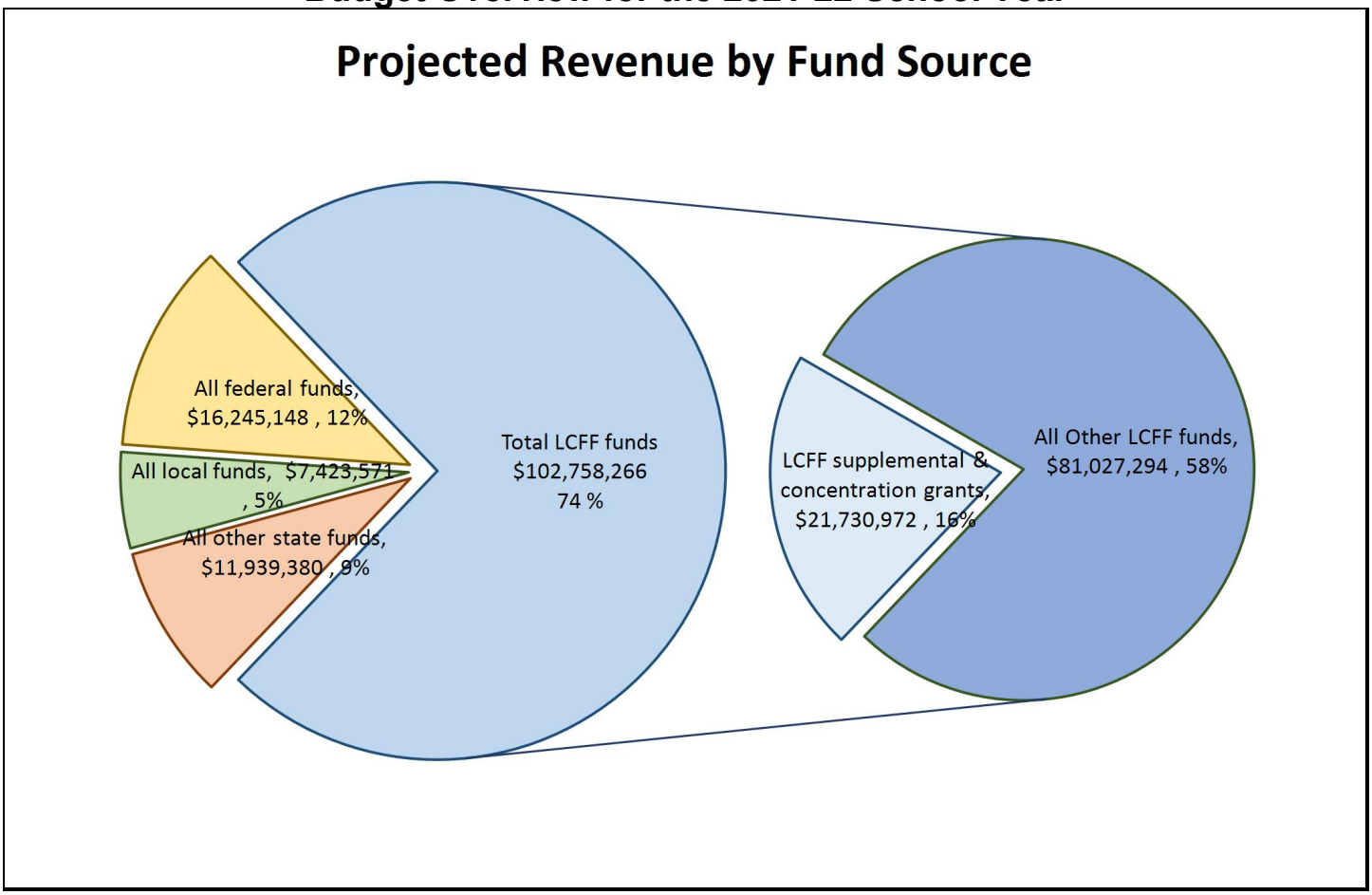
School Year: 2021-22

LEA contact information:

Sandra Garcia
Director, State & Federal Programs
sandra.garcia@arusd.org
(408) 928-6935

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 2021-22 School Year



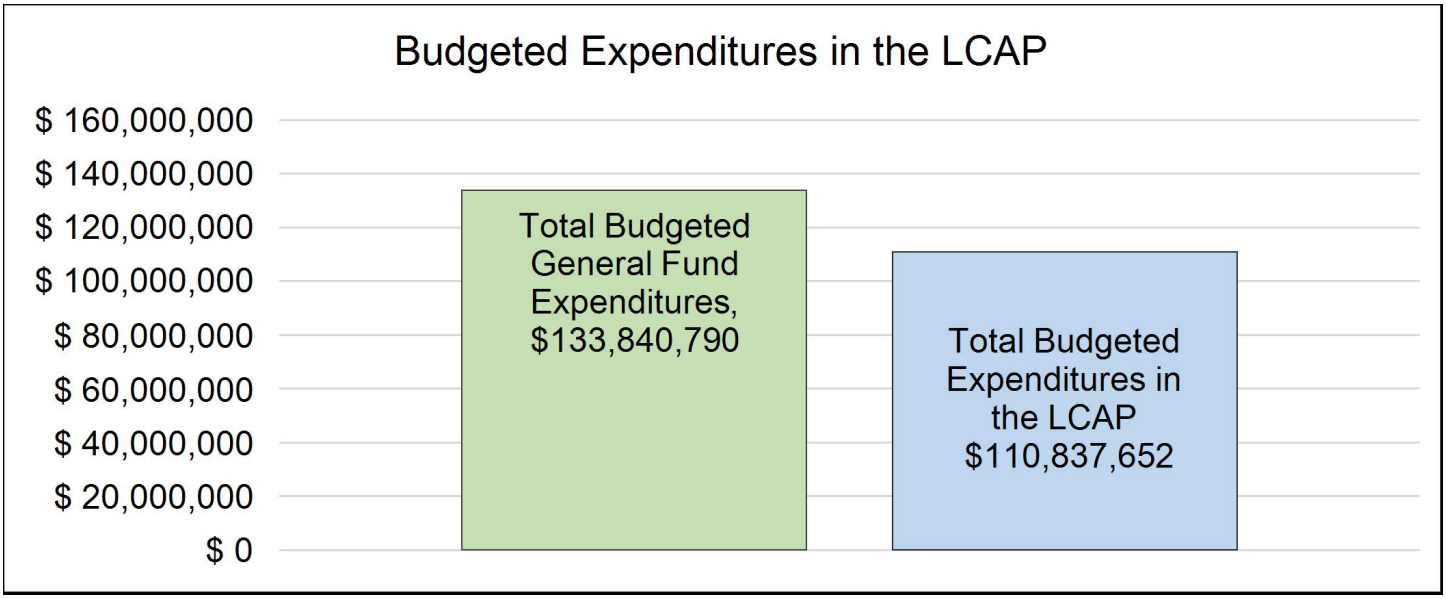
This chart shows the total general purpose revenue Alum Rock Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Alum Rock Union Elementary School District is $138,366,365, of which $102,758,266 is Local Control Funding Formula (LCFF), $11,939,380 is other state funds, $7,423,571 is local funds, and $16,245,148 is federal funds. Of the $102,758,266 in LCFF Funds, $21,730,972 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Alum Rock Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Alum Rock Union Elementary School District plans to spend $133,840,789.65 for the 2021-22 school year. Of that amount, $110,837,652 is tied to actions/services in the LCAP and $23,003,137 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Alum Rock Union Elementary School District plans to spend $133,840,789.65 for the 2021-22 school year.

Of that amount, $ 23,869,613 is tied to actions/services in the LCAP and $23,003,137 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

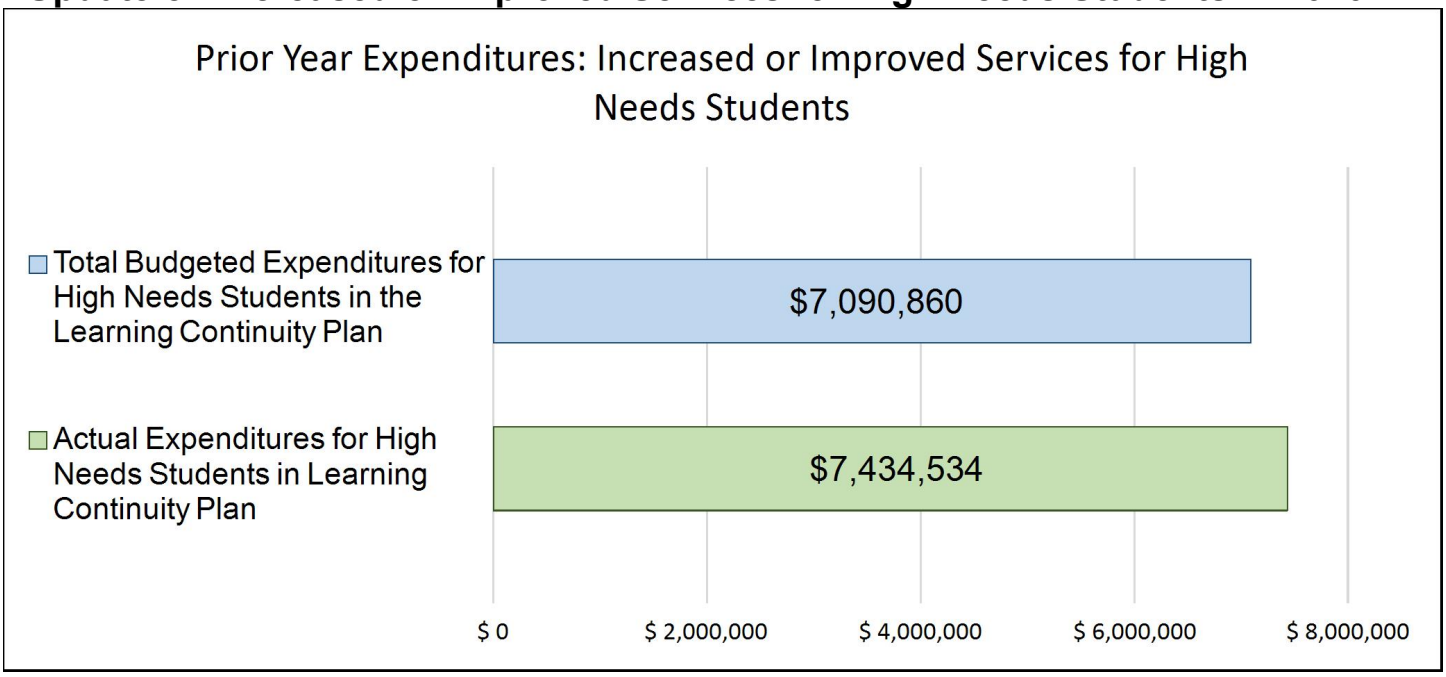
STRS $6,152,238 is due to State STRS (teacher retirement) paid on behalf of the District and $16,850,901 is the amount of federal, local and state funding that must be used for a restricted purpose. The remaining General Fund balance pays for operating costs of the District such as salaries for District staff (ie. teachers), operational costs (ie. transportation, utilities, etc), Special Education costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Alum Rock Union Elementary School District is projecting it will receive $21,730,972 based on the enrollment of foster youth, English learner, and low-income students. Alum Rock Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alum Rock Union Elementary School District plans to spend $23,869,613 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 2020-21



This chart compares what Alum Rock Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Alum Rock Union Elementary 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.

In 2020-21, Alum Rock Union Elementary School District's Learning Continuity Plan budgeted $7,090,860 for planned actions to increase or improve services for high needs students. Alum Rock Union Elementary School District actually spent $7,434,534 for actions to increase or improve services for high needs students in 2020-21.