

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alta Loma Elementary School District

CDS Code: 36-67595-0000000

School Year: 2021-22

LEA contact information:

Karen Hendricks

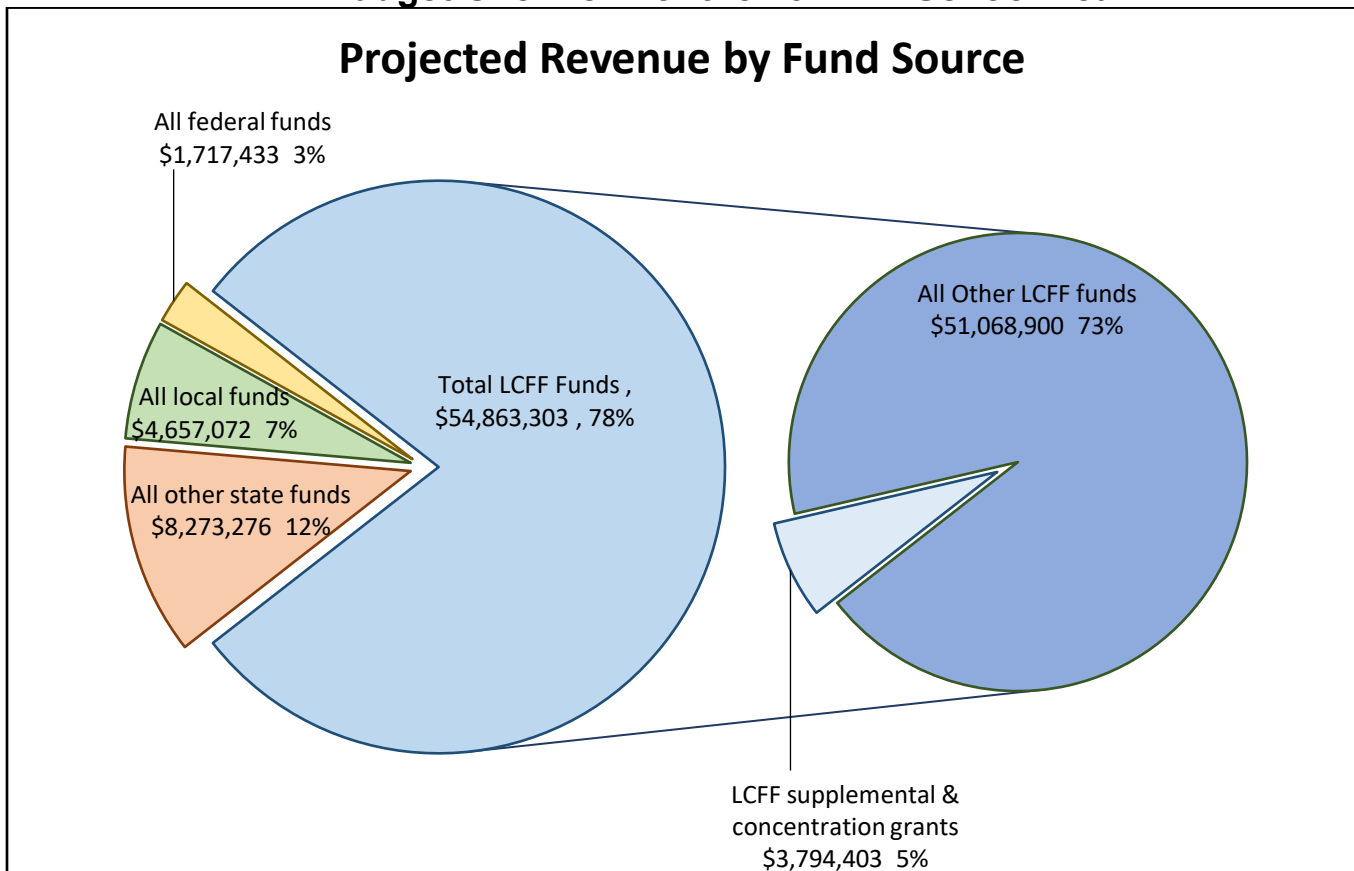
Superintendent

khendricks@alsd.org

(909) 484-5151

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

Budget Overview for the 2021-22 School Year

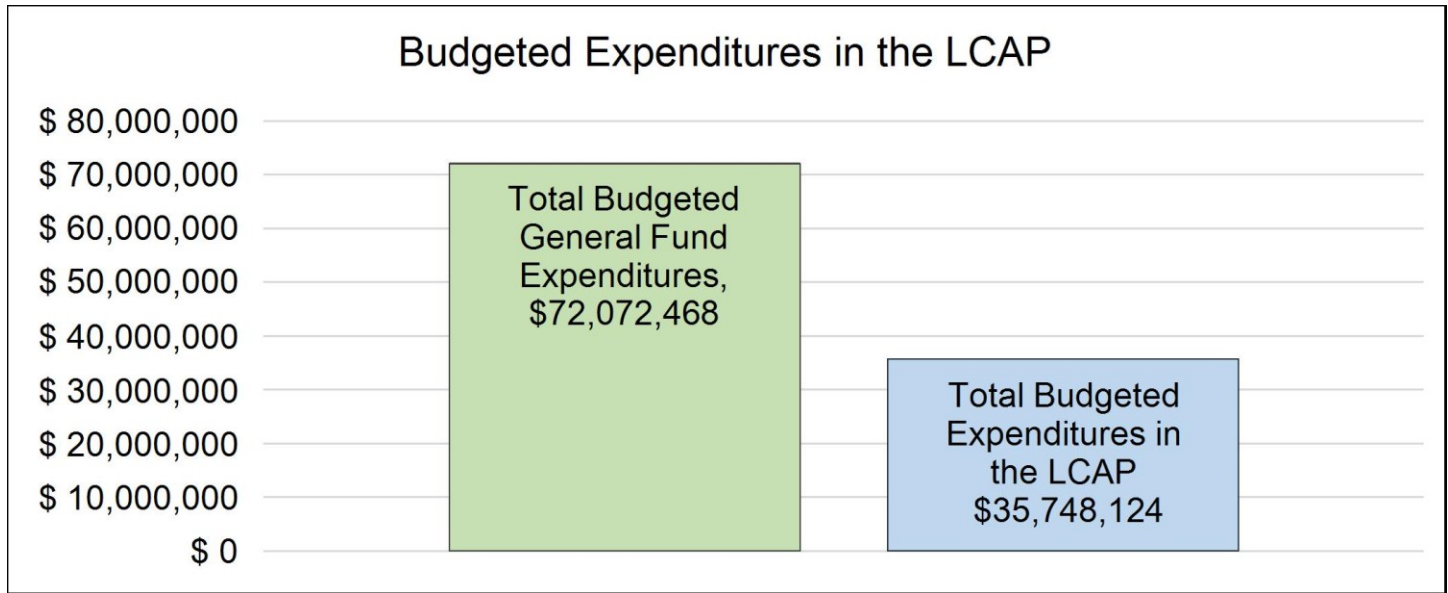


This chart shows the total general purpose revenue Alta Loma Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Alta Loma Elementary School District is \$69,511,084, of which \$54,863,303 is Local Control Funding Formula (LCFF), \$8,273,276 is other state funds, \$4,657,072 is local funds, and \$1,717,433 is federal funds. Of the \$54,863,303 in LCFF Funds, \$3,794,403 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 Alta Loma Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Alta Loma Elementary School District plans to spend \$72,072,468 for the 2021-22 school year. Of that amount, \$35,748,124 is tied to actions/services in the LCAP and \$36,324,344 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

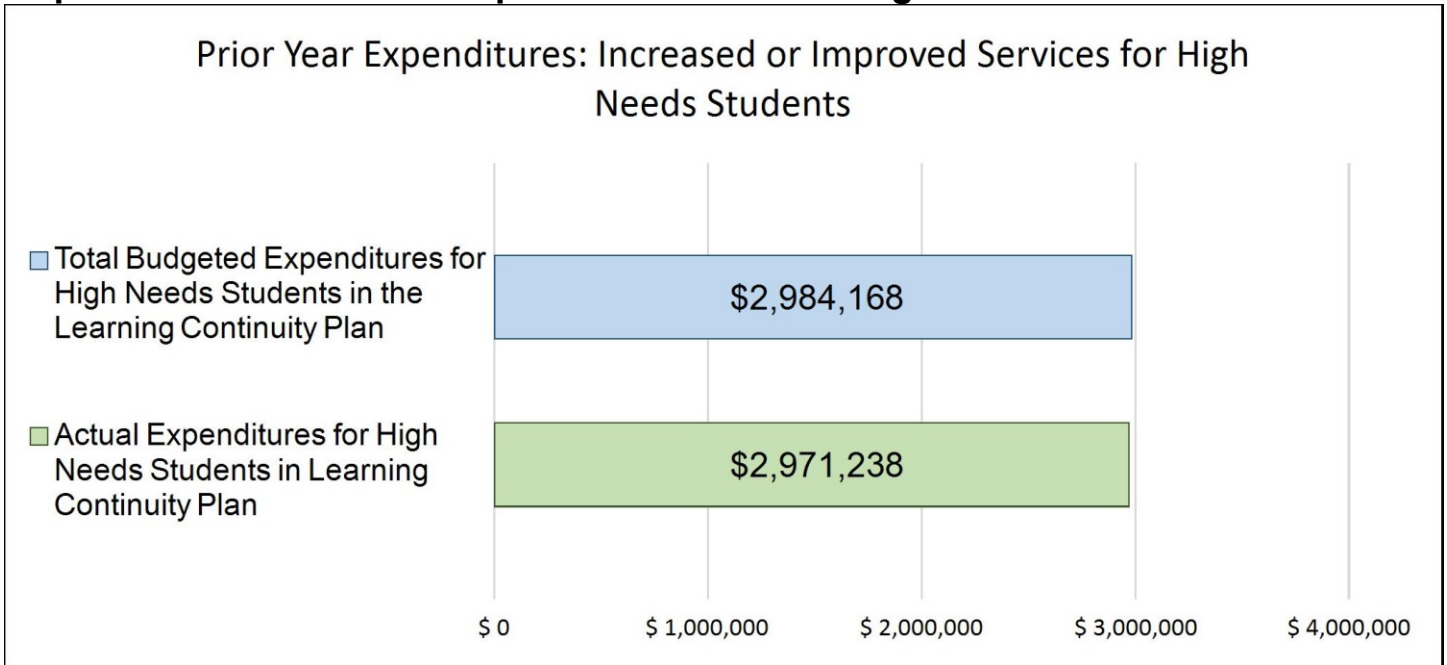
The expenditures not included are for cost of regular school district operations including; certificated salaries and benefits, classified support staff salaries and benefits, management salaries and benefits, maintenance and operations salaries and benefits, cost of utilities such as gas, electricity and water, cost of special education staff salaries and benefits, cost of materials and supplies related to providing distance learning (non-technology items), transportation staff costs, and costs of services and supports for students with disabilities.

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

In 2021-22, Alta Loma Elementary School District is projecting it will receive \$3,794,403 based on the enrollment of foster youth, English learner, and low-income students. Alta Loma Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alta Loma Elementary School District plans to spend \$5,701,526 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Alta Loma Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Alta Loma Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Alta Loma Elementary School District's Learning Continuity Plan budgeted \$2,984,168 for planned actions to increase or improve services for high needs students. Alta Loma Elementary School District actually spent \$2,971,238 for actions to increase or improve services for high needs students in 2020-21.

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
Alta Loma Elementary School District	Karen Hendricks Superintendent	khendricks@alsd.org (909) 484-5151

Plan Summary [2021-22]

General Information

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

Alta Loma School District is located in the foothill community of Rancho Cucamonga, California. The District currently serves 5,660 achieving students with approximately 270 teachers and administrative staff, and an additional 400 support staff. The District prides itself on its educational program, which provides each student with the opportunity for maximum intellectual, social, and physical development. Strong parent and community partnerships and high expectations from teachers and administrators encourage students to pursue excellence and citizenship. A focus on rigorous and engaging instruction, authentic professional development in and out of the classroom, as well as the stability of instructional leadership provides the foundation of success for Inspiring Learners for a Lifetime!

Alta Loma School District enjoys a truly diverse community of students. We build upon the strength of our collective experiences. Our student population encompasses 50% Hispanic, 30% White, 8% Asian, and 5% African American. American Indian or Alaska Natives, Pacific Islanders, and students who report two or more races make up our remaining 7%. Thirty-two percent of our students are reported as being socioeconomically disadvantaged, 6% are identified as English Learners, 12% have been identified as Students With Disabilities, and 13% have been identified as Advanced Learners.

Our motto, Inspiring Learners for a Lifetime, speaks to the learning goals we desire for our parents, students and those who teach them. We believe that through encouragement, high quality instruction, on-going monitoring of student progress tied to strategic professional development that responds to identified need, our classrooms and learning environments will be engaging, rigorous, and interactive. We are committed to building the capacity of teacher leaders to steward the best first instructional practices and pedagogy through collaborative models. We are also committed to ensuring parent learning at both the District and site level. Parent forums include the District Parent University Program, site-based parent information evenings, scheduled collaboration events with the principal, annual community surveys, Community Based English Tutoring, and digital communication supports to help parents stay informed. As an outcome, student, teacher, parent, and administrator learning is enhanced and elevated.

The District is recognized for the quality of leadership on the school board and in our schools. The Board of Trustees are hands-on and interactive. They regularly attend school events, District trainings, and show appreciation to District employees, parents, and students by personally presenting them with positive messages and well-deserved accolades. They are dedicated to championing established core beliefs that include: Every student in the Alta Loma School District will be provided an excellent education; Every employee is critical to the mission of the District; Class sizes should be maintained at the lowest level possible; District financial planning should be responsible and sustainable. District and school site leaders work closely with teachers, parents, and staff members to set high goals aligned with the core beliefs and then work diligently to accomplish those goals.

During the 2020/21 school year, due to the COVID-19 Pandemic, the entire District has been committed to providing a quality Distance Learning program, while students were unable to attend school traditionally.

Reflections: Successes

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

The District's successes include:

1. In the area of Language Arts, as reported on the California Dashboard, ALL students have a performance level of GREEN. No subgroups scored significantly below the ALL.
2. In the area of Math, as reported on the California Dashboard, ALL students have a performance level of GREEN. No subgroups scored significantly below the ALL.
3. In the area of Chronic Absenteeism, as reported on the California Dashboard, ALL students have a performance level of GREEN. Only 3 subgroups scored significantly below the ALL.
4. In the area of Suspension Rate, as reported on the California Dashboard, ALL students have a performance level of GREEN. Only 4 subgroups scored significantly below the ALL.
5. 56% of English Learners grew one or more ELPI level on the summative ELPAC.
6. Students with disabilities have a performance level of YELLOW in both Language Arts and Math, with continued growth of +9.0 in Language Arts and +14.8 in Math.
7. Integration of technology at school with 98% of students and 99% of parents reporting technology use at school at least one time per week, as measured by a community survey.
8. 99% of staff report feeling safe at school, and 98% report their school is clean and well maintained, as measured by a staff survey.
9. 100% participation of site administrative staff in equity and cultural proficiency training.
10. Four school sites have completed PBIS and are in full implementation, with 6 remaining schools completing Year #2 implementation.

As students complete a year of Distance Learning due to the COVID-19 Pandemic, parent advisory groups report that Alta Loma teachers have remained engaged with students through Distance Learning and report a high level of satisfaction with teachers and their extensive efforts to be successful while teaching remotely.

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 District's areas in need of significant improvement are as follows:

1. In the area of Chronic Absenteeism, three subgroups - English Learners, African American and the American Indian subgroups (ORANGE) are 2 performance levels below the ALL (GREEN). In order to address this need, a part-time District Family Engagement Liaison for chronic absenteeism provided support to the site administrators and attendance clerks to coordinate and improve parent communication and education on the importance of positive school attendance, as well as meet with parents and families to provide support to families with chronic absenteeism.
2. In the area of Suspension Rate, five subgroups - Foster Youth and Homeless (RED), African American, American Indian, Filipino (ORANGE) are 2 or 3 performance levels below the ALL (GREEN). In order to address this need, all site administrators have been trained to implement other means of corrections and have participated in equity and cultural proficiency training. The District Family Engagement Liaison directly supports Foster Youth and Homeless students with resources and personal contact. Site Foster Youth liaisons meet regularly with Foster Youth students to improve their connectedness to school, provide support and encourage participation in school activities.

As students complete a year of Distance Learning due to the COVID-19 Pandemic, parent advisory groups request renewed attention to student social, emotional, behavioral and mental health needs in order to adjust to life at school. Mid-year benchmark assessments also identify a need for support in math for students in grades 4-8. Although baseline data is limited in kindergarten and first grade, we anticipate our youngest readers in grades 1 and 2 will need reading support as they return to school. Replenishing student devices is a need, as more than 75% of our devices were distributed to families for home use during the COVID-19 Pandemic.

LCAP Highlights

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

The Alta Loma School District was proud to be the only school district in San Bernardino County with a fully GREEN status on the California Dashboard in English Language Arts, Mathematics, Chronic Absenteeism and Suspension rate prior to the COVID-19 Pandemic. This accomplishment combined with the closing of schools for a year, sets the tone for the 2021-2024 LCAP. The LCAP is a blend of 3 broad goals, 1 maintenance goal and 1 focus goal, which will propel the District to re-establish its positive status on the California Dashboard, combined with stakeholder input which indicates the need for increased services in social, emotional, behavioral and mental health.

Broad Goals:

GOAL #1 Conditions of Learning (Broad Goal) - Provide students with high-quality standard based instruction that is rigorous and engaging, as well as access to courses beyond the core, and engage educators in professional learning. (State Priority: State Standards, Course Access)

GOAL #2 Student Outcomes (Broad Goal) - Ensure that students are high school, college and career ready by demonstrating continuous growth towards academics and English Learner Development targets. (State Priority: Student Outcomes, Student Achievement)

GOAL #3 Engagement (Broad Goal) - Cultivate a positive school environment by supporting school engagement and school connectedness, and provide opportunities for parent input on educational programs and services. (State Priority: Student Engagement, School Climate, Parent Involvement)

Maintenance Goal:

GOAL #4 Basic Services (Maintenance Goal) - Provide a safe and well maintained learning environment, with high-quality staff to support student engagement, wellness and achievement. (State Priority: Basic Services)

Focus Goal:

GOAL #5 Mental Health (Focus Goal) - Provide mental health support services including individual and group counseling, crisis response and intervention, as well as expertise in behavioral support to reduce referrals by 15% each year. (State Priority: Student Achievement, School Climate)

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

The District engages with an LCAP Advisory Committee which includes both parents, teachers, classified staff, and administrators. Parents represent each of the ten schools sites, and they additionally represent all of the subgroups from the California Dashboard. The LCAP Advisory Committee meets regularly throughout the school year to review State assessment results, revise the annual LCAP survey for the community, review the California Dashboard results and analyze the LCAP survey results, as well as review the final LCAP draft. The annual LCAP surveys were completed by 3,172 students, 1,169 parents, 201 teachers and 10 principals and 11 other site administrators. Regular meetings were held with the DELAC and Title 1 Parent Advisory Committee. Direct LCAP input sessions were conducted with Curriculum Council, Classified Council, DELAC, Title 1 parents and representatives from the Foster Youth community.

During the 2020/21 school year, the LCAP Advisory, DELAC (EL) and TIDE (Title 1 and Foster Youth) parent groups meet routinely via Zoom to gather feedback and input on Distance Learning and to provide direct input for the 2021-2024 LCAP.

Clarification:

The 2021 - 2024 LCAP was presented to the following groups:

LCAP Advisory Council - April 28, 2021

DELAC - April 14, 2021

Parent Leaders Group - April 28, 2021

The LCAP was posted on the ALSD website on Friday, May 21, 2021 prior to the June 2, 2021 Public Hearing. June 9, 2021 the LCAP was adopted by the ALSD Board of Trustees.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder input was gathered through surveys, as well as direct input sessions with representative groups including parents of English Learners, Low-Income and Foster Youth, and the LCAP Advisory Committee which represents the ALSD significant subgroups. The successes and needs remained consistent across the groups which included students, staff, and parents. All stakeholder groups concurred that the students in the Alta Loma School District do well academically overall, and this is reflected on the California Dashboard. Even within the constraints of remote teaching and learning, parents reported that teachers have been thorough to cover the academic content as best they possibly could in Distance Learning. All groups reported that the schools in Alta Loma have solid safety protocols and the facilities are in good repair. With respect to addressing next steps for improvement in the Alta Loma School District, the following emerged as themes from stakeholder groups:

1. Individual and small group academic support for students during the school day (LI feedback, LCAP Advisory Committee)
2. Additional mental health and counseling support (LI, EL and FY feedback, LCAP Advisory Committee)
3. Additional math support in the upper grades, particularly junior high (Student feedback, LCAP Advisory Committee)
4. Expand Parent University and parent training opportunities (LI, EL and FY feedback)
5. Enhanced English Learner Support (EL feedback)

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

The aspects of the 2021-2024 LCAP that were influenced by stakeholder input included new actions in the broad goals, as well as the inclusion of a focus goal (GOAL #5) on mental health. The specific actions are as follows:

Goal #1:

- primary reading intervention
- expand Spanish

Goal #2:

- expand interventions at school "during the school day"
- increased EL support
- math intervention "during the school day"
- additional instructional time for students, such as summer school and tutoring

Goal #3:

- continue equity and cultural proficiency work with staff
- expand parent trainings and promote further parent involvement

Goal #5: Focus goal

- increase counseling support
- develop and implement staff training for behavior support

Goals and Actions

Goal

Goal #	Description
1	GOAL 1 Conditions of Learning (Broad Goal) - Provide students with high quality standard-based instruction that is rigorous and engaging, as well as access to courses beyond the core, and engage educators in professional learning. (State Priority: State Standards, Course Access)

An explanation of why the LEA has developed this goal.

The Alta Loma School District expects that students are provided instruction that is aligned to State standards, through lessons that are engaging and promote mastery of concepts, complimented by access to current technology and additional courses.

Analysis of data tracking regarding technology support indicated that 65% of ALS D students received access to a chrome books and 7% of students needed access to the internet during Distance Learning. Updated technology is needed to increase student achievement. In addition, input received from stakeholders indicated a desire to improve writing skills. Staff development in Thinking Maps and Write from the Beginning is needed to improve student learning and increase writing skills for all students.

Clarification:

Goal1 is a Broad Goal as it addresses State Standards and Course access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Access to Standard-Based Materials- Williams Report and Stakeholder Surveys 2020-21	98% of students, 97% of parents and 84% of staff report they have access to standard-based materials				100% of stakeholder groups report access to standard-based materials
Class Size 2020-21	K-3 class size of 24:1, grades 4-8 academic class size of 32:1				K-3 class size of 24:1, grades 4-8 academic class size of 32:1
Stakeholder Survey 2020-21	90% of teachers and 84% of students				100% of teachers and 100% of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	report that students have access to chrome books daily				report that students have access to chrome books daily
Stakeholder Surveys - staff 2020-21	68% of teachers self report they are proficient with the basics of Google applications in the classroom				90% of teachers self report they are proficient with the basics of Google applications in the classroom
Stakeholder Surveys - 2020-21	100% of students in grades 1-6 have access to a physical education specialist and chorus and/or band instruction				100% of students in grades 1-6 have access to a physical education specialist and chorus and/or band instruction
Number of Spanish Sections at Junior High 2020-21	ALSD has 8 sections of Spanish for junior high students				ALSD has 8 sections of Spanish for junior high students
District Early Reading Assessment	No data available due to COVID-19 Pandemic				80% of first and second grade students read grade level text at the EOY

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Instructional Materials/Student Licenses	1.1 Teachers provide research based standard-aligned instructional materials for all students, as well as intervention materials for special education students	\$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	1.2 Staff Development/TOSA in Language Arts, Math and ELD	1.2 TOSA's will provide professional development and collaborative coaching (ELA & Math) for all students and support instruction for English Learners with integrated and designated ELD for teachers	\$262,548.00	Yes
3	1.3 Staff Development/TOSA in Technology	1.3 TOSA's will provide professional development and collaborative coaching in Technology with teachers to ensure current instructional practices are utilized with students	\$147,394.00	No
4	1.4 Professional Development	1.4 TOSAs will provide professional development in instructional strategies, Thinking Maps, Write from the Beginning, DBQ and Google Classroom to teachers to ensure high quality instruction for all students	\$75,000.00	No
5	1.5 Class Size	1.5 ALSD will maintain class size (K-3 24:1, grades 4-6 30:1, grades 7-8 30:1) in all classrooms to lower teacher to student ratios primarily for the benefit of low income students, English Learners and Foster Youth/Homeless students.	\$3,005,109.00	Yes
6	1.6 Technology, Devices, Connectivity and Digital Safety	1.6 Director of Instructional Technology will maintain technology infrastructure, including teacher laptops, student chrome books, inventory software and connectivity and maintain GAFE for standards and collaboration	\$447,300.00	No
7	1.7 Course Access VPA, Spanish and PE	1.7 ALSD will provide access to visual and performing arts and physical education as well as provide Spanish curriculum and instructional resources to increase number of courses available to students at ALJH	\$44,164.00	No
8	1.8 Library	1.8 ALSD will retain media/library clerks to support student access to quality reading materials and technology primarily for the benefit of low	\$164,465.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income students, English Learners and Foster Youth/Homeless students.		
9	1.9 G.A.T.E.	1.9 G.A.T.E. Coordinators will collaborate to develop strategies and extension events for G.A.T.E. students to ensure accelerated opportunities for students	\$10,000.00	No
10	1.10 Staff Development/Materials Primary Reading	1.10 ALSD will provide training and materials for primary guided reading (Fountas and Pinnell) for primary teachers to teach small reading groups	\$35,000.00	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.

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	GOAL 2 Student Outcomes (Broad Goal) - Ensure that students are high school, college and career ready by demonstrating continuous growth towards academics and English Learner Development targets. (State Priority: Pupil Outcomes, Pupil Achievement)

An explanation of why the LEA has developed this goal.

The Alta Loma School District reports GREEN on the California Dashboard in English Language Arts and Math for ALL students, with no subgroups identified as RED or ORANGE. Although this represents no subgroups significantly below the ALL, Alta Loma recognizes that the focus on student performance and outcomes needs to remain in order for the District to maintain and/or show continuous growth for ALL student, as well as subgroups. This includes a focus on baseline CAASPP Science performance. With a dramatic increase in the numbers of English Learners enrolling in our District, it is critical to monitor student progress for EL's and increase services.

Analysis of student performance on District assessments shows that 57% of students are meeting or exceeding proficiency in reading and 54% in math. Significant subgroups not meeting proficiency will continue to be monitored through ongoing assessments. As a District, we are especially concerned with the rates of chronic absenteeism amongst Foster Youth at 17%, Students with Disabilities at 9.8% and English Learners in the orange band for chronic absenteeism (Data from the 2019 Dashboard). Research shows the more students are in school, there will be an increase in students reaching proficiency. An emphasis in attendance monitoring and through actions that support and improve attendance will improve student learning and demonstrate growth toward proficiency as reflected in District benchmarks and CAASPP results.

Clarification:

Goal 2 was developed as a Broad Goal and addresses Pupil Outcomes and Pupil Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Meet or Exceed in ELA, Math and Science 2020-21	68% of ALL students meet or exceed in ELA				70% of ALL students meet or exceed in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>58% of ALL students meet or exceed in Math</p> <p>43% of 5th grade and 49% of 8th grade students meet or exceed in Science (2019 Dashboard)</p>				<p>63% of ALL students meet or exceed in Math</p> <p>50% of 5th grade and 55% of 8th grade students meet or exceed in Science</p>
State Dashboard 2020-21	<p>ELA-GREEN for ALL students</p> <p>Math-GREEN for ALL students (2019 Dashboard)</p>				<p>ELA-GREEN for ALL students</p> <p>Math-GREEN for ALL students</p>
District Assessments - 2020-21	<p>57% of Students Meeting or Exceeding in Reading</p> <p>54% of Students Meeting or Exceeding in Math</p>				<p>67% of Students Meeting or Exceeding in Reading</p> <p>60% of Students Meeting or Exceeding in Math</p>
State Dashboard - Subgroups ELA and Math	<p>FY - no performance data in ELA or Math</p> <p>Homeless - YELLOW in ELA, GREEN in Math</p> <p>EL - GREEN in ELA, GREEN in Math</p>				<p>FY - no performance data in ELA or Math</p> <p>Homeless - GREEN in ELA, GREEN in Math</p> <p>EL - GREEN in ELA, GREEN in Math</p> <p>SWD - GREEN in ELA, GREEN in Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SWD - YELLOW in ELA, YELLOW in Math</p> <p>SED - GREEN in ELA, GREEN in Math</p> <p>African American - YELLOW in ELA, YELLOW in Math (2019 Dashboard)</p>				<p>SED - GREEN in ELA, GREEN in Math</p> <p>African American - GREEN in ELA, GREEN in Math</p>
ELPAC Summative 2020-21	<p>42% of students made one level growth in the ELPI from initial to summative</p> <p>16% of students reclassified as RFEP based on the ELPAC Summative Assessment</p>				<p>80% of students made one level growth in the ELPI from initial to summative</p> <p>30% of students reclassified as RFEP based on the ELPAC Summative Assessment</p>
District Early Literacy Assessment 2020-21	<p>43% of grade 2 students score on or above grade level at the August baseline on STAR Early Literacy (no EOY data for 2020 due to COVID-19 Pandemic)</p>				<p>80% of grade 2 students score on grade level at the August baseline on STAR Early Literacy</p>
LCAP Survey 2019-20	<p>79% of grades 3-6 students and 92% of junior high students report they get extra</p>				<p>95% of students report they get extra help before, during</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>help before, during and/or after school (2020 LCAP Survey)</p> <p>86% of elementary parents and 93% of junior high parents report their student receives extra help before, during and/or after school (2020 LCAP Survey)</p>				<p>and/or after school if needed (New Hanover Survey)</p> <p>95% of parents report that their student receives extra help before, during and/or after school if needed (New Hanover Survey)</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 CAASPP Testing	2.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services	\$1,000.00	No
2	2.2 District-wide Assessments	2.2 Students in grades K-8 are assessed throughout the year (baseline, two mid-year and EOY) to monitor progress. Staff will work collaboratively to action plan for continuous improvement	\$19,000.00	No
3	2.3 Teacher Release For Data Analysis/Planning	2.3 Teachers will be released for collaborative data analysis and instructional planning to align with state standards and instruction to focus on achievement for all students, however primarily for the benefit of low income students, English Learners and Foster Youth/Homeless students.	\$93,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	2.4 Curriculum Council	2.4 Curriculum Council will meet to plan, collaborate and articulate curriculum action planning and reflect on outcomes for all student groups	\$11,250.00	No
5	2.5 Director of Educational Programs	2.5 Director of Educational Programs will monitor and support the achievement of all students	\$183,314.00	No
6	2.6 Reading Intervention Program for Elementary	2.6 Director of Educational Program coordinates a District-wide Primary Reading Enhancement Program (PREP) for the purpose of early reading intervention, including guided reading materials/school site bookrooms	\$75,000.00	No
7	2.7 Student Achievement Grants	2.7 Principals will utilize Site Universal Access to provide intervention programs to close achievement gaps with students	\$331,427.00	No
8	2.8 STATS for Elementary and Junior High	2.8 Principals will utilize Student Additional Time and Support (STATS) for students not meeting proficiency on District assessments, as well as Zero Period for at-risk of promotion students	\$200,000.00	No
9	2.9 Literacy Labs for Title 1 School Sites	2.9 Assistant Principals will coordinate support programs in math, ELA, and content related coursework offered to close learning gaps for targeted students at qualified school sites (Title 1)	\$364,490.00	No
10	2.10 ELD Aides to Support Language Acquisition	2.10 Instructional aides will provide support to English Learners and support the assessment and progress of English learners District-wide	\$178,303.00	Yes
11	2.11 ELD Materials/Licenses/Pr	2.11 ELD Aides will provide level I and II English Learners access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning). ELD Teachers	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional Development	and aides will participate in training for "Strategies" through ELLEVATION.		
12	2.12 TAPS at Elementary	2.12 Teaching Assistant Principals (TAPS) will support student achievement for ALL learners, with a focus on English learners and low income subgroups	\$1,565,351.00	Yes
13	2.13 Math Integrated Support (in-class)	2.13 Instructional aides will provide support to students in math classrooms (grades 4-6) to mitigate learning loss and fill in gaps.	\$200,848.00	No
14	2.14 First Grade Expanded Support	2.14 Instructional aides will provide in-classroom reading to students to mitigate learning loss	\$160,679.00	No
15	2.15 Kindergarten Connection	2.15 Instructional tutors will provide extended day instructional support for kindergarteners to ensure success in school, primarily for the benefit of low income students, English Learners and Foster Youth/Homeless students.	\$90,000.00	Yes
16	2.16 Summer School	2.16 Director of Educational Programs will coordinate a summer school intervention for students not proficient in language arts and math.	\$100,000.00	No
17	2.17 On-line Homework Support	2.17 A consultant team will provide on-line homework support for students in grades 4-8 for the purpose of assuring student achievement	\$150,000.00	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	GOAL 3 Engagement (Broad Goal) - Cultivate a positive school environment by supporting school engagement and school connectedness, and provide opportunities for parent input on educational programs and services. (State Priority: Pupil Engagement, School Climate, Parent Involvement and Family Engagement)

An explanation of why the LEA has developed this goal.

The Alta Loma School District reports GREEN on the California Dashboard in Chronic Absenteeism for ALL students, however the subgroups of EL, African American and American Indian are two levels below the ALL with ORANGE. This area requires constant intervention to maintain the GREEN for ALL, and improve the subgroups which lag behind. The Alta Loma School District reports GREEN in Suspension Rate for ALL students, however, the subgroups of FY is three levels behind in RED, and Homeless, African American, American Indian and Filipino are two levels behind at ORANGE. Continued staff development is needed in other means of correction, restorative practices, as well as an effort to sustain PBIS and expand our work in cultural proficiency and equity.

Clarification:

Goal 3 was written as a Broad Goal to address Pupil Engagement, School Climate, Parent Involvement and Family Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Indicator for Chronic Absenteeism 2018-19	<p>ALL students are indicated as GREEN for Chronic Absenteeism</p> <p>Subgroups: EL is ORANGE, African American is ORANGE and American Indian is ORANGE, each indicating two levels below the ALL</p>				<p>ALL students are indicated as GREEN for Chronic Absenteeism</p> <p>All subgroups indicate GREEN for Chronic Absenteeism</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey Results - Student Sports 2019-20	97% of junior high students report access to a variety of after school activities including sports				97% of junior high students report access to a variety of after school activities including sports
LCAP Survey Results- Admin and Staff	No data at this time				100% of administrators and 100% of teachers report training in cultural proficiency and equity
LCAP Survey Results - Parents 2019-20	55% of parents report they receive messages from school				80% of parents report they receive messages from school
LCAP Annual Survey for Students, Parents and Staff Administered Annually 2019-20	3,172 students in grades 3-8, 1,169 parents, 201 teachers and 21 administrators completed the annual LCAP Stakeholder Engagement surveys				Maintain a high return of LCAP Stakeholder surveys
LCAP Advisory, DELAC and TIDE Agendas and Calendar 2020-21	<p>LCAP Advisory Committee represents all subgroups and met three times to provide stakeholder input, review student achievement and revise the LCAP Survey</p> <p>DELAC and TIDE held regular meetings</p>				<p>LCAP Advisory Committee represents all subgroups and met four times to provide stakeholder input, review student achievement and revise the LCAP Survey</p> <p>DELAC and TIDE held regular meetings</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Indicator for Suspension Rate 2018-19	<p>ALL students are indicated as GREEN for Suspension Rate</p> <p>Subgroups: FY is RED, Homeless is ORANGE, African American is ORANGE, American Indian is ORANGE and Filipino is ORANGE, each indicating two or more levels below the ALL</p>				<p>ALL students are indicated as GREEN for Suspension Rate</p> <p>All subgroups indicate GREEN for Suspension Rate</p>
Family Liaison Logs	No Baseline Data Available				100% of Foster Youth and Homeless students receive direct support from the District Family Engagement Liaison
Parent Attendance Roster 2020-21	149 parents and guardians attended Parent University				300 parents and guardians attended Parent University
Foster Youth and Homeless Contact Logs	No Baseline Data Available				100% of Homeless and Foster Youth students met with the on-site liaison a minimum of 3 times per school year

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Chronic Absenteeism	3.1 To maintain and improve attendance, the Director of Student Services and site administrators will collaborate and review attendance records at sites and design a plan for student success, monitor incidents of chronic absenteeism, and hold SART, DART and SARB meetings accordingly	\$5,000.00	No
2	3.2 District-wide Family Engagement and Communication	3.2 ALSD will continue District and site-based family engagement activities such as Parent University and maintain on-going communication contact with families to ensure parent engagement to advance the achievement of students, primarily for the benefit on low income, English Learners and Foster Youth/Homeless families.	\$6,000.00	Yes
3	3.3 Family Engagement Liaison and Parent Ambassadors	3.3 Family Engagement Liaison will promote outreach to at-risk subgroups and families including Title 1 sites as well as provide Parent Ambassadors at the Title 1 school sites to increase parent participation in school events	\$100,600.00	No
4	3.4 After-School Sports	3.4 Coaches will improve school connectedness through junior high after-school sports program	\$60,000.00	No
5	3.5 Safe School Ambassadors	3.5 Deans will continue to improve school connectedness, safety and responsibility for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	\$6,000.00	No
6	3.6 Equity and Culturally Responsive Practices	3.6 Consultants will provide training and time to review current practices regarding equity, its implications with students, and next steps in creating opportunities to obtain sustainable values and mindfulness amongst educators for long term success of our students	\$206,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	3.7 Social/Emotional Development	3.7 District staff will provide on-going professional development in restorative practices, other means of correction and social emotional learning curriculum	\$25,000.00	No
8	3.8 Homeless and Foster Youth	3.8 Director of Student Services will facilitate data collection and analysis of at-risk students, monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups, direct sites in monitoring Foster Youth and Homeless students and ensure supports and services and facilitate improvements in attendance	\$175,000.00	No
9	3.9 Translation	3.9 District staff will translate necessary District documents (Doc-Tracking, Language Line, etc.) for equal access for all families.	\$1,000.00	Yes
10	3.10 Stakeholder Input	3.10 District staff will continue to meet with LCAP Advisory Committee for data analysis and progress monitoring, as well as DELAC, TIDE and Teachers Association and revision of the annual LCAP survey for parents, staff and students	\$75,000.00	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	GOAL 4 Basic Services (Maintenance Goal) - Provide a safe and well maintained learning environment, with high-quality staff to support student engagement, wellness and achievement (State Priority: Basic)

An explanation of why the LEA has developed this goal.

The Alta Loma School District believes it is important to hire highly qualified teachers with the appropriate credentials to ensure high-quality instruction for all learners. By offering Induction support for new teachers, with coaches from the Alta Loma School District, ensures a high-quality coaching program that keeps our base instructional initiatives strong. Our facilities are well maintained and in good repair, and it is our intent to continue to meet this high standard.

The metrics described below were indicated to ensure that progress made in these priority areas will be evaluated and legal obligations are being met. Input from teachers, staff, and parents have led to the actions as they have proven effective in maintaining outcomes in this area.

Clarification:

Goal 4 was written as a Maintenance Goal to address State Priority- Basic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified Teacher Rate 2020-21	100% of teachers are highly qualified with appropriate credentials				100% of teachers are highly qualified with appropriate credentials
Number of Teachers Enrolled in an Induction Program and/or Participation in New Teacher Cohort Training 2020-21	100% of teachers requesting an Induction Program are provided Induction services. 100% of new teachers participate in a year long cohort training				100% of teachers requesting an Induction Program are provided Induction services

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in Good Repair - FIT Inspection 2020-21	100% of school sites participate in the FIT Inspection				100% of school sites participate in the FIT Inspection
Parent, Student and Staff Survey 2019-20	99% of parents, 92% of students and 95% of staff report that school facilities are clean and in good repair				95% of all groups surveyed report that school facilities are clean and in good repair

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Hire Credentialed Teachers	Human Resources will hire appropriately credentialed teachers to ensure high quality instruction.	\$23,610,956.00	No
2	4.2 Induction for New Teachers/New Teacher Support	CTI Induction Services and induction support providers will be compensated and released from class to mentor beginning teachers in the Induction program. Staff development to include instructional strategies, Thinking Maps, Write From The Beginning, DBQ, Google Classroom for new teachers and substitute teachers	\$71,000.00	No
3	4.3 Facility Inspection Tool	The Director of Maintenance and Operations will regularly implement the Facility Inspection Tool (FIT) for every school to ensure safe school sites	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
4	4.4 Work Orders/Deferred Maintenance	The Director of Maintenance and Operations will complete work orders and deferred maintenance projects according to schedule to ensure safe and attractive facilities	\$1,886,883.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Goal #5 Mental Health (Focus Goal) - Provide mental health support services including individual and group counseling, crisis response and intervention, as well as expertise in behavioral support to reduce referrals by 15% each year. (State Priority: Pupil Achievement, School Climate)

An explanation of why the LEA has developed this goal.

Our pyramid of mental health supports has been increased and should be maintained, and expanded at the junior highs. Survey data from parents and school staff as well as feedback from clinical counselors have indicated a need related to social emotional health and school connectedness. Further analysis indicates that a number of students between grades 5-8 received grades lower than a C in the Distance Learning program. An increase in mental health supports and school connectedness will provide more opportunities to increase academic achievement and support the emotional well being of students, especially those receiving declining grades during the COVID-19 Pandemic.

Clarification:

Goal 5 was written as a Focus Goal to address Pupil Achievement, School Climate, specifically, mental health.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Counseling Logs 2020-21	183 students had access to TIER 2 counseling through a referral process 100% of students requiring TIER 3 counseling were provided counseling services				100% of students meeting the referral guidelines were provided counseling
LCAP Parent Survey 2019-20	83% of elementary parents and 91% of junior high parents				95% of parents report there is social, emotional and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	indicate a need for counseling and behavioral support at school (Prior LCAP Survey)				behavioral support available to students at school (Hanover Survey)
LCAP Teacher Survey 2019-20	70% of teachers surveyed report the need for additional counseling and emotional support for students at school				85% of teachers report there are counseling and emotional support for students at school
Counseling Referral/Intake Log 2020-21	As of March 1, 2021, there were 183 TIER 2 referrals and 150 crisis response interventions				45% reduction in the number of referrals
Staff Participation Rate - Staff Development Events 2019-20	90% of teachers attend Staff Development Days				100% of teachers attend Staff Development events regarding social emotional and mental health support for students

Actions

Action #	Title	Description	Total Funds	Contributing
1	5.1 Counseling Supervision and Leadership	5.1 Retain a Coordinator of Counseling Services who will coordinate ERMHS, school-based counseling, counseling interns and provide training, as well as crisis intervention response for students to improve social emotional development.	\$153,237.00	No

Action #	Title	Description	Total Funds	Contributing
2	5.2 Clinical Counseling	5.2 Provide two Clinical Counselors who will provide Tier 3 counseling to support Students With Disabilities (SWD) to implement student IEPs.	\$295,057.00	No
3	5.3 Tier 2 Counseling	5.3 Behavioral Health Therapist will provide Tier 2 counseling through a referral process to address social emotional needs for all students to be principally effective for low income and Foster Youth/Homeless students.	\$335,000.00	Yes
4	5.4 Board Certified Behavior Analyst	5.4 Two Board Certified Behavior Analysts (BCBA) will design behavior intervention plans for special education students, and ensure implementation, and provide professional development to staff to support students in school	\$306,474.00	No
5	5.5 Behavior Support Paraprofessionals	5.5 Enhance the BCBA Team with highly trained behavior support aides who will gather data, implement goal and respond to crisis intervention to support students in school	\$125,000.00	No
6	5.6 Student Safety Software	5.6 Staff will continue to work with the annual contract with Gaggle to ensure student safety within the Google Classroom, including follow-up by mental health team	\$15,525.00	No
7	5.7 Staff Development - Mental Health and Behavior Supports	5.7 The Mental Health Team will provide District-wide staff development with an emphasis on student behavior and mental health so that students can be successful in school.	\$25,000.00	No
8	5.8 Social Emotional Learning	5.8 Teachers will implement Second Step instructional materials and receive further training to promote social emotional development for students in the classroom	\$12,500.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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.

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
7.57%	3,794,403

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.

The needs of Low Income, English Learners and Foster Youth/Homeless students were considered first when designing the following actions:

1.2 Staff Development/TOSA in Language Arts, Math and ELD - After assessing the achievement of students who are Foster Youth/Homeless, English Learners, and Low-Income students as compared to ALL students, the proficiency rate is lower for FY in ELA by 40 points and in math they are 34 points lower. English Learners are 22 points lower than the ALL in ELA and 3 points lower in math, while the Low-Income students are 23 points lower than ALL in ELA and 22 points lower in math.

1.5 Class size - Maintaining a smaller class size (K-3 24:1, grades 4-6 30:1, grades 7-8 30:1), is beneficial to all students; however, this is principally directed and effective for FY, EL and LI students. Using local indicators (STAR) of student progress in the area of language arts and math, it was identified that increased services beginning in the summer of 2020/21 reflected that on average 47% of students with the potential of receiving an invitation to attend summer school were English Learners, Foster Youth, and low socioeconomic students.

1.8 Library - FY, EL, and LI students have limited access to books and libraries. ALSD will retain media/library clerks to support student access to quality reading materials and technology primarily for the benefit of low income students, English Learners and Foster Youth/Homeless students. Maintaining school based libraries is principally directed and effective for FY, EL and LI students.

2.3 Teacher Release for Data Analysis/Planning - Assessing and lesson planning from District assessments benefits all students to improve student achievement; however, data analysis is principally directed and effective for FY, EL and LI students. FY, EL, and LI students scored lower on the State assessment than ALL students by 40, 22 and 23 points respectively in ELA.

2.12 TAPS at Elementary - Teaching Assistant Principals provide support in student achievement to all Learners; however, efforts are principally directed and effective for FY, EL, and LI students. The achievement of students who are Foster Youth/Homeless, English Learners, and Low-Income students as compared to ALL students, the proficiency rate is lower for FY in ELA by 40 points and in math they are 34 points lower. English Learners are 22 points lower than the ALL in ELA and 3 points lower in math, while the Low-Income students are 23 points lower than ALL in ELA and 22 points lower in math.

2.15 Kindergarten Connection - FY, EL, and LI students may have limited access to preschool. Based on teacher feedback and initial Kindergarten baseline assessments, it was identified that providing additional kindergarten support is intended to be principally directed and effective for FY, EL, and LI students to advance student achievement.

3.2 District-wide Family Engagement and Communication - Annually, ALSD provides Parent University to offer training for parents. Participation in the event included 151 parents from school sites with the majority of parents attending from Title 1 schools. Planned activities for parent training next year will work to increase participation. ALSD will continue District and site-based family engagement activities such as Parent University and maintain on-going communication contact with families to ensure parent engagement to advance the achievement of students, primarily for the benefit on low income, English Learners and Foster Youth/Homeless families.

5.3 Tier 2 Counseling - In the 2019/20 school year there were 175 Tier 2 referrals at the time of school closures, as compared to 183 Tier 2 referrals as of March of 2021. Crisis responses have increased from 123 in 2019/20 to 150 in the 2020/21 school year as of March, while students were learning remotely during Distance Learning. Tier 2 counseling is principally directed and effective for students who are low income or Foster Youth/Homeless.

The actions above that support goal #1, #2 and #3 are being continued, as they have proven to be successful previously through SBAC data, a fully GREEN Dashboard and the district benchmark assessments in STAR Renaissance Reading and Math. These action are endorsed by the LCAP Advisory Committee, and address high priority needs for the committee. Action 5.3 supports a new focus goal in the area of mental Health. Based on the data available, the above actions are considered to be the most effective use of these funds to support students in the unduplicated student groups. Baseline data has been established based on student contacts and needs and will be monitored going forward with quantitative logs.

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

Two actions designed to impact English Learners specifically are:

2.10 ELD Aides to Support Language Acquisition - Based on the data on the CDE Dashboard, English Learners scored 37.9 points below standard. In monitoring the Reclassified English Learners, RFEP students scored 44.2 points above standard. Aides are essential in addressing the needs of EL students before reclassification. Of students taking the ELPAC Summative in 2021, 75% of students are making progress toward English language proficiency.

Professional development in the use of the ELLEVATION Platform will assist staff in the monitoring of student progress in the acquisition of English and ensure compliance regarding progress monitoring and reclassification. Training in the use of the Strategies Implementation

Tools will assist staff with utilizing the tools available in ELLEVATION to assist students in achieving proficiency in English and succeed academically in high school, college, and career. Professional development will be specific to staff members working with identified unduplicated students.

3.9 Translation - Translation of documents is principally directed and effective for FY, EL, and LI students. ALSD does not hit the 15% threshold for a significant population of students; however, documents are translated to reach targeted families.

Action 2.10 and 3.9 are actions that are continuing due to their past effectiveness. Action 2.10 has have proven to be very successful, and this is based on ELPAC data and the solid percentage of students reclassifying every year, including the year of Distance Learning. The use of highly trained EL aides meeting daily with English Learners positively impacts a learners ability to acquire English.

Through analysis of available data, it was identified that English Learners and socioeconomically disadvantaged students academic performance on State assessments have consistently performed well in English Language Arts. While ALL students performed 38 points above standard, English Learners performed 16.6 points above standard and Low-Income students performed 15.8 points above standard, Foster Youth performed 2.5 below standard. (CDE Dashboard). Therefore, in an effort to maintain and increase performance for these students, actions to increase services at non Title 1 schools in the Primary Reading Intervention Program will allow for more students to participate in the program and provide more opportunities to assist EL and SED students in their reading skills. In addition, all non Title 1 schools will have the Leveled Literacy Intervention kits in grades K-3.

Using local indicators (STAR) of student progress in the area of language arts and math, it was identified that increased services beginning in the summer of 2020/21 reflected that on average 47% of students with the potential of receiving an invitation to attend summer school were English Learners, Foster Youth, and low socioeconomic students. This data allows for increased and improved services into the 2021/22 school year. Specifically, staff development provided by the TOSAs in language arts, math, and technology intentionally address strategies that are tailored to address the needs of these Learners.

Maintaining smaller class sizes in the primary grades is associated with positive effects on student achievement. Increased training for teachers in the primary grades focused on administering and understanding running records and guided reading instruction will narrow the gap for our most needy students.

Based on the data on the CDE Dashboard, English Learners scored 37.9 points below standard in Language Arts. In monitoring the Reclassified English Learners, RFEP students scored 44.2 points above standard. Aides are beneficial in providing designated English Language instruction to EL students before reclassification. The reclassifications rates demonstrate students moving toward proficiency and ensure that students are high school, college, and career ready. The ongoing use of the ELLevation Platform will assist in the monitoring of student progress and the use of Strategies Implementation Tools to reach proficiency in English and succeed academically in high school, college, and career. Professional development will be specific to staff members working with identified unduplicated students.

In analyzing the data regarding the number of students who qualified and were considered for the 2021 summer school program and understanding that of those students 47% on average were FY, EL, and LI students across grade levels, it emphasizes the need to maintain a high level of outreach to these families; thereby, supporting the need for a Family Engagement Liaison in the District. The inclusion of

Parent Ambassadors at each of the Title 1 sites will assist in creating stronger partnerships with the District Family Engagement Liaison and school sites to increase involvement and promote positive relationships with families.

Survey data from parents and school staff as well as feedback from clinical counselors have indicated a need related to social emotional health and school connectedness. Further analysis indicates that a number of students between grades 5-8 received grades lower than a C in the Distance Learning program. An increase in mental health supports and school connectedness will provide more opportunities to increase academic achievement and support the emotional well being of students, especially those receiving declining grades during the COVID-19 Pandemic.

The actions above in Prompts 1 and 2 quantitatively and/or qualitatively meet the 7.57% minimum proportionality percentage for the 2021-2022 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$29,986,287.00	\$5,143,090.00	\$75,600.00	\$543,147.00	\$35,748,124.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$33,837,436.00	\$1,910,688.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Instructional Materials/Student Licenses		\$300,000.00			\$300,000.00
1	2	English Learners Foster Youth Low Income	1.2 Staff Development/TOSA in Language Arts, Math and ELD	\$262,548.00				\$262,548.00
1	3	All	1.3 Staff Development/TOSA in Technology	\$147,394.00				\$147,394.00
1	4	All	1.4 Professional Development		\$75,000.00			\$75,000.00
1	5	English Learners Foster Youth Low Income	1.5 Class Size	\$3,005,109.00				\$3,005,109.00
1	6	All	1.6 Technology, Devices, Connectivity and Digital Safety	\$447,300.00				\$447,300.00
1	7	All	1.7 Course Access VPA, Spanish and PE	\$44,164.00				\$44,164.00
1	8	English Learners Foster Youth Low Income	1.8 Library	\$164,465.00				\$164,465.00
1	9	All	1.9 G.A.T.E.	\$10,000.00				\$10,000.00
1	10	Primary grades 1,2	1.10 Staff Development/Materials Primary Reading		\$35,000.00			\$35,000.00
2	1	All	2.1 CAASPP Testing	\$1,000.00				\$1,000.00
2	2	All	2.2 District-wide Assessments	\$19,000.00				\$19,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	2.3 Teacher Release For Data Analysis/Planning	\$93,750.00				\$93,750.00
2	4	All	2.4 Curriculum Council	\$11,250.00				\$11,250.00
2	5	EL, LI, FY	2.5 Director of Educational Programs		\$91,657.00		\$91,657.00	\$183,314.00
2	6	All	2.6 Reading Intervention Program for Elementary		\$75,000.00			\$75,000.00
2	7	All	2.7 Student Achievement Grants	\$331,427.00				\$331,427.00
2	8	All	2.8 STATS for Elementary and Junior High		\$200,000.00			\$200,000.00
2	9	All	2.9 Literacy Labs for Title 1 School Sites				\$364,490.00	\$364,490.00
2	10	English Learners	2.10 ELD Aides to Support Language Acquisition	\$178,303.00				\$178,303.00
2	11	EL	2.11 ELD Materials/Licenses/Professional Development				\$35,000.00	\$35,000.00
2	12	English Learners Foster Youth Low Income	2.12 TAPS at Elementary	\$1,174,013.00	\$391,338.00			\$1,565,351.00
2	13	All	2.13 Math Integrated Support (in-class)		\$200,848.00			\$200,848.00
2	14	All	2.14 First Grade Expanded Support		\$160,679.00			\$160,679.00
2	15	English Learners Foster Youth Low Income	2.15 Kindergarten Connection	\$90,000.00				\$90,000.00
2	16	All	2.16 Summer School		\$100,000.00			\$100,000.00
2	17	All	2.17 On-line Homework Support		\$150,000.00			\$150,000.00
3	1	All	3.1 Chronic Absenteeism		\$5,000.00			\$5,000.00
3	2	English Learners Foster Youth Low Income	3.2 District-wide Family Engagement and Communication	\$1,000.00			\$5,000.00	\$6,000.00
3	3	All	3.3 Family Engagement Liaison and Parent Ambassadors			\$75,600.00	\$25,000.00	\$100,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	3.4 After-School Sports	\$60,000.00				\$60,000.00
3	5	All	3.5 Safe School Ambassadors		\$6,000.00			\$6,000.00
3	6	All	3.6 Equity and Culturally Responsive Practices		\$206,000.00			\$206,000.00
3	7	All	3.7 Social/Emotional Development		\$25,000.00			\$25,000.00
3	8	All	3.8 Homeless and Foster Youth	\$175,000.00				\$175,000.00
3	9	English Learners	3.9 Translation	\$1,000.00				\$1,000.00
3	10	All	3.10 Stakeholder Input		\$75,000.00			\$75,000.00
4	1	All	4.1 Hire Credentialed Teachers	\$23,610,956.00				\$23,610,956.00
4	2	All	4.2 Induction for New Teachers/New Teacher Support	\$71,000.00				\$71,000.00
4	3	All	4.3 Facility Inspection Tool	\$1,500.00				\$1,500.00
4	4	All	4.4 Work Orders/Deferred Maintenance		\$1,886,883.00			\$1,886,883.00
5	1	Students with Disabilities	5.1 Counseling Supervision and Leadership		\$153,237.00			\$153,237.00
5	2	Students with Disabilities	5.2 Clinical Counseling		\$295,057.00			\$295,057.00
5	3	English Learners Foster Youth Low Income	5.3 Tier 2 Counseling	\$45,000.00	\$268,000.00		\$22,000.00	\$335,000.00
5	4	Students with Disabilities	5.4 Board Certified Behavior Analyst	\$25,583.00	\$280,891.00			\$306,474.00
5	5	All	5.5 Behavior Support Paraprofessionals		\$125,000.00			\$125,000.00
5	6	All	5.6 Student Safety Software	\$15,525.00				\$15,525.00
5	7	All	5.7 Staff Development - Mental Health and Behavior Supports		\$25,000.00			\$25,000.00
5	8	All	5.8 Social Emotional Learning		\$12,500.00			\$12,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,015,188.00	\$5,701,526.00
LEA-wide Total:	\$4,835,885.00	\$5,522,223.00
Limited Total:	\$179,303.00	\$179,303.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	1.2 Staff Development/TOSA in Language Arts, Math and ELD	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$262,548.00	\$262,548.00
1	5	1.5 Class Size	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,005,109.00	\$3,005,109.00
1	8	1.8 Library	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$164,465.00	\$164,465.00
2	3	2.3 Teacher Release For Data Analysis/Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,750.00	\$93,750.00
2	10	2.10 ELD Aides to Support Language Acquisition	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$178,303.00	\$178,303.00
2	12	2.12 TAPS at Elementary	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,174,013.00	\$1,565,351.00
2	15	2.15 Kindergarten Connection	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Alta Loma Elementary, Banyan, Carnelian, Deer Canyon	\$90,000.00	\$90,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	3.2 District-wide Family Engagement and Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$6,000.00
3	9	3.9 Translation	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,000.00	\$1,000.00
5	3	5.3 Tier 2 Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	\$335,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		