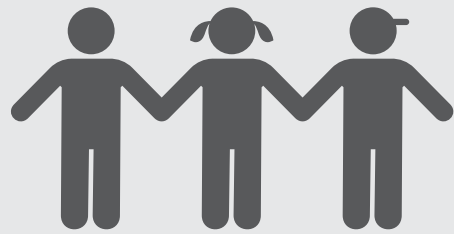




Local Control and Accountability Plan

Plan Summary, 2017-18



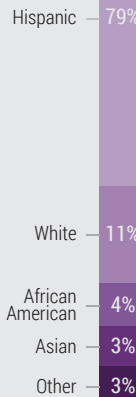
19,255 TK-12 STUDENTS

23 SCHOOLS

6 DISTINGUISHED Schools

1,893* EMPLOYEES

STUDENT ETHNICITY



GROUPS



DISTRICT STORY

District Priorities



Students



Teachers



Instructional Content



District Vision

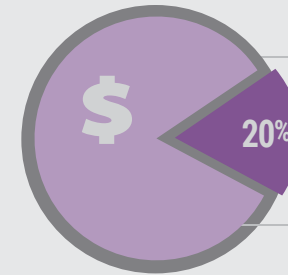
All students will realize their unlimited potential

District Values

Courage, Inclusiveness, Innovation, and Integrity



BUDGET



General Fund Expenditures:
\$223,267,648

LCAP Expenditures:
\$44,751,760

LCFF Revenues:
\$186,017,014
(Totals Budgeted for 2017-18 LCAP Year)

Additional Expenditures Not Specified in the LCAP:

- 1 - Personnel costs for administrators, certificated and classified staff
- 2 - Transportation
- 3 - Regular and special education, TK-12 instruction, and related activities
- 4 - General overhead (water, gas, electricity), construction, and maintenance and operations of all district-owned facilities
- 5 - Restricted state and federally funded programs

LCAP HIGHLIGHTS

✓ Conditions of Learning



GOAL #1

Highlights

- Support State Standards implementation (1.5, 1.8, 1.14, 1.17, 1.20)
- Support VAPA programs at targeted schools (1.12)
- Replace outdated instructional tech (1.6)

✓ Pupil Outcomes



GOAL #2

Highlights

- Expand Dual Immersion Program (2.11)
- Develop MTSS to address student academics, behavior management, and socio-emotional needs (2.1)
- Support AVID program at targeted schools (2.14)

✓ Engagement









GOAL #3

Highlights





- Refine positive behavior intervention practices (3.1, 3.8)
- Continue elementary counselor support (3.10)
- Support parent engagement and communication across district (3.4, 3.7, 3.13)

GREATEST PROGRESS

	Increased Graduation Rate	Indicator: California School Dashboard  Status: Low Change: Increased
	Increased ELA CAASPP Assessment Scores	Indicator: California School Dashboard  Status: Medium Change: Increased
	Increased Math CAASPP Assessment Scores	Indicator: California School Dashboard  Status: Medium Change: Increased












- Plans to Maintain Progress:**
- Fully implement the District Literacy Plan
 - Modify the Units of Study and assessments in ELA, math, history and science
 - Emphasize English language development in core subjects

GREATEST NEEDS

Reduce American Indian and 2+ Races Suspension Rates		Indicator: California School Dashboard  Status: Low Change: Maintained
Improve SWD Academic Indicator Rates		Indicator: California School Dashboard  ELA  Math Status: Very Low


- Plans to Address Needs:**
- Refine the positive behavior interventions and supports systems in schools
 - Refine instructional practices for implementing academic standards and curriculum as well as monitoring students' academic progress

PERFORMANCE GAPS




Subgroup in Need: 	State Indicators:  1. Chronic Absenteeism  2. Suspension Rate  3. English Learner  4. Graduation Rate  5. College/Career Readiness  6. ELA Assessment  7. Math Assessment
2+ Races	
American Indian	
Students with Disabilities	


- Plans to Address Performance Gaps:**
- Implement a multi-tiered system of support model that addresses students' gaps in math
 - Refine practices in positive behavior intervention supports to address students' behavioral needs

INCREASED OR IMPROVED SERVICES







MTSS Implementation

for   






Elementary Literacy teachers

for   



Foster Youth / Homeless Liaisons

for   



Attention to Attendance

for   



**GOAL
#1**



**CONDITIONS
OF LEARNING**

Actual 2016-17 Expenditures

\$25,436,186

Overall Status:



In Progress

2016-17 Outcomes

- Maintain low teacher misassignments
- Maintain standards-aligned instructional materials access
- Increase school ratings on Facilities Inspection Tool
- Increase UC/CSU Completion Rate
- Monitor Implementation of State Standards

Expected Metrics

Actual Metrics

Progress

0

0



100%

100%



10

23



31.4%

39.9%



Establish baseline

Established baseline



**GOAL
#2**



PUPIL OUTCOMES

Actual 2016-17 Expenditures

\$9,577,675

Overall Status:



In Progress

2016-17 Outcomes

- Increase ELA EAP college ready rates
- Increase positive ELA CAASPP scores
- Increase positive Math CAASPP scores
- Increase English Learner reclassification rate

Expected Metrics

Actual Metrics

Progress

17%

18%



38%

40%



26%

28%



6.6%

6.5%





GOAL
#3



ENGAGEMENT

Actual 2016-17 Expenditures

\$5,146,754

Overall Status:



In Progress

↕ 2016-17 Outcomes

	Expected Metrics	Actual Metrics	Progress
- Decrease suspension rate* (all students)	1.6%	2.2%	✓ ⌚
- Decrease chronic absenteeism rate* (all students)	16%	17%	✓ ⌚
- Increase attendance rate* (all students)	95.7%	95.6%	✓ ⌚
- Maintain/decrease expulsion rate* (all students)	0.37%	0.4%	✓ ⌚
- Decrease middle school dropout rate	0.2%	0%	✓ ⌚
- Decrease high school dropout rate* (all students)	6.5%	6%	✓ ⌚
- Increase graduation rate* (all students)	88.5%	89.4%	✓ ⌚
- Increase number of parents responding to School Climate Survey	392	962	✓ ⌚
- Increase number of Action Team for Partnership committees	18	20	✓ ⌚



TOTAL LCAP SPENDING

Total **Planned** 2016-17 LCAP Expenditures

\$43,192,095

vs.

Total **Actual** 2016-17 LCAP Expenditures

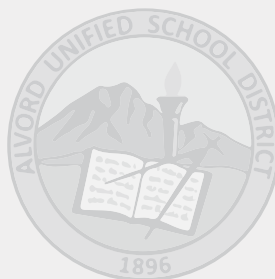
\$40,160,615

=

Towards Full Support of Targeted Students

93%

Almost Met Full Spending



* Refer to the full LCAP for targeted student group outcomes.

Stakeholder Engagement



3

SURVEYS
Conducted



30

CONSULTATION
Meetings Held



7,562

SURVEY COMMENTS
Received



1,231

STAKEHOLDERS
Engaged



3

BOARD MEETINGS
Convened



15+

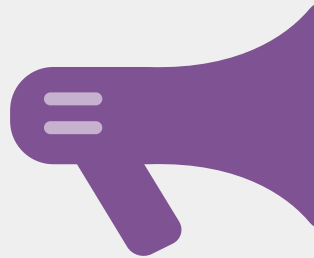
GROUPS
Involved

Groups include:
Parents, Students, Teachers, Community Members, EL and FY Parents, Classified Staff, Administrators, Board of Education, Counselors, Bargaining Units, Cabinet, LCAP Steering Committee, PAC, DELAC, SSC, and ELAC.



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP and LCFF Overview
- LCAP Infographic, 2016-17
- Survey Summaries



AUSD has informed, consulted, and involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders include:



Website, email, phone, meetings, postcard, paper and on-line surveys, mailer, staff and community meetings.

Service Improvement and Fiscal Transparency



California law mandates Local Control Funding Formula consisting of 3 tiers, with 2 tiers...



Concentration Grant \$42,318,804

Supplemental Grant

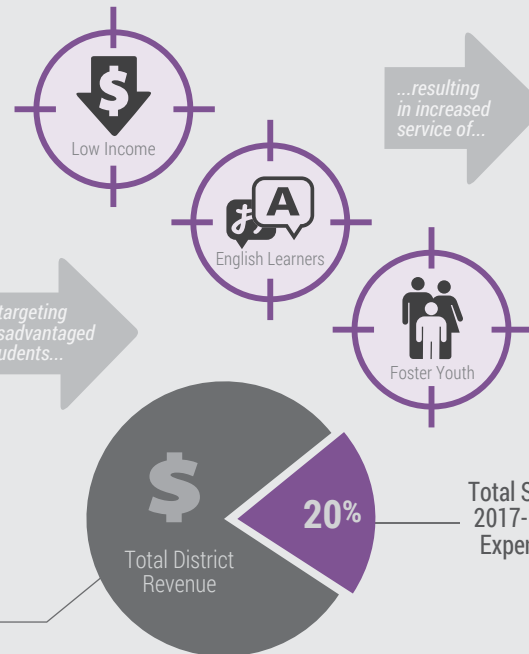
Base Grant \$143,596,208

Other Revenue (state and local) \$26,410,681

Federal Revenue \$10,560,316

Total Revenue:* \$222,886,009

...targeting disadvantaged students...



↑ 29.9%

2017-18
Expected Service
Improvement Using

\$42,318,804

In Total Concentration
and Supplemental Grants
vs.

Total Specified
2017-18 LCAP
Expenditures:


\$44,751,760

= 106% Towards Full Support
of Targeted Students

* Data source for revenue is Alvord's "Adopted Budget 2017-18" (adoption date, 6-22-2017).

GOAL

#1



Conditions of Learning

GOAL DETAILS

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

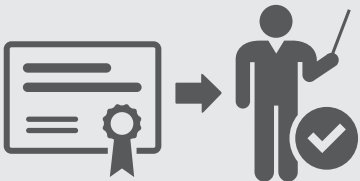
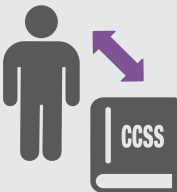

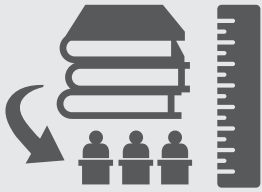
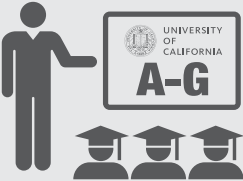

STATUS

New



















Modified

Unchanged

EXPECTED 2017-18 MEASURABLE OUTCOMES OVERVIEW


<p>1.1</p> <div style="text-align: center;"></div> <p style="text-align: center;">MAINTAIN LOW TEACHER MISASSIGNMENTS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td>Baseline</td> </tr> <tr> <td>= 0</td> <td> 0</td> </tr> </table>	2017-18	Baseline	= 0	0	<p>1.2</p> <div style="text-align: center;"></div> <p style="text-align: center;">MAINTAIN STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS ACCESS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td>Baseline</td> </tr> <tr> <td>= 100%</td> <td> 100%</td> </tr> </table>	2017-18	Baseline	= 100%	100%	<p>1.3</p> <div style="text-align: center;"></div> <p style="text-align: center;">MAINTAIN SCHOOL RATINGS ON FACILITIES INSPECTION TOOL</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td>Baseline</td> </tr> <tr> <td>= 100%</td> <td> 100%</td> </tr> </table>	2017-18	Baseline	= 100%	100%
2017-18	Baseline													
= 0	0													
2017-18	Baseline													
= 100%	100%													
2017-18	Baseline													
= 100%	100%													
<p>1.4</p> <div style="text-align: center;"></div> <p style="text-align: center;">STATE STANDARDS IMPLEMENTATION OF LOCAL INDICATOR</p> <div style="text-align: center; margin-top: 10px;"> Set baseline </div>	<p>1.5</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE UC/CSU A-G COURSE COMPLETION RATE</p> <table style="width: 100%; text-align: center;"> <thead> <tr> <th>2017-18 Metrics</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td> 97.9% All Students</td> <td>97.6%</td> </tr> <tr> <td> 97.7% SED</td> <td>97.4%</td> </tr> <tr> <td>= 100% Foster Youth</td> <td>100%</td> </tr> <tr> <td> 95.6% English Learner</td> <td>95.3%</td> </tr> </tbody> </table>	2017-18 Metrics	Baseline	97.9% All Students	97.6%	97.7% SED	97.4%	= 100% Foster Youth	100%	95.6% English Learner	95.3%			
2017-18 Metrics	Baseline													
97.9% All Students	97.6%													
97.7% SED	97.4%													
= 100% Foster Youth	100%													
95.6% English Learner	95.3%													

EXPECTED 2017-18 ACTIONS AND EXPENDITURES

Goal #1	Action / Service	Amount	Target	Status
1.1	Monitor teacher hiring processes, analyze credentials and college transcripts, and ensure appropriate placement	\$0	 All Students	 Unchanged
1.2	Maintain increased athletic budgets	\$150,000		 Modified
1.3	Increase teacher support for ROP	\$749,109		
1.4	Implement Cadet Corps program (1 High School)	\$92,565		
1.5	Revise non A-G courses to be UC system compliant, review grades 6-12 courses of study and course matriculation	\$0		
1.6	Continue replacing outdated computers used for instruction and assessments	\$375,000		
1.7	Continue providing a teacher supply budget of \$500 for state standard implementation	\$500,000		
1.8	Maintain instructional specialists to support implementation of state standards, the District Literacy Plan and elementary math curriculum writing	\$1,146,335		
1.9	Maintain or increase custodians and continue inspection schedule	\$513,245		
1.10	Maintain competitive salary schedules	\$16,390,164		
1.11	Add additional teachers to continue progress towards TK-3 grade span adjustment to 24:1	\$4,752,308		
1.12	Support the middle school music program and support visual and performing arts in secondary schools	\$113,150		
1.13	Provide instrumental music and choral instruction to 5th graders at targeted high needs sites	\$150,000		
1.14	Purchase core subject textbooks	\$2,000,000		
1.15	Maintain new teacher induction support	\$237,036		
1.16	Maintain teacher librarians and 15 library assistants for student literacy support	\$1,283,382		
1.17	Continue Curriculum Review Teams teams to refine units of study	\$150,000		
1.18	Maintain four registrars for the High Schools	\$188,445		
1.19	Provide centralized professional development for classified staff and departmental trainings for specific staff job assignments	\$20,000		
1.20	Maintain Instructional Specialists to support English Learners' needs and to support the dual immersion program	\$435,510		

GOAL

#2











Pupil Outcomes




GOAL DETAILS

GOAL DETAILS

































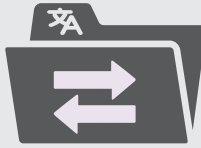





























































STATE PRIORITIES

 1. Basic Services	 2. Academic Standards	 3. Parent Involvement	 4. Student Achievement
 5. Student Engagement	 6. School Climate	 7. Course Access	 8. Other Outcomes

STATUS

 New	 Modified	 Unchanged
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EXPECTED 2017-18 MEASURABLE OUTCOMES OVERVIEW

<p>2.1</p>  <p style="text-align: center;">INCREASE MATH STATE INDICATOR* ALL STUDENTS</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td></td> <td></td> <td>Target: 30.8 points below level 3</td> <td>Baseline</td> <td></td> <td></td> </tr> </table>	2017-18			Target: 30.8 points below level 3	Baseline			<p>2.2</p>  <p style="text-align: center;">INCREASE ELA STATE INDICATOR* ALL STUDENTS</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td></td> <td></td> <td>Target: 13.3 points below level 3</td> <td>Baseline</td> <td></td> <td></td> </tr> </table>	2017-18			Target: 13.3 points below level 3	Baseline			<p>2.3</p>  <p style="text-align: center;">INCREASE ENGLISH LEARNER INDICATOR</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td></td> <td>73.3%</td> <td></td> </tr> <tr> <td>Baseline</td> <td></td> <td>72.8</td> <td></td> </tr> </table>	2017-18		73.3%		Baseline		72.8		<p>2.4</p>  <p style="text-align: center;">INCREASE EL CELDT PROFICIENCY RATES</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td></td> <td>65.6%</td> <td>65%</td> <td>30.6%</td> </tr> <tr> <td></td> <td></td> <td>1 year of growth</td> <td>5+ years</td> <td><5 years</td> </tr> <tr> <td>Baseline</td> <td></td> <td>64.6%</td> <td>64%</td> <td>29.6%</td> </tr> </table>	2017-18		65.6%	65%	30.6%			1 year of growth	5+ years	<5 years	Baseline		64.6%	64%	29.6%	<p>2.5</p>  <p style="text-align: center;">EL RECLASSIFICATION RATE</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td></td> <td>7.5%</td> <td>Baseline</td> <td></td> <td>6.6%</td> </tr> </table>	2017-18		7.5%	Baseline		6.6%														
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2017-18		7.5%	Baseline		6.6%																																																								
<p>2.6</p>  <p style="text-align: center;">INCREASE 3+ AP SCORES</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td></td> <td>33%</td> <td>Baseline</td> <td></td> <td>32%</td> </tr> </table>	2017-18		33%	Baseline		32%	<p>2.7</p>  <p style="text-align: center;">INCREASE A-G COURSE COMPLETION</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td></td> <td>40.9%</td> <td>Baseline</td> <td></td> <td>39.9%</td> </tr> </table>	2017-18		40.9%	Baseline		39.9%	<p>2.8</p>  <p style="text-align: center;">INCREASE CTE COMPLETION RATE</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td></td> <td>4.2%</td> <td>Baseline</td> <td></td> <td>3.2%</td> </tr> </table>	2017-18		4.2%	Baseline		3.2%	<p>2.9</p>  <p style="text-align: center;">INCREASE EAP COLLEGE READY RATES</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td></td> <td>23%</td> <td>ELA</td> <td>2017-18</td> <td></td> <td>10%</td> <td>Math</td> </tr> <tr> <td>Baseline</td> <td></td> <td>18%</td> <td></td> <td>Baseline</td> <td></td> <td>7%</td> <td></td> </tr> </table>	2017-18		23%	ELA	2017-18		10%	Math	Baseline		18%		Baseline		7%		<p>2.10</p>  <p style="text-align: center;">INCREASE FAFSA COMPLETION RATE FOR EACH HIGH SCHOOL</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td></td> <td>23%</td> <td>AACHS</td> <td>37%</td> <td>ACHS</td> <td>83%</td> <td>Hillcrest HS</td> <td>81%</td> <td>La Sierra HS</td> <td>79%</td> <td>Norte Vista HS</td> </tr> <tr> <td>Baseline</td> <td></td> <td>22%</td> <td></td> <td>36%</td> <td></td> <td>82%</td> <td></td> <td>80%</td> <td></td> <td>78%</td> </tr> </table>	2017-18		23%	AACHS	37%	ACHS	83%	Hillcrest HS	81%	La Sierra HS	79%	Norte Vista HS	Baseline		22%		36%		82%		80%		78%
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Baseline		22%		36%		82%		80%		78%																																																			

* Refer to the full LCAP for targeted student group outcomes.

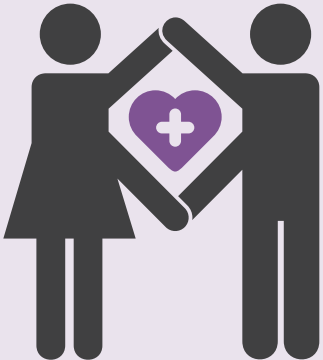
EXPECTED 2017-18 ACTIONS AND EXPENDITURES

Goal #2	Action / Service	Amount	Target	Status
2.1	Develop multi-tiered system of support and add Mental Health Director	\$250,993		
2.2	Refine teaching rigorous units of study practices based on student performance	\$0		
2.3	Continue refining formative assessments, purchasing assessment resources, and maintaining additional clerical support	\$114,501		
2.4	Maintain PE teachers, assistants, equipment and professional development for grades 1-5	\$1,307,856		
2.5	Continue additional GATE certification training for elementary teachers and add TK-K training	\$68,105		
2.6	Continue providing extended learning opportunities in summer	\$320,000		
2.7	Maintain professional development and partner contracts to support student achievement	\$500,000		
2.8	Maintain Foster Youth liaison to support foster youth and add additional liaison	\$272,684		
2.9	Maintain additional instructional technology staff	\$323,732		
2.10	Maintain Special Education support	\$869,974		
2.11	Continue providing Dual Language Immersion support materials	\$90,000		
2.12	Maintain additional MS and HS counselors	\$229,787		
2.13	Provide low income and English Learner site allocations to support EL, LI, FY needs	\$1,648,176		
2.14	Maintain supporting AVID for existing elementary and secondary sites and expand AVID to 3 additional elementary schools	\$110,000		
2.15	Continue International Baccalaureate program support at 1 high school	\$98,200		
2.16	Maintain bilingual assistants	\$1,016,159		
2.17	Begin Puente Project implementation at 1 high school	\$175,824		
2.18	Continue STEM program at 1 middle school	\$20,500		
2.19	Maintain support of intervention and elementary literacy teachers	\$1,604,353		
2.20	Expand the Promethean Academy at 1 middle school	\$15,000		
2.21	Maintain secondary instructional coaches	\$907,328		



GOAL

#3



Engagement

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes


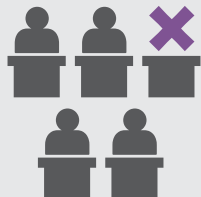




STATUS

New



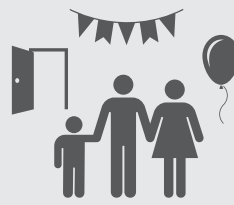
Modified

Unchanged

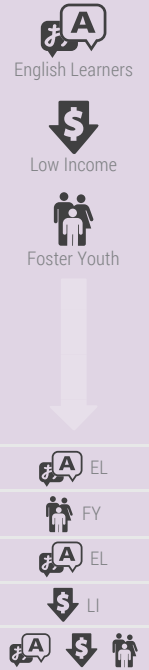
EXPECTED 2017-18 MEASURABLE OUTCOMES OVERVIEW

	2017-18 Metrics	Baseline		2017-18 Metrics	Baseline		2017-18 Metrics	Baseline
 DECREASE SUSPENSION RATES	↓ 2.4% <small>SED</small>	2.6%	 DECREASE CHRONIC ABSENTEEISM RATE	↓ 16.75% <small>All Students</small>	17%	 INCREASE ATTENDANCE RATES	↑ 95.75% <small>All Students</small>	95.6%
	↓ 4.6% <small>SWD</small>	4.9%		↓ 16.7% <small>English Learner</small>	17%		↑ 96% <small>English Learner</small>	95.8%
	↓ 3% <small>American Indian</small>	4%		↓ 16.7% <small>SED</small>	17%		↑ 95.7% <small>SED</small>	95.5%
	↓ 3.9% <small>African American</small>	4.9%		↓ 19.7% <small>SWD</small>	20%		↑ 94.3% <small>SWD</small>	94%
	↓ 3.6% <small>2+ Races</small>	3.8%		↓ 15.7% <small>African American</small>	16%		↑ 95.7% <small>African American</small>	95.5%
					↓ 20.5% <small>Foster Youth</small>		21%	↑ 94.8% <small>Foster Youth</small>
 MAINTAIN / DECREASE LOW EXPULSION RATES	↓ 0.39% <small>All Students</small>	0.4%	 MAINTAIN LOW MS DROPOUT RATE	2017-18 = 0%		 DECREASE HS DROPOUT RATE	↓ 5% <small>All Students</small>	6%
	↓ 0.44% <small>African American</small>	0.45%		Baseline 0%			↓ 1.4% <small>African American</small>	1.9%
	↓ 0.43% <small>SED</small>	0.44%					↓ 4.8% <small>SED</small>	5.8%
	↓ 0.45% <small>English Learner</small>	0.46%					↓ 6.1% <small>English Learner</small>	8.1%








EXPECTED 2017-18 MEASURABLE OUTCOMES OVERVIEW

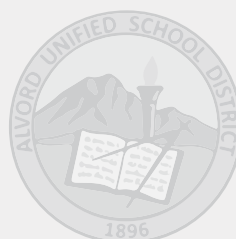
<p>3.7</p>  <p>INCREASE GRADUATION RATE</p>	<table border="1"> <thead> <tr> <th>2017-18 Metrics</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td>↑ 91.3% All Students</td> <td>89.3%</td> </tr> <tr> <td>↑ 90.2% African American</td> <td>88.2%</td> </tr> <tr> <td>↑ 91.4% SED</td> <td>89.4%</td> </tr> <tr> <td>↑ 87.5% English Learner</td> <td>85.5%</td> </tr> <tr> <td>↑ 81.3% SWD</td> <td>76.3%</td> </tr> </tbody> </table>	2017-18 Metrics	Baseline	↑ 91.3% All Students	89.3%	↑ 90.2% African American	88.2%	↑ 91.4% SED	89.4%	↑ 87.5% English Learner	85.5%	↑ 81.3% SWD	76.3%	<p>3.8</p>  <p>SCHOOL CLIMATE LOCAL INDICATOR</p> <p>↓ Set baseline</p>	<p>3.9</p>  <p>PARENT ENGAGEMENT LOCAL INDICATOR</p> <p>↓ Set baseline</p>
2017-18 Metrics	Baseline														
↑ 91.3% All Students	89.3%														
↑ 90.2% African American	88.2%														
↑ 91.4% SED	89.4%														
↑ 87.5% English Learner	85.5%														
↑ 81.3% SWD	76.3%														

EXPECTED 2017-18 ACTIONS AND EXPENDITURES

Goal #3	Action / Service	Amount	Target	Status
3.1	Refine positive behavior interventions and supports system practices at school sites	\$60,000		Modified
3.2	Maintain school safety with campus supervision hours	\$173,041		Unchanged
3.3	Maintain school safety at high schools with School Resource Officers	\$223,987		New
3.4	Maintain communications coordinator to increase district and community communication	\$148,942		Unchanged
3.5	Maintain health assistants	\$389,111		New
3.6	Implement a district-wide attendance monitoring process	\$125,100		Unchanged
3.7	Maintain Parent Engagement Office support	\$307,969		Unchanged
3.8	Maintain elementary assistant principals	\$1,382,920		Unchanged
3.9	Maintain after school program support	\$653,785		Unchanged
3.10	Maintain counselor support at all elementary sites	\$1,654,252		Unchanged
3.11	Maintain support of the English Learner Translation services	\$170,757		Unchanged
3.12	Refine and implement procedures for monitoring foster youth	\$0		Unchanged
3.13	Provide parent training for EL parent advisory group identified priorities	\$0		Unchanged
3.14	Provide parenting classes and support for teen parents	\$103,475		Unchanged
3.15	Provide teacher stipends to support student and parent engagement	\$169,000		Unchanged

Abbreviations: AA (African American), AACHS (Alvord Alternative Continuation High School), AALD (Advanced Academic Language Development), ACHS (Alvord Continuation High School), AP (Advanced Placement), AUSD (Alvord Unified School District), AVID (Advancement Via Individual Determination), CASSPP (California Assessment of Student Performance and Progress), CCSS (Common Core State Standards), CSU (California State University), CTE (Career Technical Education), EAP (Early Assessment Program), EL (English Learner), ELA (English-Language Arts), ELD (English Language Development), FAFSA (Free Application for Federal Student Aid), FTE (full-time equivalent), FY (Foster Youth), GATE (Gifted And Talented Education), HS (High School), IB (International Baccalaureate), K (Kindergarten), LCAP (Local Control Accountability Plan), LCFF (Local Control Funding Formula), LI (Low Income), MS (Middle School), PD (Professional Development), PE (Physical Education), RFEP (Reclassified Fluent English Proficient), ROP (Regional Occupational Program), SED (Socio-Economically Disadvantaged), STEM (Science, Technology, Engineering and Math), SWD (Students With Disabilities), TK (Transitional Kindergarten), UC (University of California).

Legend	
 - Increase TO	 - Increase BY
 - Decrease TO	 - Decrease BY
 - Maintain	 - Maintain / Increase
	 - Baseline



For additional LCAP resources scan or click the QR code or go to www.goboinfo.com & search for your district.



This infographic provides a high-level summary only. For more specific details, please refer to the accompanying 142 page LCAP narrative plan.



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 Superintendent: Dr. Sid Salazar; Email: sid.salazar@alvord.k12.ca.us