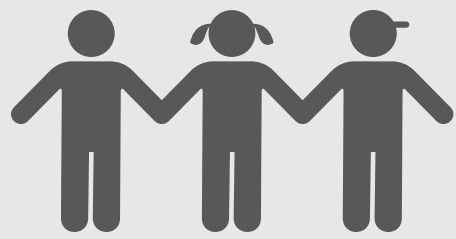


Local Control and Accountability Plan



Plan Summary, 2018-19



19,005 TK-12th Grade STUDENTS



23 SCHOOLS

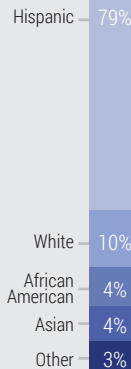


6 DISTINGUISHED Schools

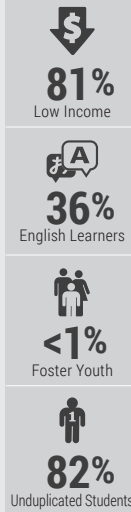


1,909* EMPLOYEES

STUDENT ETHNICITY



STUDENT GROUPS



DISTRICT STORY

District Priorities



Students



Teachers



Instructional Content



District Vision

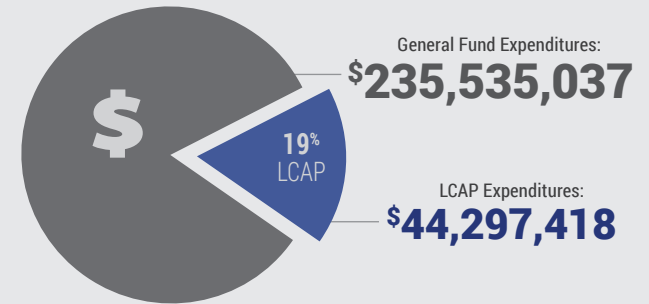
All students will realize their unlimited potential

District Values

Courage, Inclusiveness, Innovation, and Integrity



EXPENDITURES



Additional Expenditures Not Specified in the LCAP:

- Salaries for administrators, certificated staff, & classified staff
- Transportation
- Regular & special education instruction and related activities
- General overhead
- Construction & district facility maintenance & operations
- Restricted State & Federal funded programs

LCAP HIGHLIGHTS

Conditions of Learning



GOAL

#1

Highlights

- Replace outdated computers
- Revise non A-G courses to be UC/CSU requirement compliant
- Support visual and performing arts programs at elementary and secondary schools

Pupil Outcomes



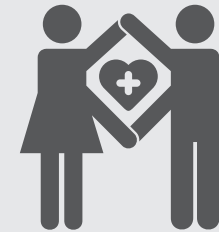
GOAL

#2

Highlights

- Maintain intervention and literacy teachers
- Expand Dual Language Immersion Program
- Continue Foster Youth Liaison
- Develop a multi-tiered system of supports model district-wide

Engagement



GOAL

#3

Highlights

- Develop positive behavior interventions & supports district-wide
- Continue providing elementary counselors
- Implement district-wide program addressing chronic absenteeism

GREATEST PROGRESS

Increased Graduation Rate



Indicator: California School Dashboard



Status: High Change: Increased



Increased English Learner Progress

Indicator: California School Dashboard



Status: High Change: Increased

Decreased Suspension Rate



Indicator: California School Dashboard



Status: Low Change: Maintained

Planned Actions to Maintain Progress:

- Provide Low Income and English Learner site allocations and EL teacher professional development
- Continue supporting AVID programs with books and supplies, teachers, administrative support, and tutoring
- Support school safety with additional campus supervision hours

GREATEST NEEDS



Improve English Language Arts Academic Indicator

Indicator: California School Dashboard



Status: Low Change: Declined

Improve Math Academic Indicator



Indicator: California School Dashboard



Status: Low Change: Declined

Planned Actions to Address Needs:

- Refine teaching practices based on student performance with models of differentiation and professional development
- Develop District-wide assessment and progress monitoring system with additional assessment resources and provide staff support

PROGRESS 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

African American



American Indian



Homeless Students



Pacific Islander



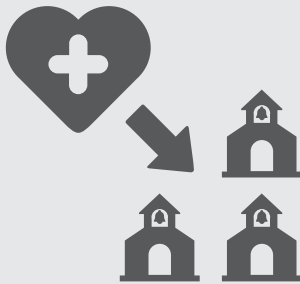
Planned Actions to Address Performance Gaps:

- Develop Positive Behavior Interventions and Support, provide counselors and support teams, and include parent training
- Implement District-wide program to decrease chronic absenteeism & increase attendance with Saturday School and student attendance investigators

INCREASED OR IMPROVED SERVICES

MTSS Implementation

for EL LI FY



Positive Behavior Intervention

for EL LI FY



Dual Language Immersion Program

for EL LI FY





GOAL #1



CONDITIONS OF LEARNING

Estimated 2017-18 Expenditures

\$29,071,908

Overall Status:



Met



Outcomes - Highlighted Achievements

Expected Metrics

Actual Metrics

Progress

- Maintain low teacher misassignments
- Maintain standards-aligned instructional materials access
- Maintain "Good or Exemplary" rating on Facilities Inspection Tool
- Improve state standards implementation
- Increase UC/CSU A-G course enrollment

0

0



100%

100%



100%

100%



Met

Met



97.7%

97.9%



GOAL #2



PUPIL OUTCOMES

Estimated 2017-18 Expenditures

\$9,222,659

Overall Status:



In Progress



Outcomes - Highlighted Achievements

Expected Metrics

Actual Metrics

Progress

- Increase Math Academic State Indicator
- Increase ELA Academic State Indicator
- Increase English Learner Progress Indicator
- Increase English Learner reclassification rate
- Increase 3+ AP scores
- Increase UC/CSU A-G course completion rate
- Increase CTE completion rate
- Increase EAP ELA college readiness rate
- Increase EAP math college readiness rate
- Increase FAFSA completion rate

30.8 pts below

54.3 pts below



13.3 pts below

33.7 pts below



73.3%

79.6%



8.5%

6.5%



33%

36%



40.9%

33.3%



4.2%

1.3%



23%

19.1%



10%

4.5%



+1%

+1%





GOAL #3



ENGAGEMENT

Estimated 2017-18 Expenditures

\$5,040,005

Overall Status:



In Progress



Outcomes - Highlighted Achievements

Expected Metrics

Actual Metrics

Progress

- Decrease suspension rate* (all students)
- Decrease chronic absenteeism rate* (all students)
- Increase attendance rate* (all students)
- Decrease expulsion rate* (all students)
- Maintain low middle school dropout rate
- Decrease high school dropout rate* (all students)
- Increase graduation rate* (all students)
- Increase School Climate Survey participation
- Increase number of Action Team for Partnership committees

2.3%

2.3%



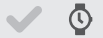
16.75%

12.1%



95.75%

95.38%



0.39%

0.26%



0%

0%



5%

data release delayed



91.3%

91.7%



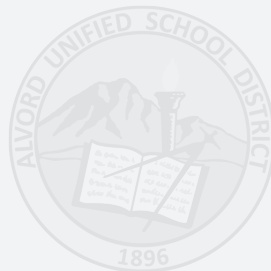
set baseline

baseline established



18

29



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

Stakeholder Engagement



1

SURVEY
Conducted



409

SURVEY
Participants



96

STAKEHOLDER
Meetings



1,095

STAKEHOLDERS
Engaged



3

BOARD MEETINGS
Convened



16

GROUPS
Involved

Groups include:

Parents, Students, Teachers, Community Members, EL and FY Parents, Classified Staff, Administrators, Board of Education, Counselors, Bargaining Units, Cabinet, PAC, DELAC, SSC, and ELAC



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans



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



Website, email, phone, word of mouth, meetings.

Service Improvement & Fiscal Transparency



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



Concentration Grant \$44,545,156

Supplemental Grant

Base Grant \$152,645,933

Other Revenue (state & local) \$24,492,861

Federal Revenue \$11,007,535

Total General Fund Revenue* \$232,691,485

...targeting disadvantaged students...



Low Income



English Learners



Foster Youth

...resulting in increased service of...

↑ **29.47%**

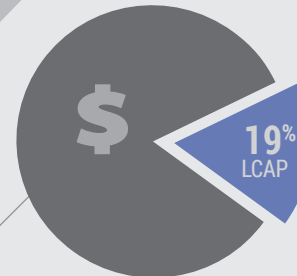
2018-19
Expected Service
Improvement Using

\$44,545,156

In Total Concentration
& Supplemental Grants
vs.

Total Specified
2018-19 LCAP
Expenditures:

\$44,297,418



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

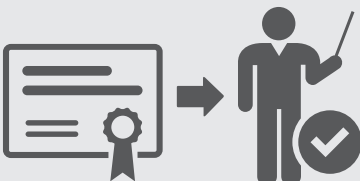
New

Modified

Unchanged

EXPECTED 2018-19 MEASURABLE OUTCOMES


1.1



MAINTAIN LOW TEACHER MISASSIGNMENTS

2018-19 = 0	Baseline 0
-----------------------	---------------


1.2



MAINTAIN STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS ACCESS

2018-19 = 100%	Baseline 100%
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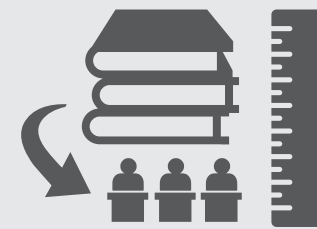
1.4



MAINTAIN SCHOOL RATINGS ON FACILITIES INSPECTION TOOL


2018-19 = 100%	Baseline 100%
--------------------------	------------------

1.4



IMPLEMENT STATE ACADEMIC STANDARDS

1.5






INCREASE UC/CSU A-G COURSE COMPLETION RATE


2018-19 Metric	Baseline
97.9% All Students	97.9%
97.8% SED	97.8%
96.2% Foster Youth	100%
96.5% English Learners	96.2%
86.7% SWD	86.7%

→

EXPECTED 2018-19 ACTIONS & EXPENDITURES

Goal #1	Action / Service	Amount	Target	Status
1.1	Monitor teacher hiring processes, credentials and college transcripts, and ensure appropriate placement	\$0	All Students	Unchanged
1.2	Increase high school athletic budget to support social-emotional and character development	\$1,410,000	English Learners	Modified
1.3	ROP support integrated with action 2.24	N/A	Low Income	
1.4	Continue Cadet Corps support (1 High School, books, supplies, transportation, and field trips)	\$131,144	Foster Youth	
1.5	Revise non A-G courses to be UC system compliant, review grades 6-12 courses of study	\$0	All Students	Unchanged
1.6	Continue replacing outdated computers used for instruction and assessments and buy additional technology (security devices, computers and 1:1 devices)	\$775,000	English Learners	Modified
1.7	Continue providing a teacher supply budget of \$500 for CCSS implementation	\$507,950	Low Income	Unchanged
1.8	Maintain instructional specialists to support state standards implementation	\$1,172,211	Foster Youth	Modified
1.9	Maintain increased classroom sanitation services	\$546,805		
1.10	Action not included in 2018-19 LCAP	N/A		
1.11	Add additional teachers to continue progress towards TK-3 grade span adjustment to 24:1	\$5,969,888		
1.12	Continue expanding and supporting middle school music program and visual and performing arts in secondary schools	\$113,151		
1.13	Provide elementary instrumental music and choral instruction to targeted high needs sites	\$617,258		
1.14	Continue purchasing core subject textbooks	\$1,000,000		
1.15	Maintain new teacher induction support (BTSA participation fees, classroom coverage for PD)	\$324,529		
1.16	Maintain teacher librarians and library assistants for student literacy support	\$1,376,909		
1.17	Continue teacher teams to refine instructional practices and develop teams to support co-teaching model	\$125,000		
1.18	Maintain four registrars for the high schools	\$282,985		
1.19	Provide centralized professional development for classified staff and develop a regular special education assistants training program	\$20,000	All Students	Modified
1.20	Maintain Instructional Specialists to support EL needs and the dual immersion program	\$285,740	English Learners	New
1.21	Expand school safety programs by forming a District Safety Committee, use Raptor Security System, and reestablish school site safety committees	\$300,000	English Learners	
1.22	Improve learning environments in the oldest schools in high need neighborhoods	\$631,079	Low Income	
1.23	Provide Home to school transportation	\$612,610	Foster Youth	
1.24	Continue early transitional kindergarten admittance to target academic and social-emotional needs	\$439,872	Foster Youth	

GOAL #2



Pupil Outcomes

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 2018-19 MEASURABLE OUTCOMES

2.1

INCREASE MATH STATE INDICATOR*

2018-19

↑

Target:
50 points
below level 3

Baseline

↓

2.2

INCREASE ELA STATE INDICATOR*

2018-19

↑

Target:
30 points
below level 3

Baseline

↓

2.3

INCREASE ENGLISH LEARNER
PROGRESS INDICATOR

2018-19

↑ 80.6%

Baseline

↓

2.5

EL RECLASSIFICATION RATE

2018-19

↑ 7.5%

Baseline

↓ 6.5%

2.6

INCREASE 3+ AP SCORES

2018-19

↑ 38%

Baseline

↓ 36%

2.7

INCREASE A-G COURSE COMPLETION

2018-19

↑ 34%

Baseline

↓ 33.3%

2.8

INCREASE CTE COMPLETION RATE

2018-19

↑ 2%

Baseline

↓ 1.3%

2.9

INCREASE EAP
COLLEGE READY RATES

2018-19

↑ 21%

FLA

Baseline

19.1%

2018-19

↑ 6.5%

Math

Baseline

4.5%

2.10


































INCREASE FAFSA COMPLETION
RATE FOR EACH HIGH SCHOOL

2018-19	AACHS	ACHS	Hillcrest	La Sierra	Norte Vista
↑	45%	47%	82%	89%	85%
Baseline	39%	42%	76%	84%	80%

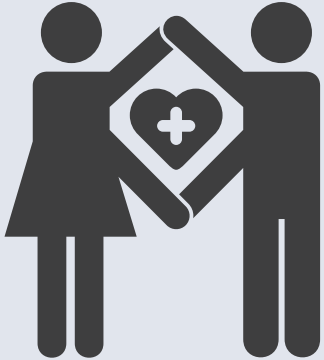
*Metrics are for All Students. Refer to the full LCAP for targeted student group outcomes.

Goals, Outcomes & Actions *(Continued)*

EXPECTED 2018-19 ACTIONS & EXPENDITURES

Goal #2	Action / Service	Amount	Target	Status
2.1	Develop multi-tiered system of support and add Mental Health Director	\$245,825	 English Learners	 Modified
2.2	Refine teaching practices based on student performance	\$0		
2.3	Develop District-wide assessment and progress monitoring system and provide additional assessment resources and staff support	\$312,955		
2.4	Maintain teacher planning time to implement best practices by providing staffing and equipment for elementary PE, assistants, equipment and professional development	\$1,589,268	 Low Income  Foster Youth	 Unchanged
2.5	Continue developing GATE program by integrating strategies with newly adopted language arts materials	\$68,105		
2.6	Continue providing summer extended learning opportunities	\$200,000		
2.7	Maintain professional development and partner contracts	\$500,000	 English Learners  Low Income  Foster Youth	 Modified
2.8	Maintain two Foster Youth liaisons to support foster youth and homeless students	\$286,101		
2.9	Support technology access	\$401,393		
2.10	Action not included in 2018-19 LCAP	N/A	 English Learners  Low Income  Foster Youth	 Unchanged
2.11	Expand and support the Dual Language Immersion program	\$2,659,726		
2.12	Maintain additional middle and high school counselors	\$926,528		
2.13	Provide low income and English Learner site allocations and EL teacher professional development	\$1,913,176	 English Learners  Low Income  Foster Youth	 Unchanged
2.14	Continue supporting AVID programs	\$1,266,928		
2.15	Continue International Baccalaureate program support at one high school	\$1,002,975		
2.16	Action not included in 2018-19 LCAP	N/A	 English Learners  Low Income  Foster Youth	 Unchanged
2.17	Support Puente Project implementation with a teacher, books, and supplies	\$183,366		
2.18	Integrate STEM program into Middle School math curriculum	\$20,500		
2.19	Maintain support of intervention and elementary literacy teachers	\$1,717,210	 English Learners  Low Income  Foster Youth	 Unchanged
2.20	Continue supporting the Promethean Academy at one middle school	\$15,000		
2.21	Maintain secondary instructional coaches	\$933,984		
2.22	Support EL students and families with bilingual staff and instructional support	\$718,960	 English Learners  Low Income  Foster Youth	 New
2.23	Support supplemental college-readiness testing	\$160,000		
2.24	Support Career Technical Education pathways	\$2,685,277		
2.25	Maintain low class sizes at alternative high schools and provide an assistant principal	\$1,554,476	 English Learners  Low Income  Foster Youth	 Unchanged

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 2018-19 MEASURABLE OUTCOMES

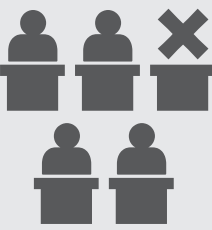
3.1



DECREASE SUSPENSION RATES

2018-19 Metric	Baseline
↓ 2.4% SED	2.5%
↓ 3.9% Students with Disabilities	4.0%
↓ 8.0% American Indian	8.5%
↓ 4.4% African American	4.6%
↓ 1.7% 2+ Races	1.8%


3.2



DECREASE CHRONIC ABSENTEEISM RATE

2018-19 Metric	Baseline
↓ 12% All Students	12.1%
↓ 10.6% English Learners	10.7%
↓ 12.8% SED	12.9%
↓ 16.3% Students with Disabilities	16.4%
↓ 16.2% African American	16.3%
↓ 15.6% Foster Youth	15.9%


3.3



INCREASE ATTENDANCE RATES

2018-19 Metric	Baseline
↑ 95.5% All Students	95.4%
↑ 95.7% English Learners	95.6%
↑ 95.4% SED	95.3%
↑ 94% Students with Disabilities	94%
↑ 95% African American	94.9%
↑ 95.2% Foster Youth	95.1%


3.4



DECREASE LOW EXPULSION RATES

2018-19 Metric	Baseline
↓ 0.255% All Students	0.26%
↓ 0.585% African American	0.59%
↓ 0.275% SED	0.28%
↓ 0.215% English Learners	0.22%


3.5



MAINTAIN LOW MS DROPOUT RATE

2018-19	Baseline
= 0%	↘ 0%

3.6




DECREASE HS DROPOUT RATE

2018-19 Metric	Baseline
↓ 1% All Students	5.9%
↓ 0.3% African American	1.9%
↓ 1% SED	5.7%
↓ 2% English Learners	7.9%

EXPECTED 2018-19 MEASURABLE OUTCOMES


3.7



INCREASE GRADUATION RATE

2018-19 Metric	Baseline
<div><div>↑</div><div>92.7%</div><div>All Students</div></div>	91.7%
<div><div>↑</div><div>96.9%</div><div>African American</div></div>	95.9%
<div><div>↑</div><div>93.9%</div><div>SED</div></div>	91.9%
<div><div>↑</div><div>91.5%</div><div>English Learners</div></div>	89%
<div><div>↑</div><div>81.2%</div><div>Students with Disabilities</div></div>	77.2%


3.8



INCREASE SCHOOL CLIMATE SURVEY PARTICIPATION

2018-19 Metric	Baseline
<div><div>↑</div><div>90%</div><div>Elementary</div></div>	79%
<div><div>↑</div><div>90%</div><div>Secondary</div></div>	71%

3.9



INCREASE PARENT ENGAGEMENT

2018-19 Metric	Baseline
<div><div>↑</div><div>20</div><div>ATP Teams</div></div>	20
<div><div>↑</div><div>161</div><div>Parent Events</div></div>	151

EXPECTED 2018-19 ACTIONS & EXPENDITURES

Goal #3	Action / Service	Amount	Target	Status
3.1	Develop Positive Behavior Interventions and Supports System	\$60,000		 Modified
3.2	Support school safety with additional campus supervision hours	\$299,780		
3.3	Provide School Resource Officers	\$606,657		 Unchanged
3.4	Maintain communications coordinator to increase district and community communication	\$236,860		
3.5	Maintain health assistants	\$417,613		 Unchanged
3.6	Develop, implement, and sustain District-wide program to address chronic absenteeism	\$310,258		
3.7	Maintain district parent engagement and education staff support	\$327,665		 Unchanged
3.8	Maintain elementary assistant principals and add assistant principals at comprehensive HS and MS	\$2,845,471		
3.9	Maintain Extended Learning program support	\$327,000		 Unchanged
3.10	Maintain counselor support at all elementary sites	\$1,848,808		
3.11	Maintain additional translators	\$334,461		 Unchanged
3.12	Action not included in 2018-19 LCAP	N/A		
3.13	Provide parent professional learning for EL parent advisory group identified priorities	\$0		 Unchanged
3.14	Provide parenting classes and support for teen parents	\$107,086		
3.15	Provide teacher stipends to support student and parent engagement	\$281,875		 New
3.16	Support the District-wide program to increase attendance	\$265,000		
3.17	Survey parents, staff, and 5th, 7th, & 9th grade students on school climate perceptions	\$25,000		

Abbreviations: AACHS (Alvord Alternative Continuation High School), AALD (Advanced Academic Language Development), ACHS (Alvord Continuation High School), AP (Advanced Placement), ATP (Action Teams for Partnership), AUSD (Alvord Unified School District), AVID (Advancement Via Individual Determination), BTSA (Beginning Teacher Support and Assessment), CCSS (Common Core State Standards), CTE (Career Technical Education), DELAC (District English Learner Advisory Committee), DLI (Dual Language Immersion), EAP (Early Assessment Program), EL (English Learner), ELA (English-Language Arts), ELAC (English Learner Advisory Committee), ELPAC (English Language Proficiency Assessments for California), FAFSA (Free Application for Federal Student Aid), FY (Foster Youth), GATE (Gifted And Talented Education), HS (High School), IB (International Baccalaureate), LCAP (Local Control Accountability Plan), LCFF (Local Control Funding Formula), LI (Low Income), MS (Middle School), MTSS (Multi-Tiered System of Support), N/A (Not Available), PAC (Parent Advisory Committee), PBIS (Positive Behavioral Interventions and Supports), PD (Professional Development), PE (Physical Education), RFEP (Reclassified Fluent English Proficient), ROP (Regional Occupational Program), SED (Socio-Economically Disadvantaged), SSC (School Site Council), STEM (Science, Technology, Engineering and Math), SWD (Students With Disabilities), TK (Transitional Kindergarten), UC/CSU (University of California/California State University).

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain / Increase
⊕ - Increase BY	📊 - Baseline
⊖ - Decrease BY	✓ - Completed
	🕒 - In progress



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 185 page LCAP narrative plan.



Alvord Unified School District, 9 KPC Pkwy., Corona, CA 92879; Phone: (951) 509-5000; Website: www.alvordschools.org; CDS#: 33669770000000
Superintendent: Allan J. Mucerino Ed.D.; Email: allan.mucerino@alvordschools.org