



## Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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### Goal 1

#### Goal Description

**Effective Instruction and Curriculum - Provide equitable access to high-quality classroom curriculum and instruction in an inclusive environment that promotes student success.**

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Availability of basic services as measured by local indicator: 100% of teachers are appropriately assigned and fully credentialed 100% of students have access to standards-aligned instructional materials	Teachers -100% Access to Instructional Materials-100%	Teachers -100% Access to Instructional Materials-100%	Teachers -100% Access to Instructional Materials-100%	Teachers -100% Access to Instructional Materials-100%	100% of teachers are appropriately assigned and fully credentialed 100% of students have access to standards-aligned instructional materials
Statewide assessments as measured by CAASPP or alternative assessments allowed by the CDE. (Due to the inability to test students in 2019-20 due to the pandemic, and the difficulties encountered in testing in 2020-21, this metric will also report on locally adopted assessments to monitor success)	CAASPP ELA (2018-19) <ul style="list-style-type: none"> <li>56.3% met or exceeded standard</li> </ul> CAASPP Math (2018- 19)- 40.8% 2019-20 no data due to COVID	ELA - 2020-21 CAASPP Data not available Math <ul style="list-style-type: none"> <li>2020-21 CAASPP Data not available Local assessments - (i Ready) ELA - 69% made progress toward typical growth Math - 59% made progress toward typical growth</li> </ul>	Overall AUSD Results: 2021-2022 CAASPP ELA - 44.98% met or exceeded the standard and 18.7 points below the standard English Language Learners: 6.98% met/exceeded the standard and 87.1 points below Students with disabilities: 16.78% met/exceeded the standard and 92.8 points below American Indian students: 30.77% met/exceeded the standard and 42.4 points below  2021-2022 CAASPP Math - 31.45% met or exceeded the standard and 50.3 points below the standard English Language Learners: 7.14% met/exceeded the standard and 107.5 points below Students with disabilities: 18.42% met/exceeded the standard and 120.9 points below American Indian students: 6.53% met/exceeded the	Overall AUSD Results: 2022-2023 CAASPP ELA - 47.38% met or exceeded the standard. English Language Learners: 2% met/exceeded the standard. Students with disabilities: 16% met/exceeded the standard. American Indian students: 23% met/exceeded the standard.  2022-2023 CAASPP Math - 40.06% met or exceeded the standard. English Language Learners: 8% met/exceeded the standard. Students with disabilities: 9% met/exceeded the standard. American Indian students: 12.5% met/exceeded the standard.  Schools in ATSI: Joan MacQueen - Students with Disabilities: ELA 16.07% met or	CAASPP ELA - 65% met or exceeded standard CAASPP Math - 55% met or exceeded standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>standard and 98 points below</p> <p>Schools in ATSI: Joan MacQueen - Students with Disabilities: ELA 14.71% met or exceeded, Math 2.94% met or exceeded Shadow Hills - Students with Disabilities: ELA 20.8% met or exceeded, Math 12.5% met or exceeded</p>	<p>exceeded, Math 5.36% met or exceeded Shadow Hills - Students with Disabilities: ELA 14.81% met or exceeded, Math 18.52% met or exceeded</p>	
<p>English Learner progress based on ELPAC growth and reclassification rates. Note - due to inconsistencies in reclassification methods over the last few years the metric for reclassification will be redefined as a year to year increase of 50% in the number of students being reclassified.</p>	<p>ELPI - 59% making progress toward English Proficiency Reclassification - 53%. Baseline reset to be the number of students reclassified in 2020-21 = 2</p>	<p>English Learner Progress: Data not available, due to COVID related testing constraints in taking the ELPAC. For 2020-21 27.24% of the EL students taking the ELPAC earned Level 4 Proficiency. Reclassification - 2 students. ELPAC levels by grade and school level: <a href="https://docs.google.com/susp=sharing">https://docs.google.com/susp=sharing</a></p>	<p>For 2021-2022, 18.75% of the EL students taking the ELPAC earned Level 4 Proficiency, 32.50% earned Level 3 Proficiency, 27.5% earned Level 2 Proficiency, and 21.25% earned Level 1 Proficiency. 51.25% are making progress towards English language proficiency.</p> <p>15 students were reclassified.</p>	<p>For 2022-2023, 16.5% of the EL students taking the ELPAC earned Level 4 Proficiency, 33.7% earned Level 3 Proficiency, 29.4% earned Level 2 Proficiency, and 20.33% earned Level 1 Proficiency. 50.3% are making progress towards English language proficiency.</p> <p>3 students were reclassified.</p>	<p>ELPI - 65% making progress if ELPI is available at this time Reclassification - 8 students</p>
<p>100% implementation of state standards including services for English Learners as measured by report cards. Report cards will also measure student access to a broad course of study, including unduplicated pupils and</p>	<p>Documentation of report cards aligned to state standards and broad course of study</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
individuals with exceptional needs					
Other pupil outcomes, increased test scores in science	Increase CAST scores (science). 40.97% met or exceeded standard in 2019	California Science Test - results not available for 2020-21 for Alpine due to data suppression since 10 or fewer students tested. Most recent available data is 40.97% met or exceeded standard in 2019.	28.66% of students met or exceeded the standard	30.18% of students met or exceeded the standard	50% met or exceeded standard

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Basic Services</b> Ensure all students are taught by appropriately assigned and fully credentialed teachers and have access to California Standards-aligned instructional materials. This includes salaries for instructional staff, curriculum purchases and adoptions, technology, and other supports for teaching and learning.	No	Fully Implemented	100% of AUSD teachers are taught by appropriately assigned fully credentialed teachers. 100% of students have access to standards aligned curriculum.	AUSD continues to provide curriculum that is 100% aligned to CA standards. The District adopted new elementary math and social studies curriculum in June of 2023 and it has been implemented in the 2023-2024 school year.	\$8,584,546.00	\$4338410
1.2	<b>Professional Learning</b> Provide training and workshops for all staff to support standards implementation, changing instructional environments, technology integration, and to meet the needs of specific populations of students who may face barriers to	No	Fully Implemented	In 2023-2024, we have provided the following training for staff: <ul style="list-style-type: none"> <li>Elementary math training</li> <li>Elementary and middle</li> </ul>	With the adoption of our new math curriculum, we provided certificated staff two full days of training and	\$305,367.00	\$149713

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>academic success (EL, LI, Foster/homeless, SWD). This is also includes training in specific pedagogical practices to enhance literacy, math, and other content skills.</p>			<p>school ELA training</p> <ul style="list-style-type: none"> <li>• Middle school social studies training</li> <li>• Certificated staff cultural sensitivity</li> <li>• Dual Language Training</li> </ul>	<p>additional training for principals and special education teachers. Release time is also provided to teachers for collaboration centered around Bridges.</p> <p>We are continuing to train our new TK-3rd grade and special education teachers in IMSE. All school sites have held "refresher" training sessions for staff to ensure IMSE is being implemented with fidelity.</p> <p>New middle school ELA teachers were trained in our adopted curriculum, Mirrors and Windows.</p> <p>AUSD partnered with the San Diego</p>		

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					<p>County Office of Education (SDCOE) to offer social studies training focused on literacy to our middle school teachers.</p> <p>SDCOE also provided dual language training for all teachers in the Dual Language program.</p> <p>AUSD continues to work closely with Viejas to provide staff training on cultural sensitivity to all staff.</p> <p>AUSD is participating in Project ARISE in collaboration with SDCOE. This grant provides our teachers with training and coaching in the science of reading.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p><b>Supplemental and Targeted Interventions</b></p> <p>Provide effective academic support and intervention for at-risk student populations including low-performing students, EL, LI, foster youth, homeless, special education, and others based on data, following the MTSS model. Support could include extended learning times (before and after school tutoring and enrichment, summer programs, etc.) additional staff, instructional assistants, additional training, supplemental material, services, and diagnostic assessments (Lexia, ST Math, Read Naturally), etc.</p>	Yes	Fully Implemented	All schools offer an intervention program for low-performing students including ELL students, special education, and others based on student data. Tutoring is also offered to our Unduplicated students in our Expanded Learning Program.	<p>In 2022-2023, 47% of AUSD students met or exceeded the grade level standard in ELA and 40% of students met or exceeded the grade level standard in math. This is an increase of 9% in math and 2% in English Language Arts.</p> <p>In 2022-2023, 16.32% of AUSD students with disabilities met or exceeded the grade level standard in ELA and 8.84% of students met or exceeded the grade level standard in math. This is a slight increase of .2% in ELA and 2.3% in math.</p> <p>Our American Indian students showed a decline in test scores in 2022-2023 with 22.5% of AUSD</p>	\$3,026,660.00	\$648789

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					students meeting or exceeding the grade level standard in ELA and 12.5% of students meeting or exceeding the grade level standard in math. This is a decrease of 6% in math and 7.5% in English Language Arts.		
1.4	<p><b>English Learner Support</b> English Learners will be engaged and motivated to succeed through a system that includes research proven strategies used in Designated and Integrated ELD across the grade levels and curriculum areas. Through MTSS EL students who are still not achieving at the expected level will be given additional supports to address their differentiated needs.</p>	Yes	Fully Implemented	Both integrated ELD and Designated ELD is accessed by our English Learners during the school day. Additional support is provided to our ELL students by an English Language Learner Specialist at each school site.	In 2022-2023 2% of our ELL students met the grade level standard in ELA and 8% met the grade level standard in math. This is a decrease from 2021-2022 in ELA when 7% met or exceeded the grade level standard and a slight increase in math when 7% met or exceeded the grade level standard.	\$143,132.00	\$57834



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					In 2022-2023, 6% of our EL students scored a "4" on the summative ELPAC and 46% scored a "3" with a total of 5.8% proficient. This is a decrease from 2021-2022 when 18.75% of students scored a "4" and 32.5% scored a "3" with a total of 18.75% scoring proficient.		
1.5	<b>Attract and Retain Teachers</b> In order to attract high-quality teachers, which are especially beneficial to improving success for unduplicated students, AUSD has increased the salary schedule in the prior year to be competitive with other districts in the county.	Yes	Fully Implemented	AUSD continues to offer a competitive salary in comparison to neighboring districts to attract and retain teachers.	The District continues to focus on offering teachers competitive salaries and benefits.	\$805,806.00	\$119283
1.6	<b>Expanded Learning Opportunity Program</b> Provide additional academic support and enrichment opportunities for all AUSD students	No	Fully Implemented	AUSD offers a comprehensive Expanded Learning Program (ELOP) that includes small group	AUSD ran a successful six week summer program in partnership with	\$0.00	\$455014

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with priority given to Unduplicated students. The cost for this item is included in action 3 above.			tutoring (1:4 ratio), enrichment classes and physical activities.	the Alpine Education Foundation. Additionally, our ELOP program is now extended into both winter and spring breaks.		
1.7	<p><b>Director of Curriculum and Instruction</b></p> <p>The Director of Curriculum and Instruction is responsible for the implementation of all curricula aspects across the District, including providing ongoing support to principals and teachers to craft the vision and the action plan for developing classrooms of the future. The cost in this action represents 0.5 FTE with the remainder of the position is included in action four above.</p>	No	Fully Implemented	A Director of Curriculum and Instruction is in place.	A Director of Curriculum and Instruction is in place and works directly with teachers.	\$52,079.00	\$20693
1.8	<p><b>Students with Disabilities Support</b></p> <p>The district will continue to offer professional development and support to all of our special education teachers so that they can provide our special education students with strong evidence-based instructional strategies. This includes ongoing Orton Gillingham training for all special education teachers and access to the intervention components of our</p>	No	Fully Implemented	All special education teachers have been trained in both Orton Gillingham and in the intervention component of our new math curriculum, Bridges in Mathematics. Unduplicated special education students are also offered tutoring through our ELOP program.	In 2022-2023, 16.32% of AUSD students with disabilities met or exceeded the grade level standard in ELA and 8.84% of students met or exceeded the grade level standard in	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	math curriculum. Additionally, our students with disabilities will be offered extensive tutoring opportunities through our Expanded Learning Opportunities Program. The cost for this item is included in action 3 above.				math. This is a slight increase of .2% in ELA and 2.3% in math.		

## Goal 2

### Goal Description

**Safe and Respectful Environments - Ensure all school sites are safe and have healthy and welcoming climates for staff, students, and their families so that all students feel connected and are motivated to attend and ready to learn.**

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Students feel safe and connected on campus, as measured by survey results (MTSS, CHKS)	CHKS, MTSS data to be completed by year's end	District survey results in response to statement "We are providing a safe, healthy and effective learning environment for our students" shows that 87% of the parents agree with that statement. Student survey results in a 2021- 22 PBIS survey showed over 75% of students at all schools always/often feel safe at school, and over 89% of students always/often feel connected to at least 1 adult at school. (This	According to the 2022-2023 PBIS results: 79% of AUSD parents report that they somewhat or strongly agree that their child feels safe at school. 90% of AUSD staff report that they somewhat or strongly agree that they feel safe at school. 62% of AUSD middle school students report that they somewhat or strongly agree that they feel safe at school. 75% of AUSD elementary school students report that	We will be administering the CHKS survey in this school year to help us measure the impact of our goal. Ensuring that our students feel safe and connected to school is a high priority. Social and Emotional Learning (SEL) curriculum continues to be taught at every site, and the district hired an additional social worker this year.	80% of students feel safe and/or connected on campus

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		nowthe baseline for the next years)	<p>they often or always feel safe at school.</p> <p>69% of AUSD middle school students report that they somewhat or strongly agree that they know an adult at a school that they can talk to if they need help.</p> <p>82% of AUSD elementary school students report that they often or always have an adult at school who will help them if needed.</p> <p>84% of AUSD parents feel connected to their schools because a caring and welcoming environment is provided.</p> <p>85% of AUSD parents report that their child's school builds strong connections between students and staff.</p>		
Suspensions and expulsions of students are reduced	2.2% Suspension 0 expulsions	2020-21: Suspensions = 0.1% Expulsions = 0	<p>Suspension rate: 2% Expulsions: 0</p> <p>Student groups in ATSI for suspension:</p> <p>Joan MacQueen - Students with disabilities - 8.6%</p>	Overall the suspension rate in AUSD has decreased by 0.3% as indicated on the CA Dashboard for all students. When looking at specific subgroups, AUSD saw an increase of 4% in our students with disabilities and an increase of 8.2% in our American Indian students. We had four student groups show a decrease in suspensions.	1% suspensions 0 expulsions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				Our English Language Learners decreased by 1%, our homeless student population decreased by 1.1%, our socioeconomically disadvantaged students decreased by 0.4%, and our white students decreased by 1.4%. Our student group of two or more races maintained the same rate.	
Middle school drop out rate	0	Middle School Dropouts = 0	Middle School Dropouts: 0	Middle School Dropouts: 0	Middle School Dropouts = 0
Rates of attendance are increased and chronic absenteeism is reduced	Attendance rate (2019-20). = 94.56% Chronic Absenteeism -10.4% (2019)	2019-20: Attendance rate: 94.56% Chronic Absenteeism = 14.5%	2021-2022 Attendance rate: 94.56% 2021-2022 Chronic Absenteeism: 21.3%  Student groups in ATSI for Chronic Absenteeism:  Boulder Oaks - Homeless 43.2% Creekside - Hispanic 24.6% Creekside - Socio-economic - 27.9% Joan MacQueen - Multiple Races/Two or More 25.6% Joan MacQueen - Students with disabilities 27.2% Shadow Hills - Students with disabilities 29.7%	In 2022-2023, AUSD had a chronic absenteeism rate of 26.6% which is an increase of 5.3%.	Attendance is 92% across the District Chronic absenteeism is reduced to less than 10% of students
Facilities are maintained efficiently, as measured by FIT report	100% of schools earned Good or higher	FIT report indicated 6 areas where facilities did not meet the "Good" repair standard.	100% of schools are in Good or higher	100% of schools are in Good or higher	100% of schools earn good or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Safe and Healthy Learning Environment</b> Ensure safe and well-maintained learning environments for students and staff to encourage attendance at school. This may include student supervision, campus cleanliness including health, safety, and custodial supplies, indoor air quality, and a healthy building program.</p>	No	Fully Implemented	All school sites are safe and well-maintained. In 2023-2024, new roofs were installed at two school sites and extensive other upgrades have been made at all other sites including installing upgrades to security. Additionally, AUSD has worked in partnership with the Alpine Sheriff to ensure that all sites have implemented and practiced safety protocol including lockdown drills.		\$1,334,389.00	\$439825
2.2	<p><b>Social Emotional Health</b> Implement and monitor social/emotional strategies across the district. This includes the systemic use of positive behavior intervention support, character education and anti-bullying programs by all staff to proactively create an environment that leads to fewer discipline issues and fewer student suspensions. This also includes monitoring attendance and ensuring students and families are collaborating in efforts to remove barriers and keep students in school. Ensure staff is trained in SEL strategies, and that there is staff such as a psychologist, counselor, and social worker to</p>	Yes	Fully Implemented	<p>AUSD employs a social worker or counselor at each school site. This includes the addition of a social worker that was hired for 2023-2024 to support our TK and kindergarten students.</p> <p>PBIS and character education is fully implemented at all school sites along with restorative practices.</p>	All school sites within AUSD run a successful No Place for Hate program where students complete three projects yearly to support equitable and inclusive practices.	\$648,048.00	\$370861

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provide more targeted specialized support at higher tiers of MTSS. Communicate information about community mental health resources to families. The District will be hiring an additional social worker in 2023-2024 to help meet the social-emotional needs of our students.						
2.3	<b>Campus Safety Specialist</b> The Campus Safety Specialist provides a preventative presence and facilitates communications among students and school staff in classrooms and on campus environments that enhances learning, understanding, and promotes a safe and secure environment. The CSS actively participates in the behavior modification of at-risk individuals and groups as an extension of the Student Services office with the goal of decreasing student behavior incidents and suspensions.	No	Fully Implemented	Two campus safety specialists have been hired at our middle school to promote positive behavior with the goal of decreasing student behavior incidents and suspensions.	As of 10/31/23, 5 students at Joan MacQueen Middle school students. This is an increase from last year when zero students had been suspended by 10/31/22.	\$77,001.00	\$41796
2.4	<b>Chronic Absenteeism</b> For the 2023-2024 academic year, the District has developed plans and procedures to reduce the proportion of students who are consistently absent. The District is employing a "whole child" approach and collaborating with students, parents, and school personnel to meet the needs of the student and	No		The District continues to work with families to decrease chronic absenteeism. This includes sending out attendance letters, offering Independent Study Contracts and educating families on the importance of school	In 2022-2023, AUSD had a chronic absenteeism rate of 26.6% which is an increase of 5.3%.	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>their family. To effectively identify and address barriers that impede regular school attendance, a multi-tiered approach is being used which includes various interventions such as the classroom teacher expressing concern by calling home, staff personnel conferencing, conducting a parent empathy interview (with the attendance coordinator) to assess attendance barriers, organizing an SST (with the parent, teacher, counselor/social worker, and school administrator) to identify attendance obstacles and supportive interventions, conducting a home visit, offering the student's family resources such as counseling and community resources, and recognizing improved attendance. The cost for this action is included in other actions.</p>			attendance. The Executive Director of Student Services and Human Resources has also attended a training aimed at reducing chronic absenteeism.			

### Goal 3

#### Goal Description

**Equitable and Culturally Responsible Systems - Ensure systems and processes eliminate barriers to student success and are equitable and culturally responsive to the needs of our students and their families.**

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase the number of trainings for staff and students related to creating a culturally	Number of trainings in 2020-21 = 4	Number of trainings in 2021-22 = 18	Number of trainings in 2022-23 = 29	Number of trainings in 2023-2024 = 5	Number of trainings = 4



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
responsive environment focused on anti-harassment and anti-discrimination.					
Increase parent participation in programs especially from unduplicated students and individuals with exceptional needs groups, as measured by agendas for meetings	2020-21 participation numbers = American Indian Parent Committee (3 meetings)	2021-22 participation numbers: - 4 or more AIPC meetings - SSC meetings at each site	Portrait of a Learner Design Team - 4 District English Language Advisory Committee (DELAC) - 4 American Indian Parent Committee (AIPC) - 5 School Site Council per site - 7 or more Homework Committee - 3	District English Language Advisory Committee (DELAC) - 4 American Indian Parent Committee (AIPC) - 5 School Site Council per site - 7 or more  ELAC - 4 per site	2023 - 24 = 4
Increased parent input into District and site decision making	Every site has an SSC and District has a DELAC, survey responses at the site and District level	Every school has an SSC and the District has a DELAC. Parent Survey responses - In a survey done in March/April of 2022 160 parents in the district participated and gave input on topics related to each LCAP Goal. Of note is the fact that 96% of parents Agreed with the statement that the district communicates effectively with parents.	Each school site has a SSC that regularly gives parent input. Additionally the district has a DELAC and American Indian Parent Committee (AIPC) both of which provide input to the District. We have added two more parent committees this year - AUSD Portrait of a Learner Design Team and Homework Committee.	Each school site has a SSC that regularly gives parent input. Additionally the district has a DELAC and American Indian Parent Committee (AIPC) both of which provide input to the District. This year the number of English Language Learners has increased and both Creekside Early Center and Shadow Hills Elementary have added ELAC committees. A District Level Parent Advisory Committee also meets a regular basis offering feedback on the LCAP.	100% of school site to have SSC and District level DELAC

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>Family Outreach</b> Provide a variety of events and outreach strategies to families and the community to build relationships that support student success and connections to the school. Discover what the barriers are that keep families from attending and look for ways to remove them. Offer translation as needed. Ensure all district and school advisory groups (SSC, Parent Advisory Committee, etc...) have the correct composition and that parents are invited to attend. This includes extra hours for translation and parent meeting supplies. In 2023-2024, we will be adding more parent input meetings centered around our AUSD Portrait of a Learner and our district Homework Committee.</p>	No	Fully Implemented	<p>Homework Committee School Site Council PTA AEF Events DELAC/ELAC AIPC</p>	<p>All school sites have a School Site Council (SSC), PTA, and two sites have an ELPAC. District-wide, we invite all parents to DELAC and AIPC meetings and hold district-wide parent meetings for our Homework Committee and Portrait of a Learner. A Parent Advisory Committee is also in place.</p> <p>The work of the District and sites is highlighted through our Around Alpine Video series which is highlighted in principal communications and through District social media counts.</p>	\$14,766.00	\$28
3.2	<p><b>Community Involvement</b> Continue to reach out to the community to build partnerships that are beneficial to families, the</p>	No		District-wide Professional development at Viejas	AUSD continues to work in collaboration	\$26,743.00	\$2621

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	district/schools, and the community such as the Alpine Education Foundation, Kiwanis, Viejas, and other groups.			<p>ELOP partner ship with Alpine Education Foundation (AEF)</p> <p>AEF events</p> <p>Wheel of Experts</p> <p>Site events</p>	<p>with our local reservations. Tribal members provide guidance and support as we work together to improve student outcomes for our American Indian families. For example, District leaders met with with tribal leaders to collaborate on the adoption of a new Social Studies curriculum.</p> <p>AUSD continues to partner closely with the Alpine Education Foundation (AEF). This includes featuring their Wheel of Experts program at all school sites, hosting Pumpkin Chunkin' and an Innovation Fair. Most recently, AEF has supported our ELOP program by offering</p>		

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					<p>summer camps and providing after-school enrichment courses.</p> <p>All school sites host a variety of events that involve the school community. Some of these include Lunch on the Lawn, Veterans Day events, dodgeball tournament, Fall Festival, APEX Fun Run, and the Turkey Trot.</p>		
3.3	<p><b>Training</b> Provide trainings to staff and students to explore issues of equity, culture, bias, and harassment with a focus on building a culture of respect and understanding.</p>	No		<p>District-Wide Training at Viejas</p> <p>Training at Staff Meetings</p>	<p>In August 2023, we held a district-wide professional development session at Viejas to continue educating our staff on culturally sensitive, equitable, and inclusive practices. Additionally, a member from the American</p>	\$200.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Indian Parent Committee works with principals to provide training at staff meetings.		

## Goal 4

<b>Goal Description</b>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

# Goal 5

Goal Description

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures