

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
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Plan Summary [2021-22]

General Information

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

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

VISION STATEMENT

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

MISSION STATEMENT

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

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

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

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

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

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

CALIFORNIA GOLD RIBBON AWARD

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

CALIFORNIA GOLD BELL AWARD

- Ocala STEAM Academy (2019)

SANTA CLARA COUNTY SCHOOL BOARDS ASSOCIATION HOFFMAN AWARD FOR EXEMPLARY SCHOOL PROGRAMS

- Adelante Dual Language Academy (2015)
- William Sheppard Middle School (2017)
- Ryan STEAM Academy (2018)

CALIFORNIA PBIS SILVER RECOGNITION

- Ocala STEAM Academy (2016)

PBIS GOLD SEAL AWARD

Cesar Chavez Elementary School (2018)

DISTRICT INITIATIVES

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

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

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

Reflections: Successes

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

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

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

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

- ARUSD provided 1:1 devices for all students during school closures
- ARUSD operated 52 Care Pods districtwide serving 534 students beginning September 2020 through the last day of school. In addition, our SPED department was able to operate two Care Pods for students with autism.

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

Reflections: Identified Need

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

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

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

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

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

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

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

LCAP Highlights

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

Alum Rock Union Elementary School District has worked with all required stakeholders to gather input for our Local Control Accountability Plan (LCAP). This input has helped us to find ways to improve on the current services and programs for the four (4) LCAP goals to meet the needs identified through data analysis and our district's needs assessment. Each school's Single Plan for Student Achievement (SPSA) will align with the goals and actions of the district LCAP to meet the specific needs at the school sites.

Our LCAP goals are:

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

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

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

Support for Identified Schools

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

In the event that new schools are eligible for comprehensive support and improvement, our LEA has established a team to support the schools in their continuous improvement efforts. A training is provided for any school principal of a CSI school including the development of a needs assessment. Site teams are asked to develop a school action plan including identification of resource inequities based on their school-level needs assessment. Identified schools work with a District team that will support site administration with additional training, planning and implementation of their action plan. The LEAs fiscal administrator will support with reporting.

Monitoring and Evaluating Effectiveness

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

In the event that new schools are eligible 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.

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Stakeholder Engagement

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

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

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

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

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

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

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

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

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

STAKEHOLDER GROUPS AND METHODS FOR GATHERING INPUT :

- Alum Rock Administrators Association (ARAA)
- Alum Rock Educators Association (AREA)
- California School Employee Association (CSEA)
- Teamsters
- Site staff (certificated and classified)
- Community Forums
- LCAP Family Surveys via on-line survey in English and Spanish
- Student Survey (3rd - 8th grade students) via on-line survey

PARENT ADVISORY COMMITTEES WHO PROVIDED INPUT:

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

Public Hearing: Thursday, June 10 at 5:30 pm

Board Approval: Thursday, June 24 at 5:30 pm

A summary of the feedback provided by specific stakeholder groups.

The following trends emerged from the various stakeholder input sessions and parent, student and staff surveys:

Goal #1 - Rigorous Instruction

1. Maintain student platforms introduced during Distance Learning

2. Increase tutoring opportunities/Homework Clubs
3. Keep Morning Meeting as part of instructional day and expand on SEL program
4. Continue to provide professional development to teachers/administrators especially tech related training
5. Provide other pathways for students such as CTE (Career Technical Ed and variety of electives)

Goal #2 - Proficiency in English

1. Continue professional development for ALL teachers and administrators on supporting English Learners
2. Provide targeted support for ELs during summer programs and throughout the school year
3. Expand and develop the support for newcomers and long term English learners
4. Continue to provide additional parent trainings on use of various student learning platforms

Goal #3 - Safe, Welcoming Environment

1. Need for more maintenance support to ensure school sites are Covid safe.
2. Increase counseling services
3. Continue expansion of SEL and Restorative justice programs --provide training for all staff including parents, paras and other staff
4. Provide opportunities to develop multicultural competency in students
5. Provide additional extracurricular opportunities for students (ie. music, art, theatre, sports)

Goal #4 - Stakeholder Engagement

1. Continue to provide parent training on use of various platforms that support student learning
2. Expand on training for parents in areas of SEL and Mental Health well-being
3. Offer flexible scheduling of events/meetings - Keep Zoom access for parent meetings
4. Continue Community Liaisons support- their support is essential for parent involvement
5. Expand on Vietnamese Interpretation services

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Inventory for student devices and classroom technology	During school closures, we were able to offer 1:1 devices for all students				Maintain 1:1 devices for 100% of students TKindergarten - 8th grade
<p>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:</p> <p>(1) Self-Regulation (2) Social Expression (3) Kindergarten Academics</p>	Baseline Evaluation Report of FY 2016-2017 prepared by Applied Survey Research (ASR) in which 26% of ARUSD children were fully ready for Kindergarten				50% of 3rd graders who attended early learning-preschool, Expanded Transitional Kindergarten (ETK-4's) and Transitional Kindergarten (TK) will meet or exceed grade level standards in reading proficiency.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Allocations for additional direct support for schools	<p>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</p> <p>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)</p>	\$3,729,485.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Additional allocations to support specialized programs at identified school sites (ie. small schools, AVID, ATSI, etc)</p> <p>Additional teacher support to reduce class size in all grades</p>		
2	Staff recruitment, support and retention	<p>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)</p> <p>Provide induction support for new teachers to help clear their preliminary credentials</p> <p>Contracts for retired teachers to support induction program</p> <p>School and district support (i.e., Teach For America, coordinator and textbook/material support)</p> <p>Staff recognition activities (i.e., Teacher of the Year, Employee of the Year, Administrator of the Year, retirees)</p> <p>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)</p>	\$1,058,147.00	
3	Staff Professional Development	Certificated teaching staff to receive 3 additional days for Professional Development opportunities during the school year	\$1,412,205.00	

Action #	Title	Description	Total Funds	Contributing
		<p>Release time and/or Extended Duty to attend P.D. (i.e., substitute costs)</p> <p>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)</p> <p>New Teacher Project to provide support for teacher induction</p> <p>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</p> <p>Leadership Development Opportunities for Administrators</p> <p>Professional Development for identified areas open to all district staff (i.e., classified, teamsters and district administrators)</p> <p>Professional development to support proficiency with educational technology integration</p> <p>Securing professional development platforms</p> <p>Special education teachers and paraeducators will receive ongoing training on curricular programs specific to their classroom settings</p>		
4	Student educational programs and platforms	<p>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.</p> <p>Educational Technology programs and platforms that support core subject areas, provide formative assessments, allow for two way</p>	\$214,450.00	

Action #	Title	Description	Total Funds	Contributing
		communication between home and school and provide progress updates to parents		
5	Tech support for Innovative Programming	<p>Tech Support for innovative programs (i.e., VILS, etc.)</p> <p>Device and connectivity support and any other equipment to support technology hardware, upgrading and maintenance of core infrastructure</p> <p>Software and licensing for CCSS related programs and library software</p> <p>District sponsored events: highlight student learning through STEAM showcase.</p> <p>Professional development opportunities to support teachers in educational technology integration.</p> <p>Increase teacher capacity through innovative learning conferences</p> <p>EdTech support (i.e., personnel support & contracts)</p>	\$1,193,752.00	
6	Extended Learning Opportunities	<p>Costs related to before/after school and summer extended duty for personnel (i.e., teachers, administrative assistant support, Summer Site Supervisor(s)); and materials and supplies for before/after school and summer extended learning programs</p> <p>Summer School Program to serve students from across the district serving students from Kindergarten to 8th grades, prioritizing high need students first. (i.e., contracts, personnel, materials, etc)</p>	\$2,946,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Summer enrichment opportunities for students meeting grade level standards (i.e. coding, drama, summer learning camps and other STEAM opportunities).</p> <p>Extended day opportunities at designated schools for TK / Kindergarten students prioritizing high need students first.</p> <p>Transportation costs for out of district programs and summer field trips</p>		
7	Foster Youth Support	<p>Foster Youth (FY) students to be prioritized for extra academic support and serviced by district programs or outside academic programs.</p> <p>FY students to receive priority registration/placement in Extended Learning Opportunities (i.e., ASES, before/after school programs and Summer School)</p> <p>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)</p> <p>FY students will be prioritized for counseling services utilizing District counselors/interns and partner agencies.</p> <p>Additional support provided to FY to increase academic achievement (i.e. technology, summer learning opportunities, field trips, materials, etc.)</p> <p>Mentoring for Foster Youth (i.e. partnership with Big Brothers, Big Sisters, etc.)</p>	\$115,000.00	Yes
8	Early Learning Programming	Provide services to T4 students, prioritizing high need students	\$1,611,935.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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</p> <p>Early learning and development programs standards and aligned curricula with California Department of Education, Early Learning Education Division, Quality Matters</p> <p>Kindergarten Teachers participate in countywide assessment of school readiness</p> <p>Well-prepared early educator's workforce prenatal through 3rd grade with ongoing professional development (Trauma Informed Sessions).</p> <p>Early intervention and prevention with screening and referrals (Ages and Stages Questionnaires Developmental Screenings)</p> <p>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)</p> <p>Meaningful family engagement, using school-home-connection materials (Raising a Reader).</p> <p>Community Partnership leveraging supports –educational opportunities for families, health and wellness (Family Resource Centers)</p> <p>Expanded Learning Opportunities (Bridge to Kindergarten Summer Program, high quality before and after school programs)</p> <p>Work towards expanded dosage of learning and enrichment days (sufficient time for children in school and supportive time for families' work life).</p>		

Action #	Title	Description	Total Funds	Contributing
9	Special Education Services to Students	<p>Continue implementation of district adopted ELA programs, Language! Live and Read Well.</p> <p>Contract a Language!/Read Well consultant to offer support and assist with data collection and analysis for the purposes of most effective program implementation.</p> <p>Provide monthly afterschool professional development opportunities on program implementation and research based differentiation strategies focused on maximizing student learning time in special education.</p> <p>Adopt a math intervention program, such as VMath Live, for students performing two or more years below grade level in mathematics.</p> <p>Provide a special education instructional coach to assist with new teacher support, curriculum implementation, and assessment to ensure student progress.</p> <p>District and school administrator oversight to ensure IEP teams are considering LRE when placing students with disabilities outside the general education program.</p> <p>Ensure that parent is part of the IEP team, inform them of their role in the IEP process and in determining student academic goals, special education services, and LRE for their child.</p> <p>Special education staff will participate in the district's Parent University. Informational sessions will be offered on how parents and families can best support students academically and through the IEP process.</p> <p>Provide information on parent workshops offered through SELPA</p>	\$22,319,480.00	

Action #	Title	Description	Total Funds	Contributing
10	ARUSD General Operating Costs	Costs related to providing direct support to students Classified Employees, Certificated Staff, Administrators and General Operating Costs		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

EL ENROLLMENT - TOTAL 3,452/8,916 students (39%)

5th grade- 240 students (7% of total ELs)

6th grade - 324 students (9.4% of total ELs)

7th grade- 294 students (8.5% of total ELs)

8th grade- 278 students (8% of total ELs)

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

ENGLISH LEARNERS AND SPED STUDENTS

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

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

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

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

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

English Language Arts

12% on/above

Mathematics

17% on/above

2019 SBAC (English Learners subgroup)

English Language Arts:

Status: 51.5 points below standard

Change: Maintained -2.2 points

Performance Level - Orange

2019 SBAC (English Learners subgroup)

Mathematics:

Status: 70 points below standard

Change: Declined 3.8 Points

Performance Level- Orange

2019 CAA

English Language Arts:

Level 3 - Understanding: 15%

Level 2 - Foundational: 66%

Level 1 - Limited: 19%

2019 CAA

Mathematics:

Level 3 - Understanding: 19%

Level 2 - Foundational: 38%

Level 1 - Limited: 43%

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS RESULTS

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

Level 4: Well Developed 6.3%

Level 3: Moderately Developed 18.8%

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development to support English Learners	<p>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)</p> <p>Substitute costs for professional development</p> <p>Cost of English Learner Professional Development for teachers and staff (ie. contracts)</p> <p>Provide professional development for special education teachers and service providers on strategies for supporting English Learners with disabilities</p> <p>Understanding and applying Matrix 4 (accommodations, designated supports, and universal tools)</p> <p>Understanding and applying the VC-CALPS (alternate assessment to the ELPAC)</p> <p>Understanding and applying IEP processes for EL Statewide assessments</p> <p>Engage various stakeholder groups in reflective inquiry to conduct a needs assessment on what support EL students need for academic success</p> <p>Provide parent workshops on strategies to support their student's second language acquisition</p> <p>Continued professional development on Designated and Integrated ELD and differentiation strategies</p> <p>Professional Development on the use of instructional programs to support ELD</p>	\$89,258.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Support for English Language Proficiency Assessment to provide designated EL support	<p>Train, maintain and support a team of qualified ELPAC testers to work with all schools during the ELPAC testing window</p> <p>ELPAC testers collaborate with ELD coordinator and other Academic administrators for testing coordination and other support.</p> <p>Schedule and test all English learners</p> <p>Support testing administration requirements for all students classified as English learners particularly students with disabilities that are also identified as English learners (accommodations, designated supports)</p> <p>Maintain the necessary tools and materials to successfully and equitably administer the English language proficiency assessment for all students.</p>	\$183,981.00	Yes
3	Expanded Support for Long-Term English Learners & NewComers	<p>Curriculum materials and related Professional Development that supports LTELs</p> <p>Professional Development for English Learner in providing support for New Comer class and/or dedicated academic transitional support</p> <p>Before/after school/extended year intervention support for LTELs at targeted grade levels to support the reclassification process</p> <p>Conduct a needs assessment on what supports EL students need for academic success (i.e. study skills, organizational support, positive role models, etc.)</p> <p>Provide classrooms with anchor charts to support English Language Development in content classes</p> <p>Provide resources for instructional programs and platforms specific to English Language Development and Literacy skills</p>	\$50,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide interventions specific to performance level (ie. Newcomer interventions)</p> <p>Provide summer English Language Development program focused on listening, speaking, reading and writing</p>		
4	Pathway to Seal of Biliteracy support	<p>Pathway to Seal of Biliteracy support for review of student essays and student presentation</p> <p>Student assessment platforms to support identification and qualification for the Pathway to Seal of Biliteracy (ie. Istation)</p>	\$50,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Climate Survey (3rd - 8th grade students)	<p>Currently, 77% of elementary students and 73% of middle school students surveyed believe schools are safe.</p> <p>Currently, 78% of elementary students and 67% of middle school students surveyed "feel a strong sense of belonging at school."</p>				<p>Survey responses from students will indicate that 80% of elementary students and 76% of middle school students believe that "our schools are safe"</p> <p>Survey responses from students will indicate that 81% of elementary students and 70% of middle school students "feel a strong sense of belonging at school"</p>
Rate of Chronic Absenteeism as reported in the California School Dashboard for Alum Rock	Currently, Alum Rock has a 14% rate of chronic absenteeism (as reported on the 2019 Dashboard)				By June 2020, ARUSD will improve attendance rate of chronically absent students by 30%.
Facilities Inspection Tool (F.I.T.)	88% of our schools have an OVERALL rating of "Good" or "Exemplary" on the Facilities Inspection Tool (F.I.T) as posted on the annual School Accountability Report Card (SARC)				100% of our schools will have an OVERALL Rating of "Good" or "Exemplary" on the Facilities Inspection Tool (F.I.T.) as posted on the annual School

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mental Health and Social Emotional Learning	<p>Administrative oversight of mental health program (i.e., school counselors, interns)</p> <p>Delivery and facilitation of professional development for staff (i.e., trauma informed practices, healing centered engagement, etc.)</p> <p>Counselor support at identified sites, prioritized support for unduplicated students</p> <p>Social-emotional learning support</p>	\$1,609,570.00	

Action #	Title	Description	Total Funds	Contributing
		<p>Alignment of SEL curriculum and restorative practices across district schools</p> <p>Development and implementation of Crisis Response Plan</p>		
2	Positive School Culture Training and Support	<p>PBIS and other positive school culture support systems will enhance school climate and decrease the amount of bullying among students.</p> <p>PBIS schools will continue developing programs through Tier 2 and Tier 3 with training, implementation and PBIS conference attendance.</p> <p>Emergency Operations Committee (EOC) team will identify safety materials for all school sites</p> <p>All schools will be supported in developing positive strategies/supports to improve school climate on campus, reduce suspensions, and increase student attendance.</p> <p>Additional support to increase safety at school site (i.e., campus paras)</p> <p>Workshops/Trainings will be planned for staff, students and parents to support a positive school culture at our district schools.</p> <p>Restorative practices advisory committee</p>	\$192,891.00	
3	Additional Support Services for Students	<p>Health assistants to provide direct student support at every school site</p> <p>Provide additional health support to schools (i.e., LVNs, RNs, contracted nursing agencies)</p> <p>Additional extended hours will be provided to support special needs students, special events and programs</p>	\$2,509,061.00	

Action #	Title	Description	Total Funds	Contributing
		<p>School office assistants at every site provide support with improving rate of chronic absenteeism</p> <p>Maintain additional bus driver positions to support district-wide programs (i.e., field trips, extended learning programs, parent trainings)</p> <p>Bus monitors support student safety during transportation of students with disabilities</p> <p>Library Technician- centralized support</p>		
4	Visual and Performing Arts Program	<p>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.</p> <p>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.</p> <p>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.</p>	\$3,169,232.00	

Action #	Title	Description	Total Funds	Contributing
		<p>JAZZ PROGRAM Jazz Program will be offered to students across the district during the school year as well as during the summer. Participating students will perform at community and district-wide events i.e., Parent University, Parent Jubilee, District Welcome Back event, Award Ceremonies, VAPA showcase etc. The district will provide transportation as well as materials and supplies needed to sustain the program.</p> <p>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.</p>		
5	After School Sports Program	After School Sports site allocation support for all middle schools to ensure every middle school student has the opportunity to participate in athletics. Funding provided for coaching stipends, uniforms, transportation, equipment, association fees and other necessary costs to sustain the sports program.	\$185,685.00	
6	Administrative Support	<p>School and district personnel support for district-wide student programs (i.e., certificated, classified staff, materials and supplies)</p> <p>Assistant Principals (3 FTEs) to provide additional administrative support at K-8 schools</p> <p>Administrative staff at District office supports programs for students and their families (i.e. student enrichment programs, McKinney Vento</p>	\$826,830.00	

Action #	Title	Description	Total Funds	Contributing
		families, Foster Youth, Migrant students, tutoring programs, summer programs, etc.)		
7	Expanding 21st Century Learning Opportunities	<p>Enhance schools with 21st Century learning environment (i.e., facilities projects)</p> <p>Contracts that support 21st Century Learning</p> <p>Support staff for 21st Century Learning (i.e., VILS coaches)</p> <p>21st Century classrooms (i.e., furniture, devices, technology)</p> <p>Costs for additional technology support specific to school focus (i.e., technology, professional development, materials, supplies)</p>	\$668,098.00	
8	Routine Restricted Maintenance and Repair	Maintenance and repair for school and district facilities (i.e., materials, supplies, services, maintenance)	\$4,031,238.00	

Goal Analysis [2021-22]

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

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

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

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

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DRAFT

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/Community Involvement-Outreach and Training	<p>Parent engagement and community involvement activities (i.e., Cesar Chavez Day event, community events and planning, cultural events)</p> <p>Parent Jubilee to celebrate parent volunteers across the district</p> <p>Engage and train parents as volunteers to support schools</p>	\$91,860.00	

Action #	Title	Description	Total Funds	Contributing
		<p>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)</p> <p>Costs for parent workshops and parent support strategies to support parents (i.e., Project Cornerstone, ECOPP, other agencies)</p> <p>Provide parents opportunities to attend county and/or in-state conferences that support parent learning to improve their parenting skills</p> <p>Additional outreach to Foster Youth and McKinney Vento parents (ie. sharing information, providing training etc.)</p>		
2	Translation/Interpretation Support	<p>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).</p> <p>Outside agency and employee contracts to provide additional interpretation/translation support at parent meetings and district-wide events</p> <p>Additional Vietnamese translator/interpreter technician to support the increased need for in this language</p>	\$284,435.00	Yes
3	Parent University	<p>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.</p>	\$44,851.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Support for students on relevant topics (i.e., classes for students on Parent University days, childcare)</p> <p>Costs for materials and supplies, including contracts (i.e., vendors, guest speakers)</p> <p>Provide more Mini Parent University opportunities throughout the school year supported by SLS coordinators and Community Liasions</p>		
4	Community Liasions	<p>Costs related to Community Liaisons (one per school site). Ensure that the majority of the Community Liaison's role is to increase the school's parent involvement and engagement opportunities and work towards mitigation of chronic absenteeism</p> <p>Cost of extended hours (i.e., recruitment purposes for enrollment, home visits, district-wide events)</p> <p>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)</p> <p>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)</p> <p>Provide promotional marketing materials to be used during Community Liasion outreach activities to increase district enrollment</p>	\$1,332,609.00	
5	Building Capacity for Parent Leaders	Advisory groups (DAC, DELAC, LCAP Advisory Committee)- Leadership trainings, workshops, conferences	\$15,000.00	

Action #	Title	Description	Total Funds	Contributing
		<p>Monthly SPARC meetings with designated school representatives to discuss various topics with Superintendent</p> <p>Regular DAC/DELAC meetings with designated school representative and/or alternate</p> <p>Parent governance and advisory support (i.e., committee training - DAC, DELAC, SSC, ELAC)</p> <p>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.</p>		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.21%	\$28,019

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

Required Descriptions

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

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 31.21% which is equal to \$. as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

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

Goal 1 Action 1, 6, 7, 8	Addressing Academic Achievement for English Learners Foster Youth and Low Income
Goal 2 Action 1, 2, 3, 4	Addressing Supplemental Support for English Learners, Foster Youth and Low Income
Goal 3 Action 1	Addressing the Social Emotional and Well Being for English Learners, Foster Youth and Low Income
Goal 4 Action 2, 3, 4.	Addressing parent engagement for parents of English Learners, Foster Youth, Low Income

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$26,106,098.00		\$22,319,480.00	\$1,510,502.00	\$49,936,080.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$450,310.00	\$49,485,770.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	School Allocations for additional direct support for schools	\$3,729,485.00				\$3,729,485.00
1	2		Staff recruitment, support and retention	\$1,058,147.00				\$1,058,147.00
1	3		Staff Professional Development	\$1,270,746.00			\$141,459.00	\$1,412,205.00
1	4		Student educational programs and platforms	\$214,450.00				\$214,450.00
1	5		Tech support for Innovative Programming	\$1,193,752.00				\$1,193,752.00
1	6	English Learners Foster Youth Low Income	Extended Learning Opportunities	\$2,319,125.00			\$627,559.00	\$2,946,684.00
1	7	Foster Youth	Foster Youth Support	\$100,000.00			\$15,000.00	\$115,000.00
1	8	English Learners Foster Youth Low Income	Early Learning Programming	\$1,511,247.00			\$100,688.00	\$1,611,935.00
1	9		Special Education Services to Students			\$22,319,480.00		\$22,319,480.00
1	10		ARUSD General Operating Costs					
2	1	English Learners Foster Youth Low Income	Professional Development to support English Learners	\$89,258.00				\$89,258.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Support for English Language Proficiency Assessment to provide designated EL support	\$183,981.00				\$183,981.00
2	3	English Learners Foster Youth Low Income	Expanded Support for Long-Term English Learners & NewComers	\$50,343.00				\$50,343.00
2	4	English Learners Foster Youth Low Income	Pathway to Seal of Biliteracy support	\$50,000.00				\$50,000.00
3	1		Mental Health and Social Emotional Learning	\$1,259,948.00			\$349,622.00	\$1,609,570.00
3	2		Positive School Culture Training and Support	\$192,891.00				\$192,891.00
3	3		Additional Support Services for Students	\$2,509,061.00				\$2,509,061.00
3	4		Visual and Performing Arts Program	\$3,097,732.00			\$71,500.00	\$3,169,232.00
3	5		After School Sports Program	\$185,685.00				\$185,685.00
3	6		Administrative Support	\$826,830.00				\$826,830.00
3	7		Expanding 21st Century Learning Opportunities	\$497,184.00			\$170,914.00	\$668,098.00
3	8		Routine Restricted Maintenance and Repair	\$4,031,238.00				\$4,031,238.00
4	1		Parent/Community Involvement-Outreach and Training	\$58,100.00			\$33,760.00	\$91,860.00
4	2	English Learners Foster Youth Low Income	Translation/Interpretation Support	\$284,435.00				\$284,435.00
4	3	English Learners Foster Youth Low Income	Parent University	\$44,851.00				\$44,851.00
4	4		Community Liasons	\$1,332,609.00				\$1,332,609.00
4	5		Building Capacity for Parent Leaders	\$15,000.00				\$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$8,362,725.00	\$9,105,972.00
LEA-wide Total:	\$7,989,143.00	\$8,732,390.00
Limited Total:	\$373,582.00	\$373,582.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	School Allocations for additional direct support for schools	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,729,485.00	\$3,729,485.00
1	6	Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,319,125.00	\$2,946,684.00
1	7	Foster Youth Support	LEA-wide	Foster Youth	All Schools	\$100,000.00	\$115,000.00
1	8	Early Learning Programming	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,511,247.00	\$1,611,935.00
2	1	Professional Development to support English Learners	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$89,258.00	\$89,258.00
2	2	Support for English Language Proficiency Assessment to provide designated EL support	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$183,981.00	\$183,981.00
2	3	Expanded Support for Long-Term English Learners & NewComers	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$50,343.00	\$50,343.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Pathway to Seal of Biliteracy support	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Adelante I, Adelante II, Painter Elementary	\$50,000.00	\$50,000.00
4	2	Translation/Interpretation Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$284,435.00	\$284,435.00
4	3	Parent University	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,851.00	\$44,851.00

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