ALUM ROCK
UNION ELEMENTARY SCHOOL DISTRICT

* FOR BOARD APPROVAL*

2021 - 2022
ANNUAL UPDATE

2022 - 2023
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

2022 - 2023
BUDGET OVERVIEW FOR PARENTS

2022 - 2023
LCAP ADDENDUM

June 23, 2022

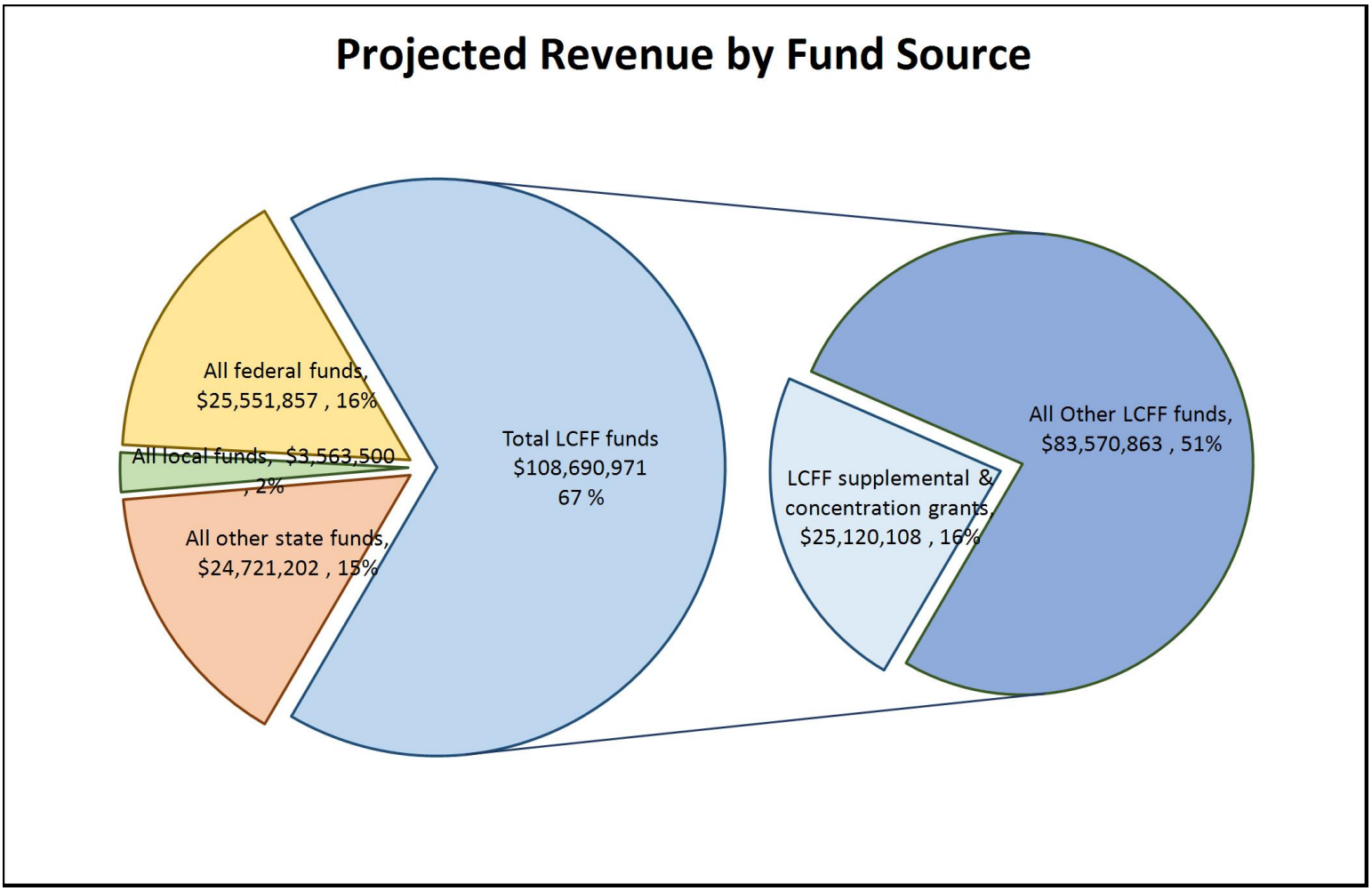
Hilaria Bauer, Ph.D
Superintendent

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alum Rock Union Elementary School District
CDS Code: 43693690000000
School Year: 2022-23
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 2022-23 School Year



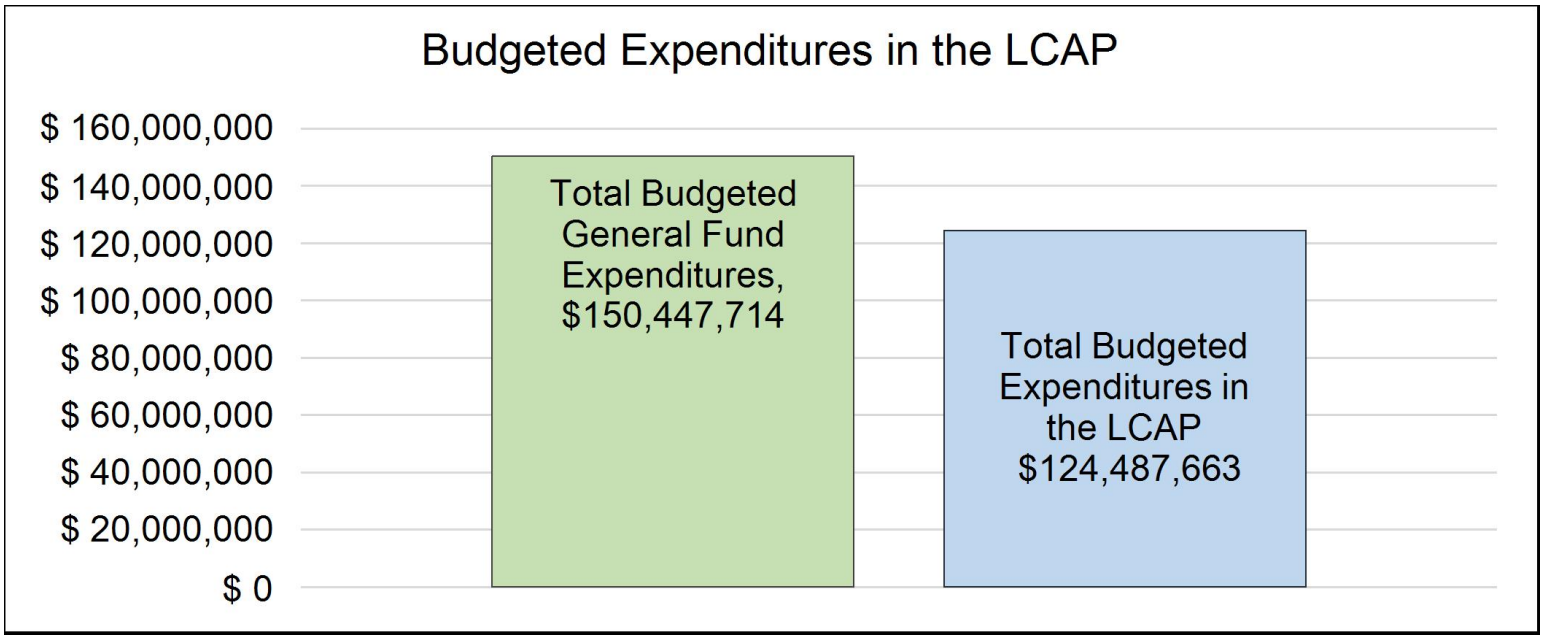
This chart shows the total general purpose revenue Alum Rock Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alum Rock Union Elementary School District is $162,527,530, of which $108,690,971 is Local Control Funding Formula (LCFF),

$24,721,202 is other state funds, $3,563,500 is local funds, and $25,551,857 is federal funds. Of the $108,690,971 in LCFF Funds, $25,120,108 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alum Rock Union Elementary School District plans to spend $150,447,714 for the 2022-23 school year. Of that amount, $124,487,663 is tied to actions/services in the LCAP and $25,960,051 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

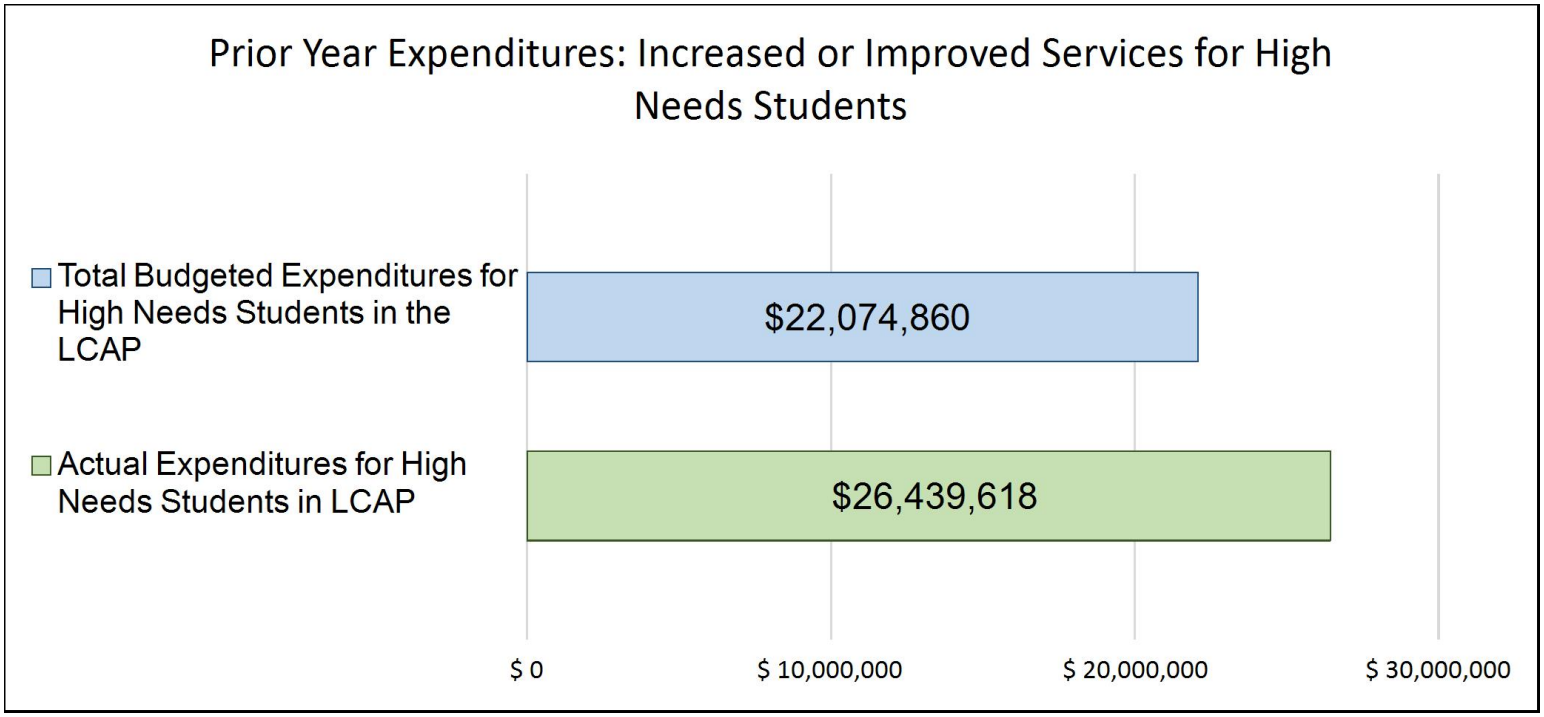
STRS $6,215,051 is due to State STRS (teacher retirement) paid on behalf of the District and $19,745,001 is the amount of federal, local and state funding that must be used for restricted purpose. The remaining General Fund pays for operating costs of the District such as salaries for District staff (i.e. teachers), operational costs (i.e. transportation, utilities, etc) and Special Education costs.

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

In 2022-23, Alum Rock Union Elementary School District is projecting it will receive $25,120,108 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 $28,640,223 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Alum Rock Union Elementary School District's LCAP budgeted $22,074,860 for planned actions to increase or improve services for high needs students. Alum Rock Union Elementary School District actually spent $26,439,618 for actions to increase or improve services for high needs students in 2021-22.

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

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

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

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

All funds requiring engagement by educational partners were included in the 2021-22 Local Control and Accountability Plan (LCAP). Educational partners provided input during the LCAP development process as well as additional input sessions for Expanded Learning Opportunity Grant and ESSER III. This includes input meetings with educational partners and survey data gathered from annual climate surveys.

ARUSD continues to involve educational partners in the development of new programs available through one-time grant funding opportunities, such as, the Educator Effectiveness Block Grant, Expanded Learning Opportunities Program Grant and Pre-K Planning and Implementation Grant. District staff has collaborated and will continue to develop plans with various educational partners (i.e. parent advisory groups, teachers, community-based partners) on the best use of these various one-time funding opportunities. Engagement opportunities consist of listening sessions, targeted surveys and ad hoc committees.

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

Due to the additional challenges placed by Covid-19, our school district has placed priority on increasing the number of staff who provide direct services to students who are low income, English Learners and/or foster youth. To this end, ARUSD has utilized the additional concentration grant funding to add a Vice Principal position at our largest Middle school (Sheppard), increase the contract for LVN services to

provide support for our students with medical needs, and fund a district Independent Studies program. In addition, is funding school site custodial subs and overtime costs for additional custodial services required by Covid protocols.

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

Over the past year ARUSD has made every effort to engage its educational partners in the use of one-time federal funds intended to support the recovery from the Covid-19 pandemic.

Alum Rock Union School District annually involves a variety of educational partners at community forums to provide input to the Local Control Accountability Plan. Last winter, these sessions were held in March 2021. In preparation for the additonal one-time funding, we added an opportunity during these sessions for stakeholders to provide input to be considered for the Expanded Learning Opportunity Grant. These forums were open to all of our ARUSD Community. Parents and community members were informed of these meetings via district website, informational flyers and automated phone calls and texts. All meetings provided Spanish and Vietnamese interpretation.

In addition, in July 2021, educational partners were invited to share their input to the Safe Return to In Person Instruction Plan. During this session, staff shared information on ESSER III and provided the space for stakeholders to share input on Covid-19 policies, procedures or other safety measures to be considered, considerations for students' academic, social-emotional/mental health and ideas for supporting high need students in the event of additional school closures. This plan was submitted to the California Department of Education on July 21, 2021. This information was also considered in the development of the ESSER III Expenditure Plan.

As part of the expenditure plan process, ARUSD held additional input sessions to gather input specific to supporting our recovery from Covid-19 and distance learning. These input sessions were conducted virtually through Zoom in September/October 2021 and open to any member of the ARUSD community-teachers, support staff, members of the Management Team, parents, community members and students. All members of the various "underserved students" population were represented at the aforementioned input sessions.

Leaders from the California School Employee Association (CSEA), Alum Rock Educators Association (AREA), and Teamsters were also invited to provide input to the ESSER III budget plan. Each association President and other designated association representatives were invited to attend. Community partners were also invited to a meeting for district staff to hear their perspective on the type of support needed by our families.

In an effort to gather information from a wider group of educational partners, an on-line survey was created for students, parents and District staff. Parents were informed of the survey and provided the web link via Parent Square, messages on the District webpage and at school meetings . 2,384 stakeholders participated in the survey. Of these surveys, 764 were parents, 532 were staff members and 1,088 were students. 29.66% of respondents identified with a special population (Foster Youth, Unhoused students, Migrant Ed, English Learner, student with special needs under and IEP or 504 plan).

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

In an effort to maintain health and safety, ARUSD is utilizing the ESSER III funding to retain a consistent administrative staff at all schools to ensure continuity of learning. The retention of our custodial staff is also necessary to keep classrooms and facilities clean and safe against Covid-19 for all members of the District community.

In reference to addressing the impact of lost instructional time, ARUSD intends to utilize ESSER III funding to provide counseling services at all District schools, provide targeted intervention support, increase the Behavior Support services across the District and extend instructional support through the summer months.

ARUSD is able to provide most of these key services currently. Some services, such as additional Behavior Specialist support and Targeted Intervention support are still in the process as our district is experiencing similar staffing challenges as other districts across the state and country.

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

ARUSD is using additional fiscal resources allocated to maintain safety against Covid 19 and to support continuity of learning in a manner that is aligned with the goals, actions, and expenditures described in our 2021-22 LCAP. Since the adoption of the LCAP, budget was added to develop a Social Emotional Learning Department based on expanded need in this area. MInor adjustments have been made due to staffing shortages and based on current needs and actual costs. This information will be reported in the LCAP Annual Update.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

a link to a web page), and where in the plan the information being referenced may be found.

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

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

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

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

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

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

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

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

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

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

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. As reported on the California Dashboard, ARUSD serves 8,217 students in Transitional Kindergarten through eighth grade. Classrooms and schools represent the demographics of East San Jose serving 78% Hispanic/Latino, 12% Asian, 5% Filipino, 2% White, 1% African-American, 2% Other. In addition, 0.3% of students are Foster Youth, 12 % of our students are students with disabilities, 36.2% of Alum Rock students are designated as English Language Learners and 78.4% 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 educational partners, 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-Early Learning Center, 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.

In April 2022, our schools began the transition back to "in person" instruction with all 22 schools welcoming students back on a voluntary basis. All students made the transition back to "in person" instruction in August 2022 with 280 students choosing to participate in Alum Rock's newly developed Independent Study Program.

Reflections: Successes

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

The most current 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).

Another area where we saw success was on the dual language 2nd grade IStation results. 43% of students scored at a level 3 (grade level) or above on this assessment. This is a 25% growth from baseline to end of year.

During the 2021-2022 school year, ARUSD continued to build on the successes of resources, programs and support structures developed during school closures.

- ARUSD opened a new Social Emotional Learning (SEL) Department during the 2021/2022 school year to support the mental health and wellness and social emotional development programs and services offered in our district including the increased services added this school year. The nine new counselors and our existing staff of counselors were instrumental in supporting all students who were transitioning from eighteen months of distance learning to in-person. Students presented with many concerns such as but not limited to attachment, loss, domestic violence, child abuse, and community violence. In collaboration with our School Linked Services unit, counselors connected students and parents to additional support and resources in our community to address their immediate needs. With the expansion of these services our counselors were able to provide services 4,175 unduplicated students with either 1:1 counseling, group counseling/intervention, or guidance lessons. In addition, various parent trainings on social and emotional learning were offered throughout the year. The Social and Emotional Learning Department and Student Services Department coordinated these trainings in English and Spanish.

- Our district provided an Independent Studies program for families choosing this option. Students were offered a full array of services including mental health services, when needed. This program was made available through the additional concentration dollars allocated to our district.

- ARUSD continues to maintain 1:1 device access for all students in our district.

- With the support of a committee of teachers, Academic Services was able to create an EL Roadmap to maximize support to our English Learners.

- Increased targeted support to students identified as “newcomers” and “long term English Learners” through before and after school programming.

- District staff and contractors expanded interpretation services to families during school and district meetings to maintain consistent communication between home and school. In addition, we now have a Vietnamese translator technician on site to provide much needed services to this community.

- Our Academic Services department worked diligently to increase the number of students reclassified to English Proficient. This year 175 students were reclassified compared to 50 students in 2020/2021

- Early Learning Department provided a trauma informed series in Early Learning for all teachers in TK - 3rd grade. Also, provided an Early Learning leadership program for Principals supported by the New Teacher's Center. Through the partnership with California

Education Partners, we launched a P3CC (PreK through 3rd grade) coherence and collaboration project with Adelante II in partnership with UCLA and Stanford University.

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 most current 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 36% of students are on/above grade level in English Language Arts and 35% of students are on/above grade level in Math. This data has remained stagnant since the end of year FASTbridge data for 2021. For the 2022/2023 school year 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). For the current school year, we resumed ELPAC for English Learners in person. In regards to progress monitoring with FASTbridge this Spring, ELs scored 11% in ELA and 16% in Math on the End of Year benchmark. 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.

Although our SPED students had shown growth according to the 2019 Dashboard, they continue to lag behind in all academic areas. On the End of Year FASTbridge benchmark test, SPED students scored 9% on/above grade level for ELA and 10% on/above grade level for Math. We will continue to focus on the needs of SPED students to support growth in all academic areas.

Staff professional development will continue to be important for student success. Due to many factors, participation in professional development suffered during the 2022/2023 school year . As classes returned in person, staff were met with an array of challenges that took

additional time and energy. In the 2022/2023 school year, we will focus on establishing and supporting well rounded Tier 1 support and instruction. In addition, our academic services department will work on a plan that provides systematic PD opportunities for staff.

Although our district hired nine new counselors to serve our Elementary Schools, these counselors were split between two to four schools which made it a challenge to provide consistent counseling support at one school. For example, a counselor supported one school for two days and the other school for three days. This was an alternating schedule each week. The demand for counseling services this school year demonstrates increased need for additional counselors so that each elementary school has a full time counselor (1:1 ratio) all year for consistency and uninterrupted service for students.

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.

ARUSD opened a new Social Emotional Learning (SEL) Department during the 2021/2022 school year to support the mental health and wellness and social emotional development programs and services offered in our district including the increased services added over the

past few years. Our district also offered an Independent Studies program for families choosing this option. Students were offered a full array of services including mental health services, when needed. This addition was made available through the additional concentration dollars allocated to our district.

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.

Fischer Middle School was identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act. Fischer Middle School 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners to keep our community apprised of new developments and plans as information was shared from the California Department of Education. These sessions, as well as surveys, provided information on the needs of our students and families. We considered needs that surfaced through the pandemic when developing the 3 year (2021-2024) LCAP.

The development of the 2022-2023 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 calendar was shared with the Board of Trustees and all educational partners.

ARUSD held two input sessions called LCAP Community Forums. These forums were conducted virtually through Zoom on March 3 and March 8 and open to any member of the ARUSD Community. The 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 at 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 2022. 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. 1,574 parents/guardians participated in the Spring Panorama survey in March, 2022. This was a 21% decrease in survey participation this year compared to Spring 2021 which was during school closures. In additon, 3,000 student surveys were completed districtwide and 300 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 9, 2022. Furthermore, the Board will consider approval and adoption of the 2022-2023 LCAP at a special board meeting on June 23, 2022.

Alum Rock LCAP Advisory Committee consisting of representatives of various District educational partners (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 26, 2022 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.

EDUCATIONAL PARTNERS AND METHODS FOR GATHERING INPUT :

- Alum Rock Administrators Association (ARAA) - LCAP input session (March 9, 2022)
- Alum Rock Educators Association (AREA) - LCAP input session (March 9, 2022)
- California School Employee Association (CSEA) - LCAP input session (March 9, 2022)
- Teamsters - LCAP input session - representative did not attend
- Site staff (certificated and classified) - LCAP input session (March 2022)
- Held two district wide Community Forums with input sessions (March 3 and 8, 2022)
- LCAP Family Surveys via on-line survey in English and Spanish (March
- Student Survey (3rd - 8th grade students) via on-line survey (March 7 - March 25)
- Consultation with SELPA (May 26, 2022)

PARENT ADVISORY COMMITTEES WHO PROVIDED INPUT:

- District Advisory Committee (DAC) - March 7, 2022
- District English Learner Advisory Committee (DELAC) - March 21, 2022
- LCAP Advisory Committee provided input to the processes used for gathering input from Educational Partners. - Feb 17, May 5, June 14, 2022

Public Hearing: Thursday, June 9 at 5:30 pm

Board Approval: Thursday, June 23 at 5:30 pm

A summary of the feedback provided by specific educational partners.

The following trends emerged from the various input sessions with our educational partners including input through the parent, student and staff surveys:

Goal #1 - Rigorous Instruction

1. Increase after school student interventions and enrichment opportunities at school sites.
2. Provide school day intervention support (ie. Interventionist, ELD Specialist, push in support)
3. Maintain 1:1 technology access for all staff and students
4. Expansion of enrichment offerings at Middle Schools

Goal #2 - Proficiency in English

1. Provide onboarding and training for EL parents
2. Provide targeted support to newcomers to integrate them into our school system.
3. Add an ELD Specialist position to support Newcomers and Long Term English Learners
4. Expand Dual Language offerings at other sites (Vietnamese and Spanish)

Goal #3 - Safe, Welcoming Environment

1. Offer more VAPA, tech and sports opportunities during and after school for all students
2. Develop Multi-Tiered System of Support (MTSS)
3. Continue and expand mental health support for all students

4. Hire additional Behavior Specialists to support increased needs at sites

5. Actualize a districtwide anti-bullying program

Goal #4 - Stakeholder Engagement

1. Provide intentional training for parents on use of technology (ie. basic skills and use of platforms)

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

3. Develop a safe plan and an incentive program to bring parents back on campus

4. Continue and expand interpretation services

5. Strengthen community liaison role

Our SELPA area administrator recommended language written into the LCAP on specific parent involvement strategies that support the school experience for special needs students.

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

After the various input sessions, a District team looked at emerging themes stemming from feedback from educational partners including recommendations influenced by our SELPA consultation. This information was shared during DAC and DELAC meetings and at board meeting presentations. The most prominent themes were considered for integration into the development of the 2022/2023 LCAP which includes the addition of school day staff to provide direct intervention support at school sites, an increase in behavior specialists to increase services to students, the opportunity for students to attend school through Independent Studies, adjustments to our parent engagement program to add specific opportunities for SPED parents and an increase in enrichment opportunities that support a positive school experience.

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 returned for the 2021/2022 school year with academic and social emotional deficits that continue to be addressed with additional support programs and services. We continue the work 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 2021/2022 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 36% (38% in 2021) of students are on/above grade level. In the area of

Mathematics, overall 35% (38% in 2021) of students are on/above grade level. This data has remained stagnant since the end of year FASTbridge data for 2021. For the 2022/2023 school year 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). For the 2021/2022 school year, we resumed ELPAC for English Learners in person. In regards to progress monitoring with FASTbridge this Spring, ELs scored 11% in ELA (12% in 2021) and 16% in Math (17% in 2021) on the End of Year benchmark. 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.

Although our SPED students had shown growth according to the 2019 Dashboard, they decreased in performance as indicated in our local data and continue to lag behind in all academic areas. On the End of Year FASTbridge benchmark test, SPED students scored 9% on/above grade level for ELA (12% in 2021) and 10% on/above grade level for Math (10% in 2021). We will continue to focus on the needs of SPED students to support growth in all academic areas.

Staff professional development will continue to be important for student success. Due to many factors, participation in professional development suffered during the 2022/2022 school year . As classes returned in person, staff were met with an array of challenges that took additional time and energy. In the 2022/2023 school year, we will focus on establishing and supporting well rounded Tier 1 support and instruction. In addition, our academic services department will work on a plan that provides systematic PD opportunities for staff.

Due to a shortage of credentialed staff, 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.

Despite our best efforts, our ability to offer supplemental student interventions before and after school was adversely affected by several factors. Student acceleration in response to learning loss will continue to 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 2022-2023 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	For 2020/2021 school year, 30% of staff participated in professional development according to professional development records and sign-in sheets	For 2021/2022 school year, 70% of teachers participated in THRIVE, our on-line PD Platform.			60% of staff will participate in a minimum of one professional development to support classroom instruction. Revised goal- 75% of staff will participate in a minimum of one professional development to support classroom instruction (ie. on-line and in person participation.
Professional Development survey	For 2020/2021 school year, 75% of staff agreed / strongly agreed that PD / PLCs / ILTs support their implementation of strong tier 1 instruction according to survey data	For 2021/2022 school year, of the teachers who completed the PD survey, 44.9 % of responding teachers believe that the PD supported their implementation of tier 1 instruction, 34.6% said maybe. 20% felt that it didn't. In the same sample of teachers that responded to the survey, 42% felt that			85% of staff will agreed / strongly agreed that PD / PLCs / ILTs support their implementation of strong tier 1 instruction according to survey data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the ILT work at their schools supports tier 1 instruction. The rest of the respondents are not involved in ILT			
FASTbridge assessments	For 2020/2021 school year, 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	For 2021/2022 school year, English Language Arts- 36% of students are on/above grade level Mathematics- 35% of students are on/above grade level SWD Reading Language Arts- 9% of students are on/above grade level SWD Math- 10% 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
SBAC results - English Language Arts and Mathematics	For 2020/2021 school year, English Language Arts - Current "Status Level" for All Students = Low	For 2021/2022 school year, Due to COVID we have not given the state SBAC assessment since the 2018-19 school year.			English Language Arts - "Status Level" for All Students = will move into "Yellow" (medium) performance level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(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)	Thus, the California Dashboard has not been updated since the 2018-2019 school year In Spring 2021, our district opted to use our End of Year FASTbridge data to monitor student growth. We also have results for Spring 2022 FASTBridge EOY as we wait for SBAC results later this summer (See growth comparison above) Our SBAC window for 2021/2022 school year was May 2, 2022 through Jun 6, 2022			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)	For 2020/2021 school year, 18% of 2nd grade students scored at level 3 or above in Reading Language Arts	For 2021/2022 school year, 43% of 2nd grade students scored 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	For 2020/2021 school year, we were able to offer 1:1 devices for all students	For 2021/2022 school year, All Alum Rock students have 1:1 device access.			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	For 2020/2021 school year, Baseline Evaluation Report of FY 2016-2017 prepared by Applied Survey Research (ASR) in which 26% of ARUSD children were fully ready for Kindergarten	2021/2022 Kindergarten Observation Form Assessment results for students entering Kindergarten: 14% Fully Ready 36% Partially Ready *This will be the baseline group we will follow for the next two years			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. Revised goal- 50% of 2nd 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 and CCSS/ELD standards	For the 2020/2021 school year, 100 % of students had access to standards-aligned instructional materials as assessed through	For the 2021/2022 school year, 100 % of students had access to standards-aligned instructional materials as assessed through			100 % of students have access to standards-aligned instructional materials as assessed through Local Performance Indicator-Priority 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Local Performance Indicator-Priority 1	Local Performance Indicator-Priority 1			Revised goal- Will maintain 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	For 2020/2021 school year, 90% of teachers were fully credentialed according to California Commission on Teacher Credentialing data	For 2021/2022 school year, 93% of teachers were 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
Foster youth support spreadsheet	new metric-no baseline available	Baseline established in Spring 2022. Year 1 outcome not available. New Metric			100% of Foster youth will receive additional support services/resources (i.e.. school supplies, transportation, counseling services, etc.) as reported through spreadsheet Revised goal: Maintain 100% of support with additional services/resources to Foster youth through

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					2023/2024 school year. (i.e.. school supplies, transportation, counseling services, etc.) as reported through spreadsheet

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Allocations for additional direct support for schools	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Providing additional allocations to sites will enable them to target addtional services to unduplicated students in alignment with site SPSA goals. 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. Additional allocations to support specialized programs at identified school sites (ie. small schools, AVID, ATSI, etc)	$5,275,843.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional teacher support to reduce class size in all grades		
1.2	Staff recruitment, support and retention	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Staff are provided with the support to strengthen their ability to work with the unique student population in Alum Rock including a high number of low income, English Learners and Foster Youth. In addition, this action supports activities to recruit high quality staff and honor the work of our educational team. 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)	$1,808,896.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Staff Professional Development	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Teaching staff receives extensive professional development during the school year. In addition, this action allows for contracts for staff development in areas that directly support our unduplicated pupils. 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	$157,952.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Special education teachers and paraeducators will receive ongoing training on curricular programs specific to their classroom settings Develop and Implement an Ethnic Studies program		
1.4	Student educational programs and platforms	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Educational programs and platforms support student learning to meet CCSS/ELD standards and grade level goals in math and literacy. These research based tools support differentiation of instruction based on students' needs. These types of programs are most effective with unduplicated pupils needing additional support. 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	$201,200.00	Yes
1.5	Tech support for Innovative Programming	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. This action provides additional hardware, software and IT support that allows students to attain the 21st Century skills needed to be successful in	$1,396,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
		today's learning environment. These supports especially help our unduplicated students who don't always have access to technology and enables them to continue their learning at home. 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 EdTech support (i.e., personnel support & contracts)		
1.6	Extended Learning Opportunities	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Extended Learning Opportunities prioritize high need students (i.e., unduplicated students and students with special needs) first. This includes specialized intervention programs, tutoring and summer programs that support student learning. Costs related to before/after school and summer extended duty for personnel (i.e., teachers, administrative assistant support, Summer	$770,532.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
1.7	Foster Youth Support	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Support to Foster Youth is offered through placement in extended learning opportunities, additional school supplies and uniforms, counseling services and mentoring. 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)	$160,458.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.)		
1.8	Early Learning Programming	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Our Early Learning Program supports high need families (i.e., unduplicated students) and children by providing high quality PreK/TK and early learning literacy support and connection to resources. 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	$896,709.00	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 (9 hour day). Work collaboratively with our after school agencies and SCCOE (Inclusion Collaborative) and our SPED department to design safe and appropriate quality programs for students with special needs. Extend professional development opportunities to preschool staff in the district.		
1.9	Special Education Services to Students	Continue implementation of district adopted ELA programs, Language! Live, Read Well, and Transmath.	$27,595,868.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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 Communities 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. Increase access to Behavior Specialists		
1.10	ARUSD General Operating Costs	Costs related to providing direct support to students Classified Employees, Certificated Staff, Administrators and General Operating Costs	$63,236,945.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Independent Studies Program	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% 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 providing direct support to Independent Study students (ie. Principal, Administrative Assistant, materials and supplies, teacher cost)	$1,412,859.00	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.

Participation in our in-person professional development was lower than expected due to contract negotiations. In addition, the magnitude of effort for in-person instruction and Covid surges compounded the lack of participation in professional development as well as local assessment results.

Unfortunately, our district was not able to provide the before/after school tutoring and intervention services planned due to lack of staff to provide these services.

Our Early Learning Department is still working to align curricula with California Department of Education, Early Learning Education Division and Quality Matters such as Foundations and Frameworks and Social Emotional Curriculum -The Teaching Pyramid.

We set out to further develop our engagement opportunities for all students in 21st century learning through building capacity and expanding resources. In actuality a lot of focus was placed on district wide systems of sustainability around device inventories and equitable distribution. This was in direct response to the aftermath of the pandemic including student movement and variations in device distribution.

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

Due to the impact on staffing during the pandemic, the following actions were not fully implemented: 1.1 School Allocations for additional direct support to students; 1.2 Staff Recruitment, support and retention; 1.6 Extended Learning Opportunities

1.3 Staff Professional Development-The 3 teacher PD days were discontinued for the 2021/2022 school year.

Due to para vacancies, we did not expend full budget for 1.8 Early Learning Program

Due to the late hiring of counselor, we did not expend the full budget for 1.7 Foster Youth Support

Costs for this action were less than anticipated1.4 Student Educational Platforms and Programs

1.11 Independent Studies action was added this school year due to the need for students to continue with the option of attending schools from home. This action will remain for 2022/2023 school year

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

One of the highlights for professional development this year was using our professional development platform (THRIVE). This provided an opportunity for more teachers to participate in an asynchronous districtwide challenge in areas of personal interest. We had approximately 70% of teachers participate in this platform. This also provided an opportunity for any district personnel to participate in professional development at their own pace. We saw an increase in favorability rates (60%) that PLCs support implementation of Tier 1 instruction. In addition, many felt there was a higher need for professional development around "how to"... specific ways to support designated groups of students.

Another area where we saw success was on the dual language benchmark test (IStation) for second grade students. IStation results show that 43% of students scored at a level 3 (grade level) or above on this assessment. This is a 25% growth from baseline to end of year.

In regards to academic growth, our local ELA and Math assessments (Fastbridge), the percent of students on/above grade level stayed the approximately the same from Fall to End of Year. Our SPED students improved by 1% on the local Math (Fastbridge) assessment. Due to extenuating circumstances our students did not take SBAC assessments last year which forced us to use our local assessments to measure student growth.

In regards to 21st Century Learning and Technology, our partnership with Verizon continues to flourish. Our VIL alumni schools (Sheppard and Ocala) continue robust innovative learning in learning tech labs through their extended and ongoing partnerships with Arizona State University(ASU).

Our extension schools (Ren at Fischer, Ren at Mathson) continued to support school wide professional development in establishing routine and regular tech integration. Coaching models have expanded for more shared leadership so that the school merges were supported in onboarding the VILS model.

Hubbard Media Arts Academy VILS coaches rose to the challenge of meshing years one and year-in person. While year one occurred during the distance learning model, onsite VILS implementation is a heavy lift that was managed simultaneously with the coaching cycle and professional learning design. Additionally, Hubbard applied for and was awarded both the extension years three and four, as well as the Media Arts Lab granted through VILS and in partnership with ASU.

A multitude of contracts and MOU's for 21st Century Learning licenses and contracts continued to support teaching and learning this year. Post pandemic access was supported and professional development targeted staff learning for broader consistency in practices. Teacher survey and usage data now informs contracts and MOUS' for next year.

District wide, we have designed a model for all Alum Rock Schools to expand capacity in tech integration through essential practices informed by the VILS model. Academic Services and IT have teamed to streamline sustainable systems that will routinely support 1:1 reliable access for all ARUSD families. Part of this collaboration has also enabled the expansion of our Digital Inclusion & Erate grants.

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.

In regards to academic services and strategies, we plan to continue providing opportunities for professional learning, PLCs and using our local assessments as a measure of growth towards meeting grade level standards. We will continue to seek ways to provide student intervention programs to support students not making progress.

Early Learning Department will need to identify Mathematics Curricula that is aligned with the needs of students in TK. In addition, our Early Learning department will work collaboratively with our after school agencies and SCCOE (Inclusion Collaborative) and our SPED department to design safe and appropriate quality programs for students with special needs (9 hour day).

Due to ongoing challenges with Covid 19, ARUSD plans to continue the Independent Studies program which was funded through additional concentration dollars. We have created a new action/service (Action 1.11) as a result of this need.

**Note: Dates were added to baseline data for clarity

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

Goals and Actions

Goal

Goal #	Description
2	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.

2021/2022 EL ENROLLMENT
TOTAL 3,347/8,225 students (41%)
5th grade- 318 students (10% of total ELs)
6th grade - 227 students (7% of total ELs)
7th grade- 312 students (9% of total ELs)
8th grade- 285 students (9% of total ELs)

35% 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).

2021/2022 FASTBRIDGE (ELs: 2nd - 8th grade)
English Language Arts
10.7% on/above
Mathematics
16.2% 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
*For the current school year, we were able to complete the administration of the ELPAC for 3,412 English Learners in person compared to 1,451 ELs completing the assessment in 2020/2021 due to remote testing.

The Initial ELPAC for 2021/22 was administered to all incoming Kinder students and new students to the country. These are the results:

Novice EL (Level 1) = 75%

Intermediate EL (Level 2) = 17%
IFEP (Level 3) = 8% - these students tested out

Our focus for the 2022/2023 school year is to provide the integrated and designated support to all ELs specifically targeting the 75% of students at the Novice level (Level 1) and additional targeted interventions to the 33% of students designated as LTELs.

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	For the 2021/2022 school year, due to COVID we have not given the state SBAC assessment since the 2018-19 school year. Thus, the California Dashboard has not been updated since the 2018-2019 school year			50% of all ELs will make progress towards English Language Proficiency based on CA Dashboard
Reclassification rates	For the 2020/2021 school year, 50 students were reclassified for the 2020/2021 school year	For the 2021/2022 school year, 175 students were reclassified during the 2021/2022 school year.			A minimum of 75 students will be reclassified every school year Revised Goal- Maintain a reclassification rate of 75 students per school year through 2023//2024
Students meeting Pathway to Seal of Biliteracy criteria	For the 2020/2021 school year, 5th grade - 3 students	For the 2021/2022 school year, 5th grade - 5 students			Increase student eligible for the Pathway to Seal of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th grade- 13 students	8th grade - 14 students			Biliteracy Award every year by 10%
Participation rate in EL Professional Development	For the 2020/2021 school year, 30% (158 teachers) participated in ELD specific professional development offered by the District	For the 2021/2022 school year, 122 teachers (35%) participated in ELD specific PD during the 2021/2022 school year			25% of teachers will participate in a minimum of one ELD specific professional development session Revised Goal- Maintain a 30% participation rate in ELD specific PD through the 2023/2024 school year
Post PD surveys	For the 2020/2021 school year, 75% of participants responded favorably on post ELD PD surveys and 80% requested more PD opportunities	For the 2021/2022 school year, 90% of survey respondents for Constructing meaning responded favorably and 63% have incorporated their learning into their instruction. 100% of respondents after attending EL Toolkit responded favorably and 100% have incorporated			Overall 90% of participants will respond favorably on post ELD PD surveys Revised Goal- Maintain a 90% favorability rate for ELD specific professional development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		their learning into their instruction. 81% would like additional training and collaboration time around implementation of what was learned through the PD			
Progress on annual SBAC • English Language Arts and Mathematics	2019 SBAC (English Learners subgroup) English Language Arts: Status: 51.5 points below standard Performance Level - Orange 2019 SBAC (English Learners subgroup) Mathematics: Status: 70 points below standard Performance Level- Orange **In Spring 2021, our district opted to use our End of Year FASTbridge data to	For the 2021/2022 school year, due to COVID we have not given the state SBAC assessment since the 2018-19 school year. Thus, the California Dashboard has not been updated since the 2018-2019 school year We will have SBAC results later this summer. To compare student growth from last year, End of Year			2024 SBAC English Learners will make the following growth in: 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	monitor student growth. This data shows the following results for ELs: ELA: 11.6 Met/Exceeded Standard Math: 16.4 Met/Exceeded Standard	FASTbridge data shows the following results for ELs: ELA: 10.7 Met/Exceeded Standard Math: 16.2 Met/Exceeded Standard Our SBAC window for 2021/2022 school year was May 2, 2022 through Jun 6, 2022			

Actions

Action #	Title	Description	Total Funds	Contributing
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 / 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) Provide professional development for special education teachers and service providers on strategies for supporting English Learners with disabilities	$244,329.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
2.2	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 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)	$219,743.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Maintain the necessary tools and materials to successfully and equitably administer the English language proficiency assessment for all students.		
2.3	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	$50,643.00	Yes
2.4	Pathway to Seal of Biliteracy support	Pathway to Seal of Biliteracy support for review of student essays and student presentation	$50,035.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student assessment platforms to support identification and qualification for the Pathway to Seal of Biliteracy (ie. Istation) Costs related to professional development, program and curriculum planning		

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.

As with goal 1, due to various factors, some professional development was moved to Saturdays which decreased teacher participation. We allotted funding for Newcomer interventions but due to a smaller number of teachers available to do after school interventions, we were not able provide more interventions as planned. We did; however, provide a variety of EL and Newcomer interventions using other state and federal funding sources. Site level collaboration to align the Pathway to Seal of Biliteracy was incorporated into whole staff meetings.

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

2.1 Professional Development to Support English Learners
As with goal 1, due to various factors including sub availability, some of the professional development did not happen and/or was not attended by teachers.

2.3 Expanded Support for Long-Term English Learners & NewComers
Due to Covid restrictions for in-person services, support was offered virtually which were not well attended by students. We also had staffing challenges that prevented us from offering what was planned

2.4 Pathway to Seal of Bilteracy
The work planned in this area did not happen due to unavailability of teachers.

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

In regards to the effectiveness of professional development activities, teachers that participated found them to be effective and incorporated the strategies in their instruction. An overwhelming 81% would like additional training and collaboration time around implementation of what was learned through the PD.

For the 2021/2022 school year, 175 students were reclassified during the 2021/2022 school year compared to 50 students during the 2020/2021 school year.

For the 2021/2022 school year, 19 students in 5th and 8th grade earned the Pathway to Seal of Biliteracy Award compared to 16 students in the 2020/2021 school year.

In regards to student progress based on data from our local assessment FASTBridge, English Learners results remained stagnant.

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.

One of the adjustments we have planned for next school year is to change the approach for professional development in order to get a broader scope of teachers trained. We will use a cohort system of professional development to maximize resources and limit meeting time. We are also increasing the budget for action 2.2 to add more contracted testers for the new year. Another focus area for 2022/2023 school year, is to develop a Scope/Sequence for Dual Language programming in Alum Rock as we look to expand these opportunities for families across the district.

A focus for the 2022/2023 school year is to provide the integrated and designated support to all ELs specifically targeting the 75% of students at the Novice level (Level 1) and additional targeted interventions to the 33% of students designated as LTELs.

**Dates and notations were added to baseline data to add clarity . **In Spring 2021, our district opted to use our End of Year FASTbridge data to monitor student growth.
This data shows the following results for ELs :ELA: 11.6 Met/Exceeded Standard; Math: 16.4 Met/Exceeded Standard

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

Goals and Actions

Goal

Goal #	Description
3	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 during school closures in 2020/2021, the need for counseling and support services increased and we were able to provide service 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 returned to in person classes August of 2021, the increased need for mental health services and social emotional learning development was evident at all of our district schools. ARUSD hired additional school counselors and created an SEL Department to support with this growing need exacerbated by the pandemic and distance learning. In addition, our district will continue the 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.

91% of parents surveyed responded that they feel "their child is safe at school" which stayed the same compared to last year. 65% of Middle School and 66% of Elementary School students surveyed "feel safe at school" which is down 9% from last year for all students. One area of concern is the number of students expressing concern over bullying at school (64% of Elementary and 59% of Middle School students).

When staff was surveyed regarding safety at school, 73% of respondents responded that there is "harassment or bullying among students at their school" with 79% of staff responding favorably that their "school handles discipline effectively".

In regards to school connectedness, 62% of Middle School and 75% of Elementary School students surveyed "feel connected to school". When drilling down, only 67% of Middle School and 64% 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 educational partners expresses the need to support the school sites with counseling services for students as well as develop positive behavior support systems at schools. During LCAP forums and through surveys, educational partners prioritized mental health support and the need to develop programs for social emotional learning. Training in the areas of Socio-emotional learning and mental health wellness will continue to be a focus for staff and parents during the 2022/2023 school year.

There will be a renewed effort in the area of Positive School Culture Training and Support in the 2022/2023 school year in an effort to reset and strengthen school culture, student behavior and antibullying efforts at all schools. Students time away from campuses and spent in isolation had a direct impact on school culture. The multitude of challenges faced by students as they returned to school last Fall made it evident that all schools need to focus in this area.

Furthermore, strategies to mitigate Chronic Absenteeism will be at the forefront of our work in the 2022/2023 school year. We are ending the school year with a 19% rate of chronic absenteeism (As reported through local SIS system). School Linked Services will provide additional support with the 10% chronically absent students in each quadrant. In addition, SLS will return to implementing campus collaboratives, at selected school sites, to engage community and educational partners in monthly pro-social, community building events. These events include celebrating different cultures and backgrounds, alternative activities to substance use, Immigration panels and other events selected by our parents. Staff will continue to investigate and implement strategies to decrease the number of chronically absent students at our schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Monthly Daily Attendance reports	For the 2020/2021 school year, the daily attendance percentage prior to pandemic was 95.87%.	For the 2021/2022 school year, the daily attendance percentage is 89.1%			Increase Daily Attendance Rate by 1% according to attendance records in E-School (data management system)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard attendance data (suspension and expulsion data)	For the 2020/2021 school year, 2% (137) of students were suspended at least once according to the 2019 CA Dashboard and zero (0) expulsions	For the 2021/2022 school year, 1.7% (137) of students have been suspended at least once during the 21-22 School Year and Zero 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)	For the 2020/2021 school year, 85% of schools are currently implementing a school climate program	For the 2021/2022 school year, 85% of schools are currently implementing a school climate program			100% of schools will implement a school climate program
Family Climate Surveys	For the 2020/2021 school year, 92% parents surveyed believe our schools are safe.	According to the Spring 2022 survey, 91% of parents believe our schools are safe.			Survey responses from parents will indicate that 95% or more believe that "our schools are safe"
Climate Survey (3rd - 8th grade students)	In Spring 2021, 77% of elementary students and 73% of middle school students surveyed believe schools are safe. In Spring 2021, 78% of elementary students and 67% of middle school students surveyed "feel a strong sense of belonging at school."	According to the Spring 2022 survey, 66% of Elementary and 65% of Middle School students surveyed feel safe at school. According to the Spring 2022 survey, 75% of Elementary and 62% 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					a strong sense of belonging at school"
Rate of Chronic Absenteeism as reported in the California School Dashboard for Alum Rock	For the 2020/2021 school year, Alum Rock has a 14% rate of chronic absenteeism (as reported on the 2019 Dashboard)	For the 2021/2022 school year, Alum Rock has a 19% rate of chronic absenteeism (As reported through local SIS system)			By June 2024, ARUSD will improve attendance rate of chronically absent students by 30%.
Facilities Inspection Tool (F.I.T.)	For the 2020/2021 school year, 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 Accountability Report Card (SARC)	For the 2021/2022 school year, 72% 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 Accountability Report Card (SARC). The additional 27% of schools have an OVERALL rating of “Fair”			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).
Middle School Dropout Rate as reported in the California School Dashboard for Alum Rock	In the 2020/2021 school year, we had a middle school dropout rate of >1%	For the 2021/2022 school year, we had a middle school dropout rate of < 1%			Alum Rock will report less than 1% Middle School Dropout Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Surveys Program Participation Data	There is no current baseline data- we will gather baseline data during the 2021/2022 school year	2021/2022 Survey results *this will be the baseline data for this metric : • 82.5% of students responded that they always or almost always enjoy their arts programs. • 62.5% of students responded that art programs always or almost always help build their self confidence. • 65% of students responded that their art programs always or almost always help them build positive			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		relationships with peers. - 77.5% of students responded that their art programs always or almost always help them stay more positive during the school day. Student comments highlighted that our art programs help them feel calm, manage anxiety, and cope with stresses and other issues they may deal with outside of school. We have sustained our current programming and have added visual arts instruction at two elementary schools TK-5th grade			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student support logs	There is no current baseline data- we will gather baseline data during the 2021/2022 school year	Overall, approximately 52% of our enrolled students districtwide have been supported by School Counseling staff.			60% of additional support services/resources as reported through student support logs will be targeted to high needs students (i.e., Foster Youth, English learners, low income and students with special needs)

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Mental Health and Social Emotional Learning	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. This action is principally directed at pupils who are in need of counseling services. In addition, for development and implementation of the district SEL program. Providing these services for unduplicated students enables families to access counseling/SEL programming during school hours. 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.) Counselor support at identified sites, prioritized support for unduplicated students specifically ELs, low income and Foster youth.	$2,154,068.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Social-emotional learning support Alignment of SEL curriculum and restorative practices across district schools Development and implementation of Crisis Response Plan		
3.2	Positive School Culture Training and Support	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. This action is principally directed at unduplicated pupils who can feel disconnected from school and centers around the development of systems that promote a positive school climate which allows students to learn in a safe and nurturing environment. PBIS and other positive school culture support systems will enhance school climate and decrease the amount of bullying among students. Staff will work with established PBIS schools to continue development of these programs and add new schools for training 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 (i.e. restorative practices, PBIS, Kimochis). 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.	$187,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Restorative practices advisory committee		
3.3	Additional Support Services for Students	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. All school sites receive services that provide an extra layer of support with student health needs, improving the rate of chronic absenteeism, safe transportation of students and ensuring instructional materials to all students. These additional services allow our unduplicated students extra support during the school day with specialized supports. 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) Transportation services including bus monitors to support student safety during transportation of students with disabilities (SPED) Library Technician- centralized support Additional custodial support to maintain safety against Covid-19	$5,384,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Visual and Performing Arts Program	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. The district Visual and Performing Arts Program provides an opportunity for students to explore a different learning modality. This action supports the classroom music program, Mariachi program, Jazz Program and Visual and Performing Arts Program. Our unduplicated students benefit from these programs because they provide culturally relevant content and access to additional arts opportunities. MUSIC DEPARTMENT Music classes will be offered at every school site across the district. Programs include Advanced and Intermediate Band for middle and 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	$3,310,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.5	After School Sports Program	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. The district After School Sports for Middle Schools and K-8 schools provides an opportunity for unduplicated students to participate in organized sports. 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. Little Heroes will provide after school sports opportunities for Elementary Schools	$494,668.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Administrative Support	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. This action ensures additional administrative support to support implementation of programs for unduplicated pupils and their families (ie. McKinney Vento, Foster Youth, Migrant Education, Tutoring programs, Before and After School Support, Summer Programs, etc) School and district personnel support for district-wide student programs (i.e., certificated, classified staff, materials and supplies) Assistant Principals to provide additional administrative support at all middle and 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.)	$2,780,925.00	Yes
3.7	Expanding 21st Century Learning Opportunities	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. This action provides opportunities for students to engage in 21st Century learning environments including programs centered around the 4Cs. These competencies along with the need for technology integration in education are a priority for ensuring our students particularly our unduplicated pupils thrive in today’s world. Enhance schools with 21st Century learning environment (i.e., facilities projects)	$771,030.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
3.8	Routine Restricted Maintenance and Repair	Maintenance and repair for school and district facilities (i.e., materials, supplies, services, maintenance)	$4,031,238.00	No
3.9	Safe Schools	Vandalism prevention and remediation • includes campus patrol service • replacement cost due to vandalism Cost of defibrillators at all school sites and central office Vape detectors at all sites	$255,000.00	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.

Planned actions and services for Chronic Absenteeism, Attendance and School Climate were met but the planned action for our PBIS program was delayed in implementation due to school sit Covid restrictions.

In regards to Mental Health/SEL support, our district contracted with Alia Innovations and offered trauma-informed practices as one of our professional development opportunities for administrators and staff. In addition to this, Alia also provided time for administrators, staff and parents to engage in well-being groups. The trauma informed practice PD was conducted twice a month and the well-being space was

offered once a month per group. While the planned professional development and well-being groups were conducted as planned, the attendance,during the course of the year, was not as high as we had hoped. Many variables presented themselves that were not in any one's control such as the COVID-19 spike in our communities which prompted added responsibilities for administrators and staff, and contract negotiations between the teacher's union and the district.
Additionally, we had one counselor that was out on medical leave due to unforeseen circumstances from December 2021 to the present.

Like many districts across the state and country, our district was challenged with providing additional lunchtime supervision and other student support services at all schools. We will continue to seek ways to recruit and retain qualified staff to fill this need.

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

3.1 Mental Health and Social Emotional Learning
Due to the increased need for social emotional learning development/training and mental health support, this action was added during the 2021/2022 school year.

3.2 Positive School Culture Training and Support
The total amount of budget allocated to positive school culture training was not exhausted due to inability of staff to attend training and deliver the PBIS program at our schools.

3.3 Additional support services for students
Actual costs for actions and services in this goal increased during 2021/2022 school year as the need for transportation services including bus monitors to support student safety during transportation of students with disabilities (SPED) became a crucial service as students returned to classes in person. Another expense that increased was for the additional custodial support required to maintain safety against Covid-19. This includes additional services as well as contracted sub costs.

3.4 Visual and Performing Arts
Budget was allocated for 21 prep providers and we only required 20 this school year which led to a balance for this position. This budget has been adjusted for the 2022/2023 school year

3.5 After School Sports
Due to the continued challenges with Covid-19, our after school sports program was not fully implemented this year.

3.6 Administrative Support
The impact of returning to in person classes posed additional challenges at our district middle schools. In an effort to provide the additional support needed, an assistant principal was hired for our largest middle school who also had a new Principal.

3.7 Expanded 21st Century Learning Opportunities
We initially budgeted for 5 VILS coaches but due to staffing challenges, teachers took on additional responsibilities and were paid accordingly.

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

As reported above, our student daily attendance has dropped 6% to 89.1% this school year due to many factors related to the pandemic and other challenges faced by our students this school year. In addition, the rate for chronically absent students has increased by 5%. Staff will need to plan for effective ways to keep students healthy and safe while increasing daily attendance and reducing the number of students who are chronically absent.

In regards to student climate surveys, student favorability rate have declined 5 - 10 points in the areas of "safety" and "school connectedness". Staff will need to take a deeper look in these two areas and put targeted actions in place to meet the needs of students.

Student participation in all areas of the Visual and Performing Arts Program was strong. We were able to hold all programs with full participation at pre-pandemic levels. We were able to gather baseline data for this metric. The 2021/2022 VAPA Survey results show strong favorably rates on the effect of participation in VAPA programs. Student comments highlighted that our art programs help them feel calm, manage anxiety, and cope with stresses and other issues they may deal with outside of school.

- 82.5% of students responded that they always or almost always enjoy their arts programs.
- 62.5% of students responded that art programs always or almost always help build their self confidence.
- 65% of students responded that their art programs always or almost always help them build positive relationships with peers.
- 77.5% of students responded that their art programs always or almost always help them stay more positive during the school day.

With the addition of nine counselors to ARUSD, we have been better equipped to meet the needs of our students across the elementary school setting as well as our Foster and unhoused youth. During the course of the 2020-2021 academic year, students were unable to access counseling due to issues with technology, lack of confidential space, or inconsistent participation. Students were faced with having to navigate difficult and often traumatic situations without the support of a counselor. Since the return to schools in 2021-2022 academic year, the increase in counseling support via the additional counselors as well as the ARUSD School Counselor Internship program have allowed us to serve approximately 4,175 unduplicated students with either 1:1 counseling, group counseling/intervention, or guidance lessons. Overall, approximately 52% of our enrolled students districtwide have been supported by School Counseling staff. In addition, the SEL team along with School Counselors have provided support during Wellness Checks conducted by Healthier Kids Foundation (HKF) to approximately 612 students to date. During the course of these checks students have presented with varying levels of need from mild to moderate to severe. These students have presented with high support needs.

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.

Due to the increase in counseling staff, we are now able to access trauma impact data districtwide. We have seen an increase in reported incidents such as but not limited to domestic & community violence, child abuse, suicidal ideation due to the accessibility of counselors. We predict that there will be a continued increase in reported incidents from both students and families over the next academic year which justifies the need for additional counselor support at our elementary schools. Counselors will continue to track of the data through various sources such as Panorama surveys, e-school plus (SIS), Healthier Kids Foundation Wellness Checks, Santa Clara County Behavioral Health Data Tracker and the Child & Adolescent Needs & Strengths assessment (CANS).

There will be a renewed effort in the area of Positive School Culture Training and Support in the 2022/2023 school year in an effort to reset and strengthen school culture, student behavior and antibullying efforts at all schools. Students time away from campuses and spent in isolation had a direct impact on school culture. The multitude of challenges faced by students as they returned to school last Fall made it evident that all schools need to focus in this area.

School Linked Services will provide additional support in 2022/2023 school with the 10% chronically absent students in each quadrant. In addition, SLS will return to implementing campus collaboratives, at selected school sites, to engage community and educational partners in monthly pro-social, community building events. These events include celebrating different cultures and backgrounds, alternative activities to substance use, Immigration panels and other events selected by our parents.

Increased cases of vandalism increasing during school closures make it necessary to add targeted services for vandalism prevention and remediation including the additiion of a campus patrol service and contracted service for vandalism remediation. Cameras were installed at all school sites this school year. In addition, vape detectors will be installed at all sites in the 2022/2023 school year

The unique challenges faced at middle schools this school year requires additional support to maintain a safe environment for all. Staff has added an assistant principal at all middle school and K-8 schools for the 2022/2023 school year.

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

Goals and Actions

Goal

Goal #	Description
4	Foster relationships with educational partners 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 educational partners 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. The needs presented by children and families as we returned to in person classes this school year solidifies the importance of our community liaisons in bridging the relationship between home and school.

Our district has always valued engagement of various educational partners especially parents. Our 2019/2020 LCAP stated that parents asked 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. As our district continues to hold meetings, trainings and workshops virtually, there is a need for our district to continue to provide support on the use of technology, platforms and apps used for these meetings.

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 our educational partners continues to stress the need to increase translation/interpretation services at all school and district events in Spanish and Vietnamese. This year we were able to add onsite Vietnamese services out of our State and Federal office. 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. As students returned to school, our community liaisions faced the new challenges of supporting families through the transition as well as providing information on helpful resources and connecting them to community agencies for addtional support. In addition, they provided virtual workshops to provide support to parents on topics relevant to the time.

Survey data shows that a strong majority of parents feel invited and welcomed at their school sites. It is evidenced by a 93% favorability rating for "feeling welcomed to participate in their school". In addition, 97% 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. Community Liaisons also play an important role in our overall improvement in the area of chronic absenteeism. The liaisons will play a crucial role in rolling out plans for improvement in this area.

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.	In the 2020/2021 school year, ARUSD had an average of 60% parent attendance at Back-to-School Nights and 51% for Open House prior to the pandemic	ARUSD had an average of 37% parent attendance at Back to School Night during Fall 2021 ARUSD had an average of 37% parent attendance at Open House during Spring 2022 Due to Covid-19 restrictions, these events were virtual.			Maintain 90% or higher parent attendance at parent participation events as verified by sign-in sheets
Attendance spreadsheet for SSC meetings	In the 2020/2021 school year, all schools have a minimum of 5 SSC meetings per year as required	In the 2021/2022 school year, all schools have functioning School Site Councils that met a minimum of 5 times this school year.			All schools will conduct a minimum of 6 SSC meetings per year as required

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance sheets for DAC and DELAC meetings	In the 2020/2021 school year, ARUSD had a 55% attendance rate for District Advisory Committee (DAC) meetings this school year In the 2020/2021 school year, ARUSD had a 40% attendance rate for District English Learner Advisory Committee (DELAC) meetings this school year	In the 2021/2022 school year, District Advisory Committee (DAC) had a 60% attendance rate for the 2021/2022 school year In the 2021/2022 school year, District English Learner Advisory Committee (DELAC) had a 48% attendance rate for the 2021/2022 school year			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
Attendance sheets from Parent University events (Fall and Spring events)	In the 2020/2021 school year, 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.	220 Parents attended the Virtual Parent University in November 2021 487 Parents and students attended the "in Person" Spring Parent University - Family Fun Day in May of 2022 *Baseline established in 2022			We will have a 5% increase at Parent University events as measured by sign-in sheets

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance sheets for District led events	This is a new metric and we do not have a baseline due to school closures last year.	This is a new metric and we do not have a baseline due to schools not having an on-site events due to the Covid19 Pandemic			We will have minimum participation of 15 parents per school site at District led events

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent/Community Involvement-Outreach and Training	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. This action promotes parent engagement and community involvement at all schools and through District sponsored activities especially for parents of unduplicated pupils. 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)	$120,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.)		
4.2	Translation/Interpretation Support	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. Additional 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 student learning for our unduplicated pupils. 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 Additional Vietnamese translator/interpreter technician to support the increased need for in this language Translation and Interpretation support for IEPs and other parent meetings with Special Education parents	$261,390.00	Yes
4.3	Parent University	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population	$44,822.00	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. 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 unduplicated students. 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 Providing sessions related to Special Education (i.e. the IEP process, etc)		
4.4	Community Liasions	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. The liaisons serve as a bridge between home and school for District families. They provide translation/interpretation services for English learner parents, assist with cases of chronic absenteeism and plan for opportunities for parent development and education. Costs related to Community Liaisons (one per school site). Ensure that the majority of the Community Liaison's role is to increase the	$1,198,215.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school's parent involvement and engagement opportunities and work towards mitigatation of chronic absenteeism 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		
4.5	Building Capacity for Parent Leaders	*ARUSD's unduplicated percentage for low income, Foster Youth and English Learner students is 82% of our overall student population which makes it necessary to principally direct our actions/services to these students even though all students will benefit. This action provides parents an opportunity to participate in leadership training and in school and District level committees and especially encourage parents of unduplicated students to participate to ensure their voice is heard. Leadership trainings, workshops, conferences for advisory groups and other interested parents Monthly SPARC meetings with designated school representatives to discuss various topics with Superintendent	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent governance and advisory support (i.e., committee training - DAC, DELAC, SSC, ELAC). Add a seat for a parent of a Special Education student to serve on the District Advisory Committee 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.		

Goal Analysis [2021-22]

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

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

Planned parent events that did not occur include the in-person Strengthening Families Program for our families due to COVID-19 restrictions. Virtual parent series with Edificando Vidas was unable to launch this school year. The organization also partners with SCC Public Health and they did not have the capacity to provide family engagement.

In addition, recurring challenges with Covid-19 prevented us from offering an in-person Parent University in Fall 2021.

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

4.1 Parent Outreach
Planned parent events that did not occur due to COVID-19 restrictions. Virtual parent series with Edificando Vidas was unable to launch this school year.

4.2 Translation and Interpretation Support
We were unable to fill the .5 Vietnamese Translation Tech position this school year.

4.3 Parent University
Total funding in this area was not spent due to a change in plans from an 'in-person' event to a virtual event in the Fall which decreased costs significantly.

4.4 Community Liaisons
Due to staffing challenges and transitions, we had several vacant positions during the school year that impacted the budget for this action.

4.5 Building Capacity for Parent Leaders
This action was especially difficult to fulfill this school year as we continued to limit in-person meetings throughout our district due to recurring Covid-19 challenges. All parent meetings were conducted virtually and we were unable to schedule in-person parent leadership workshops which cut costs significantly.

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

Parent/Community Involvement- Outreach and Training
Metrics gathered in the area of site parent involvement show a decline in participation for Back to School Night and Open House. Many factors play into this decrease. As more events are allowed in-person, staff will need to have plans in place to rebuild involvement by parents in these important activities as well as other parent workshops and school culture building events.

Additional outreach efforts by SLS to McKinney Vento families increased awareness of support services by ARUSD and increased attendance at parent events. Some of these events include:

- AAPI mental wellness parent presentation for ARUSD families
- Summer Strengthening Families Program with ARCC
- Mckinney Vento Back to School Event
- NAMI Ending the Silence Parent Presentation
- Cancer Prevention Event by Latinas Contra Cancer
- McKinney-Vento Fall Event with The City Peace Project
- McKinney Vento Holiday Gifts Event w/The City Peace Project 12/21
- Self-Care, Mindfulness and Gratitude Parent Presentation by ARCC PEI in English 1/22
- Virtual REACH parent presentation
- Family Yoga Night with SKY schools
- McKinney Vento Hygiene Supplies Distribution with The City Peace Project
- Latinas Contra Cancer Workshop
- Vaping Prevention, Spanish Virtual Presentation by ARCC TABS
- Navigating Difficult Emotions w/ Alum Rock Counseling Center
- 10 Steps to a Healthier You by HKF
- Cyber Bullying virtual Spanish parent series by ECOPP
- Vaping Prevention parent presentation by TUPE

Although, recurring challenges with Covid-19 prevented us from offering an in-person Parent University in Fall 2021. This opportunity for all

district parents was offered virtually with 220 parents in attendance. The annual Spring Parent University “Family Fun Day” returned in person this Spring and participation was doubled with 487 parents and children in attendance.

As with other parent engagement activities, it was a challenge to maintain the participation of parents at our monthly advisory committee meetings. Although we were able to maintain the attendance rate from last year, we are far from our participation rate goal of 80%.

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.

We plan to implement a hybrid model of in person and virtual parent presentations/series. By offering both options we are able to engage additional parents. Virtual presentations have provided an opportunity to reach parents who normally cannot attend due to work schedules and family commitments.

We will develop a system for gathering attendance to Site/District events to better analyze parent participation by school site.

Recruitment and retention of parent advisory leaders will be a focus for 2022/2023 school year. Staff will work with site principals to recruit and train parents on their role as advisory group representatives and the importance of regular attendance.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$25,120,108	$2,999,169

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.65%	0.00%	$0.00	33.65%

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

Required Descriptions

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

To understand the needs of our English Learners, students experiencing economic hardship, 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 82.07 %.

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 are 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 $ 25,120,108 and serve unduplicated students. Additionally, other funding sources contribute to increased and improved services totalling $4,503,502.

GOAL 1 – This goal was written to ensure that we provide a rigorous, well-rounded instructional program for all students. The actions described here are principally directed toward our unduplicated students based on the need shown in our academic data: the California Dashboard data (Spring 2019) reflects static growth for both English Learners and low income students. Additionally, according to the Dashboard, ELs are 51.5 points below standard in ELA (in comparison to 28.9 points for all students) and 70 points below standard for math (in comparison to 51.7 points for all students). Local data shows that 12% of all English Learners are scoring on/above grade level in Reading Language Arts and 17% of all English Learners are scoring on/above grade level in Mathematics.

Within this goal, Action 1 enables us to provide funding support to schools so that they can utilize data to plan targeted intervention programs and add additional learning opportunities for students. Providing these additional resources for unduplicated students will have a significant impact because students will feel more successful and more engaged in school. Finally, by reducing class sizes, the teachers can address the needs of the students to accelerate language acquisition in the smaller classes, thus improving academic outcomes as well.

Actions 2 and 3 focus on the importance of hiring and retaining highly qualified teachers to create a consistent, safe, effective environment for our EL, FY and low income populations. This has been proven to improve the academic success of students. Data on 90/90/90 (90% socio-economically disadvantaged, 90% minority, 90% at or above grade level standards) schools show that highly qualified teachers have the greatest impact on language acquisition for English Learners. In order to support the actions throughout the plan, ARUSD has worked to attract and retain highly qualified teachers. To support the retention of highly qualified teachers, our district will provide ongoing training and professional development opportunities and ensure that their administrators can support them effectively so that they can provide the most effective instruction to our students with the greatest needs. Providing our students with highly qualified teachers and administrators will ensure a stable school environment and high quality instruction which in turn will help students achieve at higher levels academically and socially-emotionally.

Actions 4 and 5 further meet the academic needs of our unduplicated students. If we utilize diagnostic assessments and format assessments provided in ed tech programs, we will be better able to determine specific student need and can provide targeted interventions and support to increase academic outcomes. Similarly, technology programs, training and support are imperative for providing a 21st century learning environment and will benefit those with barriers to accessing technological resources such as access to Wi-Fi which in turn allows them to engage with learning programs that could strengthen their academic skills. Educational technology was an area stakeholders agreed was important to focus on in this LCAP.

Actions 6 and 8 support academic growth by providing additional learning opportunities either before/after school and in the summer. By providing these supplemental programs to our unduplicated students they will have greater exposure to academic learning opportunities that will also increase student engagement. Similarly, by providing early learning opportunities to our unduplicated students we can expose them to language and learning prior to Kindergarten, providing them with the opportunity to enter Kindergarten more ready academically and socially-emotionally. We anticipate that these programs will help to close the opportunity gap that our unduplicated students often face. Finally, these programs also provide support for working families so their children are being cared for in a safe environment.

Action 7 is specific to providing additional supports to our foster youth. This subgroup of students have additional needs due to their unique set of circumstances. By providing these supports we believe that we will see an increase in academic achievement for these students.

GOAL 2 – This goal ensures that EL students will develop the skills necessary to make annual progress towards mastery of their second language. The Dashboard data regarding ELs (listed above about Math and ELA) in addition to the Dashboard data that states that 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 supports the need for the actions (1,2,3,4) within this goal that will directly and positively impact EL student growth and development. In addition to our EL students being served through actions and services in Goal 1, ARUSD offers specific professional development in the area of language acquisition in order to keep teachers current with new strategies to support our ELs and thus make a greater impact in the classroom. Hiring and training support for ELPAC testing will ensure that students can access the test in the best possible conditions, and ensure that students miss the least amount of class time possible while taking this assessment. Expanded support for Long-Term English Learners and Newcomers will provide them additional opportunities for engaging with language and thus increasing their skills in the areas of reading, writing, listening and speaking. Supporting the Seal of Biliteracy program provides English Learners with opportunities to acquire this distinguished honor by gaining academic and oral proficiency in two languages, helping them attain further success as they continue their school and career paths. It is our expectation that these goals will work to increase annual progress of our ELs as measured by the ELPAC, reclassification rates, and annual SBAC growth.

GOAL 3 – This goal ensures that we provide an inclusive and caring community that provides needed supports to struggling students, as needed. Input from stakeholders showed the importance of increasing counseling services, continued expansion of SEL and Restorative Justice programs, the development of multicultural competencies and the provision of additional extracurricular activities to be priorities in order to nurture an inclusive and caring community. Actions within this goal will benefit our EL, FY and low income populations in many ways. COVID has really shined a light on the need for additional mental health and SEL programs. This work will benefit our unduplicated populations because we are committed to ensuring their needs are prioritized within the district, which may be especially helpful if they are unable to attain support outside of the school system.

Actions 1 and 2 provide funding to build positive and safe school climates. Services listed under these sections provide our unduplicated students access to counseling and SEL programming during school hours and the promise of a safe school environment supported by PBIS structures. Many of our unduplicated students have faced trauma over the course of their lives and/or over the course of the pandemic (i.e.

food/housing insecurity, loss etc.). When students have opportunities to explore their emotions, and teachers are prepared to respond to their needs, research has shown that students will perform better academically. Similarly, our tiered intervention system will provide our unduplicated students with supports they may not have access to outside of school setting.

Action 3 provides all school sites with additional services that provide an extra layer of support for student health needs, improving the rate of chronic absenteeism, safe transportation of students and ensuring instructional materials for all students. These additional services allow our unduplicated students extra and specialized support during the school day. Our EL, FY and LI students all fall into the orange category on the California Dashboard for Chronic absenteeism. The additional supports provided through this goal can help to reduce chronic absenteeism for our unduplicated students by providing extra layers of support for health needs and transportation needs. They will also support increases in academic achievement for unduplicated students by providing exposure to field trips, extended learning, parent trainings and access to common core aligned instructional materials.

Actions 4, 5, 6 and 7 - Providing VAPA and after school sports opportunities enables many of our unduplicated students to take advantage of new experiences and to see their culture and customs represented in their school communities. Similarly, providing after school sports programs at our middle schools and K-8 school will provide opportunities for unduplicated students to easily participate in organized sports, something they may not be able to access outside of the school setting. Additional administrative support allows for implementation of programs for unduplicated pupils and their families and enables schools to focus on students in more targeted ways (ie. McKinney Vento, Foster Youth, Migrant Education, Tutoring programs, Before and After School Support, Summer Programs, etc) . Finally, providing 21st century learning environments exposes our students to technology and learning experiences that will help them navigate the global world that we live in today, especially if they have not had the opportunity to engage in these experiences outside of school. Providing additional options that are of high interest to our students will keep them engaged and excited about school, which in turn promises to improve academic outcomes and student engagement.

GOAL 4 – This goal focuses on strategies for fostering strong relationships with stakeholders to impact student success. Data from stakeholder engagement stressed the importance of: continuing to provide parent training on the use of various platforms that support student learning, expanding on training for parents in areas of SEL and Mental Health well-being, offering flexible scheduling of events/meetings (keeping Zoom access for parent meetings), continuing to provide Community Liaison support which is essential for parent involvement and expanding language services by adding district Vietnamese interpretation services.

Actions 1, 2, 3, 4, and 5 in this goal all focus on helping parents/caregivers take an active role in their students' educational careers. For some unduplicated students, their parents have not experienced the American education system and thus the education we provide for them helps them navigate the school system more successfully, which in turn helps their students achieve at higher levels. Our interpretation/translation services (i.e. Spanish and Vietnamese) allow families access to important information that supports their childs' growth at school. Similarly, community liaisons provide a bridge to our FY, EL and low income students by providing resources and supports beyond the classroom, as needed. By involving parents in the school community they will play a bigger role in the decision making process at

schools, have a better understanding of the school system and thus will be better equipped to support their students' academic, social and emotional journeys.

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 33.65% which is equal to $25,120,108 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. Additionally, other funding sources contribute to increased and improved services totalling $4,503,502.

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

Goal 1, Action 7
Addition of .5 FTE Counselor to support our McKinney Vento students on their return to In Person instruction

Goal 1, Action 11
Independent Studies - students throughout the District that are health comprised and/or have selected this mode of instruction.

Goal 3, Action 6
Assistant Principals at all middle schools to provide additional administrative support due to the unique needs encountered at middle schools.

Goal 3, Action 5
Additional athletic opportunities- added opportunities for after school sports program to support with targeted students at our Elementary Schools

Goal 3, Action 3
Hired additional custodial subs to support with the increased need due to Covid health and safety protocols

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		2.93% - 248 classified staff to 8,472 students; 34.1 students/1 staff
Staff-to-student ratio of certificated staff providing direct services to students		5.38% - 455 certificated teachers per 8,472 students; 18.6 students/1 staff

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$123,759,274.00			$728,389.00	$124,487,663.00	$107,679,221.00	$16,808,442.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	School Allocations for additional direct support for schools	English Learners Low Income	$5,275,843.00				$5,275,843.00
1	1.2	Staff recruitment, support and retention	English Learners Low Income	$1,808,896.00				$1,808,896.00
1	1.3	Staff Professional Development	English Learners Low Income	$157,952.00				$157,952.00
1	1.4	Student educational programs and platforms	English Learners Low Income	$201,200.00				$201,200.00
1	1.5	Tech support for Innovative Programming	English Learners Low Income	$1,396,590.00				$1,396,590.00
1	1.6	Extended Learning Opportunities	English Learners Foster Youth Low Income	$590,532.00			$180,000.00	$770,532.00
1	1.7	Foster Youth Support	Foster Youth	$145,458.00			$15,000.00	$160,458.00
1	1.8	Early Learning Programming	English Learners Foster Youth Low Income	$789,467.00			$107,242.00	$896,709.00
1	1.9	Special Education Services to Students	Students with Disabilities	$27,595,868.00				$27,595,868.00
1	1.10	ARUSD General Operating Costs	All	$63,236,945.00				$63,236,945.00
1	1.11	Independent Studies Program	English Learners Foster Youth	$1,412,859.00				$1,412,859.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.1	Professional Development to support English Learners	English Learners Low Income	$89,109.00			$155,220.00	$244,329.00
2	2.2	Support for English Language Proficiency Assessment to provide designated EL support	English Learners Low Income	$219,743.00				$219,743.00
2	2.3	Expanded Support for Long-Term English Learners & NewComers	English Learners Low Income	$50,643.00				$50,643.00
2	2.4	Pathway to Seal of Biliteracy support	English Learners Low Income	$50,035.00				$50,035.00
3	3.1	Mental Health and Social Emotional Learning	English Learners Foster Youth Low Income	$1,957,985.00			$196,083.00	$2,154,068.00
3	3.2	Positive School Culture Training and Support	English Learners Low Income	$187,500.00				$187,500.00
3	3.3	Additional Support Services for Students	English Learners Low Income	$5,384,426.00				$5,384,426.00
3	3.4	Visual and Performing Arts Program	English Learners Low Income	$3,260,275.00			$50,000.00	$3,310,275.00
3	3.5	After School Sports Program	English Learners Low Income	$494,668.00				$494,668.00
3	3.6	Administrative Support	English Learners Low Income	$2,780,925.00				$2,780,925.00
3	3.7	Expanding 21st Century Learning Opportunities	English Learners Low Income	$771,030.00				$771,030.00
3	3.8	Routine Restricted Maintenance and Repair	All	$4,031,238.00				$4,031,238.00
3	3.9	Safe Schools	All	$255,000.00				$255,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Parent/Community Involvement-Outreach and Training	English Learners Foster Youth Low Income	$95,660.00			$24,844.00	$120,504.00
4	4.2	Translation/Interpretation Support	English Learners Low Income	$261,390.00				$261,390.00
4	4.3	Parent University	English Learners Foster Youth Low Income	$44,822.00				$44,822.00
4	4.4	Community Liasions	English Learners Low Income	$1,198,215.00				$1,198,215.00
4	4.5	Building Capacity for Parent Leaders	English Learners Foster Youth Low Income	$15,000.00				$15,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$74,652,481	$25,120,108	33.65%	0.00%	33.65%	$28,640,223.00	0.00%	38.36 %	**Total:**	$28,640,223.00
								LEA-wide Total:	$28,230,693.00
								Limited Total:	$409,530.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	School Allocations for additional direct support for schools	Yes	LEA-wide	English Learners Low Income	All Schools	$5,275,843.00	
1	**1.2**	Staff recruitment, support and retention	Yes	LEA-wide	English Learners Low Income	All Schools	$1,808,896.00	
1	**1.3**	Staff Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$157,952.00	
1	**1.4**	Student educational programs and platforms	Yes	LEA-wide	English Learners Low Income	All Schools	$201,200.00	
1	**1.5**	Tech support for Innovative Programming	Yes	LEA-wide	English Learners Low Income	All Schools	$1,396,590.00	
1	**1.6**	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$590,532.00	
1	**1.7**	Foster Youth Support	Yes	LEA-wide	Foster Youth	All Schools	$145,458.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Early Learning Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$789,467.00	
1	1.11	Independent Studies Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,412,859.00	
2	2.1	Professional Development to support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$89,109.00	
2	2.2	Support for English Language Proficiency Assessment to provide designated EL support	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$219,743.00	
2	2.3	Expanded Support for Long-Term English Learners & NewComers	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$50,643.00	
2	2.4	Pathway to Seal of Biliteracy support	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Adelante I, Adelante II, Painter Elementary	$50,035.00	
3	3.1	Mental Health and Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,957,985.00	
3	3.2	Positive School Culture Training and Support	Yes	LEA-wide	English Learners Low Income	All Schools	$187,500.00	
3	3.3	Additional Support Services for Students	Yes	LEA-wide	English Learners Low Income	All Schools	$5,384,426.00	
3	3.4	Visual and Performing Arts Program	Yes	LEA-wide	English Learners Low Income	All Schools	$3,260,275.00	
3	3.5	After School Sports Program	Yes	LEA-wide	English Learners Low Income	Specific Schools: Middle schools 6 - 8 grade	$494,668.00	
3	3.6	Administrative Support	Yes	LEA-wide	English Learners Low Income	All Schools	$2,780,925.00	
3	3.7	Expanding 21st Century Learning Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$771,030.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Parent/Community Involvement- Outreach and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,660.00	
4	4.2	Translation/Interpretation Support	Yes	LEA-wide	English Learners Low Income	All Schools	$261,390.00	
4	4.3	Parent University	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,822.00	
4	4.4	Community Liasions	Yes	LEA-wide	English Learners Low Income	All Schools	$1,198,215.00	
4	4.5	Building Capacity for Parent Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$110,837,651.33	$115,921,569.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	School Allocations for additional direct support for schools	Yes	$3,729,485.00	$3,697,652
1	**1.2**	Staff recruitment, support and retention	Yes	$657,267.00	$548,070
1	**1.3**	Staff Professional Development	Yes	$1,412,205.00	$1,155,774
1	**1.4**	Student educational programs and platforms	Yes	$214,450.00	$180,200
1	**1.5**	Tech support for Innovative Programming	Yes	$1,193,752.00	$1,166,107
1	**1.6**	Extended Learning Opportunities	Yes	$2,946,684.00	$2,287,300
1	**1.7**	Foster Youth Support	Yes	$115,000.00	$89,765
1	**1.8**	Early Learning Programming	Yes	$1,611,935.00	$1,405,061
1	**1.9**	Special Education Services to Students	No	$22,319,479.00	$22,319,479
1	**1.10**	ARUSD General Operating Costs	No	$60,617,320.00	$62,590,005

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Independent Studies	Yes		$1,636,456
2	2.1	Professional Development to support English Learners	Yes	$373,510.00	$32,469
2	2.2	Support for English Language Proficiency Assessment to provide designated EL support	Yes	$183,981.00	$183,981
2	2.3	Expanded Support for Long-Term English Learners & NewComers	Yes	$50,343.00	$47,000
2	2.4	Pathway to Seal of Biliteracy support	Yes	$50,000.00	$13,434
3	3.1	Mental Health and Social Emotional Learning	Yes	$1,609,570.00	$1,850,132
3	3.2	Positive School Culture Training and Support	Yes	$192,891.00	$99,000
3	3.3	Additional Support Services for Students	Yes	$2,597,850.00	$6,342,931
3	3.4	Visual and Performing Arts Program	Yes	$3,169,232.00	$2,991,355
3	3.5	After School Sports Program	Yes	$185,685.00	$160,000
3	3.6	Administrative Support	Yes	$826,830.00	$1,004,713
3	3.7	Expanding 21st Century Learning Opportunities	Yes	$980,189.00	$721,693

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.8**	Routine Restricted Maintenance and Repair	No	$4,031,238.33	$4,031,238
4	**4.1**	Parent/Community Involvement-Outreach and Training	Yes	$91,860.00	$38,760
4	**4.2**	Translation/Interpretation Support	Yes	$284,435.00	$205,000
4	**4.3**	Parent University	Yes	$44,851.00	$30,000
4	**4.4**	Community Liasions	Yes	$1,332,609.00	$1,088,994
4	**4.5**	Building Capacity for Parent Leaders	Yes	$15,000.00	$5,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$25,071,116	$22,074,860.00	$26,439,618.95	($4,364,758.95)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	School Allocations for additional direct support for schools	Yes	$3,729,485.00	$3,697,652		
1	1.2	Staff recruitment, support and retention	Yes	$657,267.00	$548,070		
1	1.3	Staff Professional Development	Yes	$1,270,746.00	$1,155,774		
1	1.4	Student educational programs and platforms	Yes	$214,450.00	$180,200		
1	1.5	Tech support for Innovative Programming	Yes	$1,193,752.00	$1,166,107		
1	1.6	Extended Learning Opportunities	Yes	$2,319,125.00	$2,287,300		
1	1.7	Foster Youth Support	Yes	$100,000.00	$74,765		
1	1.8	Early Learning Programming	Yes	$1,511,247.00	$1,304,916		
1	1.11	Independent Studies	Yes		$1,636,455		
2	2.1	Professional Development to support English Learners	Yes	$89,258.00	$12,000		
2	2.2	Support for English Language Proficiency Assessment to provide designated EL support	Yes	$183,981.00	$183,980.50		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Expanded Support for Long-Term English Learners & NewComers	Yes	$50,343.00	$47,000		
2	2.4	Pathway to Seal of Biliteracy support	Yes	$50,000.00	$13,434		
3	3.1	Mental Health and Social Emotional Learning	Yes	$1,259,948.00	$1,548,114		
3	3.2	Positive School Culture Training and Support	Yes	$192,891.00	$99,000		
3	3.3	Additional Support Services for Students	Yes	$2,597,850.00	$6,342,930.45		
3	3.4	Visual and Performing Arts Program	Yes	$3,097,732.00	$2,921,521		
3	3.5	After School Sports Program	Yes	$185,685.00	$160,000		
3	3.6	Administrative Support	Yes	$826,830.00	$1,004,713		
3	3.7	Expanding 21st Century Learning Opportunities	Yes	$809,275.00	$721,693		
4	4.1	Parent/Community Involvement- Outreach and Training	Yes	$58,100.00	$5,000		
4	4.2	Translation/Interpretation Support	Yes	$284,435.00	$205,000		
4	4.3	Parent University	Yes	$44,851.00	$30,000		
4	4.4	Community Liasions	Yes	$1,332,609.00	$1,088,994		
4	4.5	Building Capacity for Parent Leaders	Yes	$15,000.00	$5,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$72,450,451	$25,071,116	0	34.60%	$26,439,618.95	0.00%	36.49%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

LCAP Federal Addendum

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

June 23, 2022

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

LEA Name

Alum Rock Union Elementary School District

CDS Code:

43693690000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Alum Rock School District uses federal funds to supplement and enhance local priorities and initiatives written into our district's Local Control Accountability Plan. The federal resources serve a population of students that need additional support above the core. These funds are designed to close the achievement gap for our neediest students and ensure that they reach their full potential. The students served through the various categorical funds include economically disadvantaged students, students who lack English language proficiency, students at risk of failing, students experiencing trauma and homeless students. A comprehensive needs assessment is conducted based on a variety of data ranging from academic assessments, attendance data, suspension data and parent, student and staff surveys to allocate funding for supplemental services, programs and development of staff.

Alignment

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

Alum Rock staff engages in continuous cycles of improvement across the district. During our annual LCAP planning process, district staff engages in conversations with the various educational partners in our community as an integral component of our program review. This information combined with results of our annual measurable outcomes, student assessment data and our comprehensive needs assessment allows us to align priorities for all students. Federal funds allow us to supplement the actions and services reflected in our district's LCAP. This funding allows us to provide additional services that address the learning gaps for disadvantaged and English learner students. In addition, utilizing federal funds for professional development builds capacity in teachers and provides strategies that help students reach their full potential. Furthermore, activities for supporting students' social emotional needs and 21st Century skills are needs that are supported with district federal dollars.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Alum Rock School District works to ensure that all students are taught by effective, experienced, and fully credentialed teachers. Each year the Department of Human Resources reviews each applicant to ensure all teachers have the credential and experience for their assigned placement. All schools in Alum Rock Union School District are designated as Title I Schoolwide Programs. Our District population serves 83% socioeconomically disadvantaged and 98% minority youth. Based on the data attained through the CDE website, we do not have disparities that result in low-income students and minority students being taught at higher rates by ineffective, inexperienced or out of field teachers. In addition, as part of the ConApp Reporting System our district completes a comparability report to ensure there are no disparities in student/teacher ratio across the sites. A District team consisting of representatives from Human Resources, Student Services and Academic Services coordinates staffing meetings with Principals on an annual basis to discuss the specific needs of the site. During these meetings, vacancies are discussed and HR supports in matching teachers to the needs of the site considering each candidate's experience, type of credential and language proficiency. The district actively recruits applicants for all positions and believes the competitive process results in the best candidate chosen for a site based on the needs of the school and works with Principals to ensure all students are taught by highly effective teachers. We currently have support in place for our Intern teachers or teachers on permit. Each teacher receives additional support through a mentor teacher assigned by our Academic Services Department. These teachers meet with their mentors to receive coaching support and attend regular teacher collaborative group meetings to analyze student data, inform instruction and discuss best practices with experienced teachers. If a disparity presents itself in the future through program evaluation and data analysis, we would identify the need at the affected school sites and allocate additional resources for professional development, mentorship and support to address the gaps.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

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

Alum Rock Union School District believes in engaging our Educational Partners in a meaningful way that promotes a positive learning, working and community environment geared toward student achievement. We offer a variety of opportunities for parents to receive important information regarding their child's academic program and provide opportunities for involvement at school and at the District level. The district encourages parent leadership and monitors parent participation in site-based advisory committee groups such as ELAC and School Site Council and District-level advisory committees such as DAC, DELAC and SPARC. As a requirement for Title I funding, all schools discuss the Family Engagement Plan with their School Site Council and Parent Advisory groups to gather input for updating the plan. Once approved, it is shared with the school community through Mini Parent Universities, Principal's Coffees and Leadership meetings. During this same time, site administrators present information regarding Title I requirements and the programs and services offered in our District. Site administrators align the goals for parent engagement required under Title I with their LCAP goal centered around parent engagement. This alignment allows schools to allocate funding based on the needs of parents and families. Parent involvement is an integral step in developing the improvement plan for schools identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). The LEA will establish/train a team to support the schools in their continuous improvement efforts. As a component of this support, information around CSI and ATSI will be presented at various parent meetings including district-level advisory committee meetings and others. Annual updates will be provided to the local governing board and plans will be made available via our district website. In addition, each school site will form a team that will support site administration for planning, reporting, and implementation of action plan. This team will include parent representatives from the designated CSI/ATSI schools. Our central office also provides opportunities for parents to attain the knowledge and skills to support their students' academic and social-emotional growth through parent trainings including classes in technology skills, Social Emotional Learning and English as a Second Language. Parent trainings are also becoming more common as an integrated component of student extended learning opportunities In addition, translation and interpretation services provide access for parents with limited English skills. Furthermore, school community liaisons serve as a bridge between home and school and connect families to community resources.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

At ARUSD we believe in engaging parents and arming them with information for helping their students make progress. Annually, our District Advisory Committee (DAC) provides input and participates in the development of our District Parent Engagement Policy. The policy is centered around the inclusion of parents as partners and valuing their contribution as part of a child's educational team. As part of this process, a plan for parent engagement activities including strategies for building capacity for all staff is aligned with the policy. The plan includes family involvement activities that improve student academic achievement and school performance, provide information for understanding State academic standards and coordination of strategies with other Federal, State and local programs. Once approved as part of this process, all Alum Rock families receive a copy of the District policy in three languages. An annual evaluation of the effectiveneness of these programs is conducted as part of the development process. Every school in Alum Rock follows a similar process for developing their site parent involvement policy and plan through their school site councils. Teachers, support personnel and other school leaders are included in this process to ensure that strategies for outreach, communication and integration of parent involvement opportunities are included in the school's parent involvement policy. One of the mainstays of parent education in Alum Rock is our Parent University which is a semi annual event that focuses on providing information and resources to parents on a variety of topics that support student academic and socio-emotional development. In addition to Parent University, Alum Rock provides a variety of parent trainings throughout the year consisting of English as a Second Language, supporting students with special needs, parenting classes, computer education, bullying prevention, health education and more. Interpretation services are offered for all parenting classes to increase access for parents. Due to the number of students classified English learners in TK-3, it is critical to provide strategic and foundational support to these students and their parents. Another area of need is with English Learner students who also have special needs. Providing support and education to these parents is essential for progress to be realized. Each year we work in partnership with our site principals, teachers and parents via an EL Liaison group that meets one time per month in addition to our regularly scheduled ELAC and DELAC meetings to consult and engage our stakeholders on meeting the needs of students. Each school has a parent representative on the District English Learner Advisory Committee (DELAC) as well as site English Learner Advisory Committee (ELAC). Parent education classes are offered on a regular basis at school sites and centrally through Parent University and parent meetings. Parent trainings are offered throughout the year and consist of exposure to the ELD Standards/Framework/Roadmap, understanding of the ELPAC assessment and reclassification process, introduction to web-based apps that support language acquisition, and best practices for parents of English Learners. Furthermore, additional support is prioritized for identified Migrant students including parent trainings and meetings, intervention programs, tutoring, and counseling services. These services provide students the additional support needed to stay on track for academic success. Parent participation is a focus area for Alum Rock. Our District values the input of parents in regards to the resources needed to support their students. Our Local Control Accountability Plan (LCAP) also reflects this priority by committing one of our goals to this effort. The input we receive as part of our annual LCAP development process is considered when developing our District Parent Involvement policy and plan. As a means for engaging parents with limited English proficiency, parents with disabilities and parents of migratory students, District schools and central office reach out to parents in a variety of ways including translation of documents, interpretation services at meetings and trainings, invitations by email, phone calls and outreach by school community liaisons. Our District's goal is to provide accommodations in a variety of ways to ensure access for parents.

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

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

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

All schools in Alum Rock Union School District are designated as Title I Schoolwide Programs. In order to support our neediest students, administrators attend an annual training on developing a School Plan for Student Achievement (SPSA) and the requirements for School Site Council (SSC) involvement and oversight. Administrators receive information on allowable expenses under Title I as a way to support and strengthen the academic program for disadvantaged students. Principals are advised to insert actions and services that increase the quality of learning time, support at risk students, involve parents, and enrich/accelerate the adopted curriculum. In addition, School Site Councils which include parents also attend a training on their roles and responsibilities under Title I as a way to build leadership capacity and participation in their schools. Annually, school site councils engage in program evaluation for actions and services included in their School Plan for Student Achievement. As part of this process, School Site Council members analyze data including student data from standardized and formative assessments, survey data and any other pertinent local data. This process provides the information and guidance for development of the plan for the next school year. Included in these goals are actions and services that support students' academic and overall success.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District allocates Title I funding to provide support for homeless children and youths including services to support enrollment, attendance and academic progress at school. Some of the specific resources provided are school uniforms, school supplies, backpacks, shoes, transportation, linking students to additional resources in school and the wider community, priority registration in after school programs, summer programs and tutoring support. In addition, our school counselors and interns conduct regular check-ins with students to intervene when needed.

Student Transitions

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

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

In order to facilitate a strong transition to TK and Kindergarten, we highly encourage students with minimal or no preschool experience to participate in our Bridge to TK/Kinder Summer Program. This program supports the whole family with transition to school including various parent workshops and classroom paras to lower class size. Elementary schools also host TK/Kindergarten orientations as a time to share information with parents on expectations, curriculum and ideas for effective transition to school.

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

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

For students transitioning from elementary to middle school, all middle schools provide student orientation events and parent orientations providing information on how to be successful in middle school. Middle Schools recruit incoming six graders to their summer programs which serves as a bridge to middle school. In addition, middle school counselors communicate with elementary counselors to better support students with unique needs. Master scheduling is done strategically to support students' academic needs. All middle schools work with their local high school district to provide opportunities for high schools to come and present information on their school programs. Middle school counselors support students by collaborating with the high school counselors on high need students, such as, foster youth, homeless students, students with trauma, etc. In addition, we offer high school integrated math for students that qualify. Identified middle Long term English Learner students are offered a zero period as a way of supporting their reclassification to English proficiency before promoting to high school. Reclassification ensures that these students are able to access A-G classes in high school. All special education teachers plan intake meetings with high school teams to provide a smooth transition for these students. During Parent University and throughout the year, our Student Services Department provides specific presentations on A-G requirements to support students and parents. Overall, our District has a college and career ready focus through a variety of activities such as College Day, participation in ALAS (Accelerating Latino/a Achievement and Success) conference and college campus visits. These activities bridge the gap for our neediest students that may not have access otherwise.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock School District allocates Title I funds to a variety of supplemental components that support our overall programming geared towards improved school and student achievement. Professional development activities, enrichment and intervention programs including school year and summer programs, SEL and counselor support, parenting classes, Foster and McKinney Vento Youth support, supplemental technology initiatives, direct and indirective services, and salary differentials of instructional and administrative personnel that support Title I programming are all budgeted in this part of Title I.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services
ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement
ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination
ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination
ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness
ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements
ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

On an annual bases ARUSD surveys teachers on their professional development needs to assist with district and site planning. Input is provided in areas of curriculum and CCSS needs, technology learning and teacher interests. Administrators participate in their own PLC around improvement science. On an annual basis, Alum Rock offers professional development for teachers to delve into districtwide initiatives and curricular components to learn about teacher selected topics and/or site level focus areas. During these PDs, teachers strengthen their knowledge on a variety of topics such as Project-based learning using technology integration, guided reading, instructional techniques and other district initiatives. Teachers complete surveys and give feedback on their learning and the relevance and usefulness of the trainings. Professional growth is monitored through use of these surveys, classroom walkthroughs and attendance at trainings. Teachers have an opportunity during the evaluation process to discuss plans for professional development and growth in this area. Smarter balanced, CA Dashboard and local diagnostic assessments data are used to help plan our PD offerings. The district aligns the LCAP and site priorities to develop a professional development plan for all. The professional development offerings are delivered in a number of configurations - one time, PLC's, and workshop series. All professional development is centered around building our teachers capacity, improving teacher practices, engaging students and supporting the unique learning styles and needs of our students. In addition, during the preparation for completing the local indicators (Priority 2), teachers are given an opportunity to provide feedback on the topics of interest for professional development, how well PD offerings support their teaching of the CCSS and how effectively these opportunities are preparing them as teachers. At the end of each PLC, teachers are given surveys to evaluate the effectiveness of the specific workshop and inform future offerings. In terms of new teacher support, Alum Rock teachers are provided a mentor who guides them through the induction process. New teachers who do not qualify for induction receive an onsite mentor who supports with instruction and management. Participating teachers take surveys at the end of the year and each present their inquiry project as a culmination of the process. Principals receive professional development through our monthly Instructional Leadership PLC in partnership with professional agencies. Topics such as school improvement, needs assessments, best practices and equity are addressed. Each site creates an action plan to guide them through different inquiry cycles throughout the year. Two times a year, site leaders and their Instructional Leadership Team come together for capacity building and planning. New site administrators receive coaching and mentorship from a professional agency. In addition, Assistant Principals are part of a monthly professional learning community led by our Academic Services team. Furthermore, teams of Principals have been able to attend leadership institutes to develop their practice. As part of their professional growth, leaders receive feedback during their annual evaluation process with the Superintendent and Assistant Superintendent with a focus on academic growth and their Dashboard data.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All professional development activities are designed to support improved classroom practice and yield improvements in student achievement. The district uses data from the CA Dashboard to look at the areas of need for professional development. We identify trends and needs for subgroups, areas of focus for curricular areas and overall needs for capacity building. We use a Differentiated Assistance lens and analyze the needs of our CSI/ATSI schools to allocate funding to high need schools and their staff. In addition, we use data from Panorama survey and the LCAP engagement meetings for identification of needs. District wide professional development are planned for areas identified by parents in areas such as Socio-Emotional Learning, methods for reducing the suspension rate, improving chronic absenteeism rates and school climate, etc. A curriculum council comes together to discuss potential professional development opportunities. At the end of the year we evaluate staff participations in the planned trainings.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our district uses identified areas from the CA Dashboard as a focus and the root causes from our needs assessment process to develop capacity building and professional development activities for our principals. Strategic plans are created across departments to address student needs. We identify trends and seek to utilize research-based professional development in an effort to support our most disadvantaged students. Site leaders participate in professional development around improvement science as a means to focus the work at the sites and develop Plan-Do-Study-Act (PDSA) cycles. Each CSI school and ATSI school, conducts a needs assessment with all educational partners using data from SBAC, CA Dashboard and local formative and diagnostic assessments. Each school through their root cause analysis determines areas of focus tied to the LCAP areas of focus and District priorities to write their school plan for student achievement (SPSA). Goals established are a direct result of the needs assessment work with their educational partners . Educational partner groups include parents, staff, school site council/ELAC and students. On an annual basis, programs and actions stated in the plans are evaluated for effectiveness. Based on these site level plans, PD is planned for staff meetings, etc. As part of our annual LCAP development process and program evaluation, Alum Rock regularly includes a variety of district educational partners (i.e. parents, teachers, administrators, members of various bargaining units, community partners, students and partners from professional organizations) at our community forums, advisory committee meetings and other district meetings in an effort to gather input around program effectiveness. Parent, student and staff surveys are an additional data source we consider when developing improvement plans. Alum Rock coordinates professional learning activities with teacher capacity building as a way to prepare teachers to lead activities such as STEAM showcase, District Spelling Bee, and VAPA showcases, etc. In order to encourage professional growth among our teaching staff, a variety of our professional development activities for teachers are developed and given by teachers using the Trainer of Trainers approach.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development to teachers, principals and partner stakeholders is differentiated to best meet the needs of participants. PD is aligned to language domains (i.e., speaking, listening, reading and writing) and is high-yield and foundational to planning. Alternative programs such as Two Way Dual Immersion are planned for and developed to provide a unique approach for language acquisition. There is a blend of workshops, half-day and full day sessions to meet our learning goals. We facilitate a number of PDs in house as well as partner with our local county office of education for professional learning for our stakeholders. DELAC leaders receive trainings to inform, educate and develop leadership skills in all areas relevant to their English Learner student's academic program.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alum Rock Union School District provides the following to ensure that our English Learner students have a high quality, standards-aligned program based on scientific research. We provide both before and after school interventions and extended day instruction for students identified as English learners. During this supplemental instructional time, we have used common core aligned supplemental instructional materials that are designed for supporting students' language development in English many times using the support of web-based programs. Summer programs are offered for targeted students needing additional support with language acquisition in English. Additionally, we have worked in partnership with our site principals, teachers and parents via an EL Liaison group that meets one time per month in addition to our regularly scheduled ELAC and DELAC meetings to consult and engage our stakeholders on meeting the needs of students. We actively use data to measure changes in student achievement both at the site and district levels. We also have multiple data sessions with parents and stakeholders to best design a support program for students.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III funds are centrally managed to maximize services in areas of most need based on student assessment data, staff input and needs assessment. Resources, services and training is planned through Academic Services. To ensure that schools assist students identified as English learners in meeting state standards we actively monitor designated ELD times to target the needs of students. This is a protected time during the instructional day. Additionally, we provide ongoing professional learning opportunities for teachers on our CA CCSS standards and well as the CA ELD standards to support their scaffolding and planning of standards during their integrated ELD lessons. For accountability purposes sites actively monitor students' literacy development via interim assessments 3 times yearly i.e., beginning-, middle- and end-of-year). Teachers and site administrators engage in inquiry cycles around student learning to surface what is working and what may be enhanced to maximize student learning. Folders are updated annually at the school sites to monitor student English Language Development progress.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Student Support and Academic Enrichment Grant under ESSA, Title IV, Part A is intended to improve students' academic achievement by increasing the capacity of local educational agencies (LEAs), and local communities to provide increased levels of support and funding to improve the academic achievement and digital literacy of all students. Alum Rock has a robust input process for our educational partners which includes participation from students, teachers, administrators, District office personnel, parents, and community members. In addition, the metrics used for our LCAP annual evaluation provide us with information to analyze the effectiveness of programs and activities as well as underscoring additional needs. Our Local Control Accountability Plan (LCAP) includes goals and activities that align with the components of the Title IV grant which further strengthens the need for supplemental support in the areas of academic enrichment opportunities and programs, socio-emotional support and development and capacity building for the use of technology as an instructional tool. The feedback from our annual LCAP Forums continues to highlight the need for support in the aforementioned areas.

Some of the planned activities under the Title IV grant include the following:

1. Activities to support well rounded educational opportunities include but are not limited to accelerated learning opportunities and/or enrichment programs that appeal to the varying learning styles and needs of students including VAPA and STEM programs. Offering these extended learning opportunities to students will improve student satisfaction with the academic program in Alum Rock as well positively affect academic performance for participating students.

2. Activities to support safe and healthy students include but are not limited to those that strengthen and develop students' socioemotional development and support improved school climate such as programs that provide alternatives to suspension, leadership development programs for students, socioemotional trainings, and trainings in restorative justice. These activities will assist with the efforts to lower suspension rates and chronic absenteeism cases in Alum Rock as well as increase climate survey ratings among students.

3. Activities that support the effective use of technology by providing professional development for the use of technology in classrooms, strengthening our tech infrastructure to stay current with the new technology and offering specialized courses in technology for students and their teachers. These activities will assist with efforts to increase use of technology and for technology to become a common classroom tool for all students in Alum Rock.

Evaluation of program effectiveness is a standard practice in Alum Rock through parent/student/staff surveys, programmatic evaluation surveys and the needs assessment conducted through our annual LCAP development process.