Introduction: Alview-Dairyland Union School District is proud of its achievements in regard to school climate, API scores and special recognition by California Department of Education and California Business for Education Excellence. The district has received the Title I Achievement Award for 2009 and was recognized as a California Distinguished School for 2011. The California Business for Education Excellence organization recognized the district as an Honor Roll school for 2009 and 2012. For many years the district has been conducting intervention strategies for its students that have paid off in garnering progressive API scores and meeting AYP goals throughout the years. The most recent API score is 878 for a school who has 70 % free and reduced lunch and a 40% language learner population.

LEA: Alview-Dairyland Union School District   Contact: Loren B. York-Superintendent/Principal lyork@adusd.us 559-665-2394   LCAP Year:2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions,

and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes,

describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
October 19, 2015 - Lunchtime meeting with teachers, parents, and classified staff.	More computers and a lab cart are needed to have a one to one in both 3rd grade rooms and more access for the K-2 students.
November 10, 2015 – Discussed the School Stakeholders 2015-2016 Update with district Managers.	Keeping leadership informed of progress with LCAP expenditures.
November 17, 2015 – As advertised in the ADUSD Newsletter a Parent LCAP meeting was held 6:30 pm- 7:30 pm. English and Spanish copies were available and	

child care was provided. Handed out an *LCAP Update for Alview-Dairyland Union School Stakeholders 2015-2016* to all parents present at the Monthly Patent/Teacher Club meeting. November 18, 2015-2016 – The School Stakeholders 2015-2016 Update was presented to the School Site Council. A discussion was had and members were encouraged to give input regarding current and future expenditures. December 10, 2015 – The School Stakeholders 2015-2016 Update was presented at the English Learner Advisory Committee meeting. English and Spanish copies were available. An interpreter was on hand. There was an open discussion regarding spending for EL population in the LCAP.	
January 19, 2016 – The School Stakeholders 2015-2016 Update was discussed at the Monthly Parent/Teacher Club meeting. Extra copies in Spanish and English were available.	Parents gave input and questions were answered regarding where the district was currently in the LCAP spending. Input was given asking the district support the 6th grade students going to Outdoor Education.
April 13, 2016 – At the School Site Council meeting the School Stakeholders 2015-2016 was discussed and members were encouraged to begin writing down their ideas to be included in the LCAP. SSC members asked questions regarding the status of the goals on the LCAP.	Their ideas were considered at the following LCAP Committee meeting.
April 18, 2016 – Staff LCAP Surveys were distributed to all staff members on both school sites.	These surveys were read by the LCAP committee at their next meeting. Suggestions were discussed regarding additions to the LCAP.
April 19, 2016 – Parent LCAP Surveys were handed out at the Parent/Teacher monthly meeting and Parents were asked to submit their responses to the office.	These surveys were read by the LCAP committee at their next meeting. Suggestions were discussed regarding additions to the LCAP.
April 22, 2016 – Parent LCAP Surveys were sent home in students' Friday Folders to all households in the district.	These surveys were read by the LCAP committee at their next meeting. Suggestions were discussed regarding

	additions to the LCAP.
May 6, 2016 – School Climate Survey for Parents and Guardians was sent out to all parents in the district via Friday Folders.	Data and comments were used by the LCAP Committee to determine Parents'/Guardians' opinions of the School Climate at the school(s) their child(ren) attend(s).
May 9, 2016 – The teachers were asked for their input for the LCAP in a Teachers' Meeting.	The notes that were taken were included in the information to be presented to the LCAP Committee.
May 12, 2016 – The LCAP Committee looked at Staff and Parent Surveys and the input from the School Board meeting. The School Climate Survey for Parents/Guardians were reviewed.	The Committee discussed which ideas in the LCAP Survey were in compliance with the parameters of the 8 State Priorities for expending LCFF funds. The Committee also took note of the opinions expressed in the School Climate Survey for Parents/Guardians.
May 13, 2016 – School Climate Survey for 6, 7, and 8th grade students was given to students by their teachers.	Data and comments were used by the Adminstration to determine students' opinions of the School Climate where they attend.
May 23, 2016 – The LCAP Committee met to go over all the ideas that have been presented throughout the school year from all stakeholders	The LCAP Committee generated a list with projected costs of all items to be included in the 2016-2017 LCAP.
Board of Trustee Meetings November 17, 2015 – Distributed and discussed the School Stakeholders 2015-2016 update with School Board members. Updated School Board on the 2015-2016 expenditures for LCAP.	
March 08, 2016 – Mr. York reported out regarding progress being made to writing this year's LCAP.	Board was asked to give input for the LCAP and to submit any ideas they have for the 2016-2017 version.
April 26, 2016 – The Board was asked for their ideas for what they would like to see added to the programs or staffing for the 2016-2017 LCAP.	The Board would like to see a Technology Aide hired. They want the idea of an additional Special Education

	paraprofessional to be explored depending upon need. They want an appropriate amount of money designated to help support the 6th grade students going to Outdoor Education.
June 14, 2016 - The proposed 2016-2017 LCAP was presented at the regularly scheduled School Board meeting for public input.	The Board was presented with the data from the 2015-2016 School Climate Survey for Parents/Guardians and the 2015-2016 School Climate Survey for Students.
Annual Update: An *LCAP Update for Alview-Dairyland Union School Stakeholders 2015-2016* fact sheet was given to each staff member, and handed out at two separate Parent/Teacher Club meetings, a teacher's meeting, a district Managers' meeting, an English Learner Advisory Committee meeting, a special parent meeting held on an evening, and a School Site Council meeting. The Board of Trustee members were given a fact sheet as well. (See dates above.) The information on how the district is spending the money allotted to our district through the Local Control Funding Formula, and progress on the implementation of the plan were discussed with each group. Input was gathered at the meetings and all stakeholder groups were encouraged to give suggestions at any time regrading what might be added to the district's LCAP. *LCAP Update for Alview-Dairyland* *Union School Stakeholders* *2015-2016* **To: All parents, guardians, school staff, Board of Trustees, and community members of Alview-Dairyland Union School District.** **From: ADUSD Local Control Accountability Plan (LCAP) Committee** **For: Providing the Annual Update of progress toward meeting proposed expenditures of Local Control Funding Formula(LCFF) allotments to our school district.** The LCAP Committee is pleased to report to you this information regarding the staff hired, programs implemented, and purchases made to provide educational services to our student subgroups and many provide benefits to all students. I will list the items at the column on the left, then the projected amount to be spent, and give a	**Annual Update:**

short explanation next to the dollar amount.

Item	Amount	Explanation	
One additional teacher	$65,000	Person assures we keep our 4th grade class sizes low	Continue low class size in 4th grade.
One additional teacher aide	$10,000	Using this person to help with Kindergarten instruction	
One additional teacher aide	$10,000	Using this person to assist with push-in for special education and campus supervision at Dairyland	Additional Special Education paraprofessional to be explored.
Common Core Curriculum	$80,000	Provide students with high-quality, standards-aligned Curriculum and instructional materials in ELA, Math and ELD	Continue providing high-quality, standards-aligned materials.
SPARK P.E. Program	$17,000	Hired a P.E. trainer, purchased curriculum, and purchased equipment to meet state PE instructional requirements.	Continue program.
Robotics for GATE	$5,000	GATE students on both campus receive robotics training	Possibly purchase iPads to supplement program.
Document cameras	$3,300	Support effective use of technology in instruction	Possibly hire a Technology Aide.
Laptop Labs for Alview & Dairyland	$150,000	10 Additional carts and labs district wide	More computers and a lab cart are needed to have a one to one in both 3rd grade rooms and more access for the K-2 students.
Field trips for all grade levels	$13,500	All grade levels receive $1,500 to use for an educational field trip that fits with their curriculum	Designated appropriate amount of money to help support the 6th grade students going to Outdoor Education.

Replenish library books	$5000	Support students developing information literacy	Continue replenishing books.
Three assemblies per site	$5,000	Presents messages to stay healthy, work hard, and study to be a success	Continue assemblies.
Two traveling teachers for each grade level were available	$5,000	Staff from Modesto Junior College conducted hands-on lessons in science and social studies.	
Tutoring	$20,000	Teachers work after regular school hours to present small group instruction for standards mastery	Continue providing afterschool academic support.
After school arts program	$10,000	Art instruction for students after school hours	Possibly hire a second instructor to expand program.
After school sports program	$6,000	7 & 8 grade students participate in three seasons	Explore hiring second person to expand program.
English instruction for adults	$7,000	Classes held one night a week at Alview and Dairyland- cost covers instructors & materials	Continue program.
Professional Development	$10,000	Data Works, Houghton Mifflin curriculum, Tech support	Collaborate with teachers to continue professional development.
Project Wisdom program	$1,500	Character education materials purchased for Alview and Dairyland	All materials are purchased and will continue character education.
Monthly Newsletter to parents	$200	Contains information from District	Continue newsletters.

		office and Parent/Teacher Club	
Spanish speaking interpreter	$200	Provided for public meetings and parent conferences	Continue translation services for parents.
We were able to expend monies for everything in our goals except for two items: **1. The screens and projectors for our two multipurpose rooms** **2. The technology aide**			Purchase screens and projectors in 2016-2017.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory

groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs

must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil

engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Prepare students for success in high school and higher education and or vocational job market.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3 __ 4 _x_ 5 _x_ 6 _x_ 7 _x_ 8 _x_ COE only: 9 __ 10 __ Local : Specify _Local Reading assessments_
Identified Need :	Provide the necessary tools for students to be successful citizens as adults. 100% of students received standards-aligned instruction in English language arts (ELA), mathematics, and English language development (ELD). 100% of students had access to new standards-aligned materials in English Language Arts. The rate of English learners demonstrating at least one year of progress annually toward English fluency was 57.9% in 2014-2015. The rate of students redesignated at fluent English proficient (FEP): 10.4%, an increase from 8.7% in 2014-2015. Attendance rate: 97% Chronic absenteeism rate: 7.9% Middle school dropout rate: 0.	

	Suspension rate was 4.8% Expulsion rate: 0. 92% of parents felt welcome at school, and 92% felt their child's is cared for by the teacher. 98% felt well-informed of their child's progress. 91% felt their child is safe at school. 93% of students feel welcome at school and cared for by their teacher. Average class size for grades 4-6: 25.4. Average class size for grade 4: 23.5. Student/device ratio is 1:1 in grades 4-8. Additional data for CAASPP and ELD progress will be examined when it becomes available.
Goal Applies to:	Schools: LEA
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Students will be taught by 100% highly-qualified teachers who are appropriately credentialed and assigned.
	
	100% of students will have access to high-quality, standards-aligned curriculum and instructional materials.
	
	100% of students will receive daily instruction in academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
	
	The percent of students scoring at the "met standard" level on the CAASPP ELA and math assessments will increase by 5% over the 2015-16 year.
	
	Students will show yearly improvement on local reading assessments.
	
	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2015-2016, based on CELDT scores. (2015-2016 data will be updated when available from the CDE.)
	
	The rate of students redesignated at fluent English proficient (FEP) will increase over 2015-2016 rate of 10.4%.
	
	Students will be increasingly engaged as measured by:
	    The districtwide student attendance rate will increase to 98% or above.
	    The chronic absenteeism rate will decline from 7.9%.
	    The middle school dropout rate will be maintained at 0.
	
	School climate will be enhanced as measured by:
	    The suspension rate will decrease from 4.8%.
	    Maintaining the expulsion rate at 0.

90% satisfaction rate on parent and teacher surveys.
90% satisfaction rate on student surveys.

Average class sizes for 4-6 grade students will be maintained below 24.

Students' access to technology will be maintained at a 1-to-1 ratio in grades 3-8.

All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

Note: As a K-8 district, we do not address the metrics of "percent of students completing CSU/UC required courses," "percent of students completing a CTE course sequence," "percent of students with AP exam score of 3 or higher," "EAP ELA college-ready rate," "EAP mathematics college-ready rate," "high school drop-out rate," or "high school graduation rate."

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit, hire, and retain highly-qualified instructional staff.	Districtwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,650,620 (base)
Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, and ELD.	Districtwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$80,000 (base)
Support effective use of technology in instruction by identifying what training, coaching, or other support teachers may need and providing it as possible.	Districtwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 (s/c)
Sustain students' access to technology by maintaining a one-to-one student/device ratio in grades 3-8, add 5 more rolling carts equipped with laptops in order to achieve a one-to-one student/device ration in grades K-2. Hire a	Grades 3-8	_X_ ALL OR: __Low Income pupils __English Learners	$5,000 for replacement computers, Plus

technology aide to provide additional support for using technology effectively.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$65,000 for additional laptops and carts, Plus $12,000 for the Aide (s/c)
Continue replacement/increase of library books, including better facilities, to support students in improving literacy. .	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 (s/c)
Provide a Paraprofessional at Alview to provide reading support for kindergarten students and a Paraprofessional at Dairyland to help with push in instruction.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Students with disabilities	$22,000 (s/c)
Three (3) educational assemblies per site	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 (s/c)
Purchase screens and projectors for both multipurpose rooms.	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities	$22,000 (s/c)
Maintain lower class sizes for grades 4-6.	Dairyland School	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities	$68,000 (s/c)
Continue traveling teachers for all grade levels for science	Districtwide	__ALL	$6,000 (s/c)

and social studies supplementation.		OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Build background knowledge for increased learning by providing field trips for all grade levels.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13,700 (s/c)
In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities	$5,000 (s/c)
Teachers work after regular school hours to present small group instruction for standards mastery and to support English learners' access to core curriculum. (Tutoring)	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$23,000 (s/c)
Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 (base)
Expand the robotics program for students on both campuses. (10 ipads and replacement parts for the labs)	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)__GATE_____	$12,000 (s/c)
Provide funds to help send 6th graders to Outdoor Education	Grade 6	__ALL	$5,000 (s/c)

		OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Audio speakers for teacher computers to aide in clear sound for instructional programs that are shared with students during lesson presentations plus instructional software for each teacher	Districtwide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 (s/c) Plus $2,000 (s/c)
15 lift top desks and five chairs to update classroom furniture a third grade classroom. ****Add 4 ipads for Special Ed.	Alview School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 (base) $2,000 (base)
Maintain after-school arts program.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 (base)

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Students will be taught by 100% highly-qualified teachers who are appropriately credentialed and assigned. 100% of students will have access to high-quality, standards-aligned curriculum and instructional materials. 100% of students will receive daily instruction in academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. The percent of students scoring at the "met standard" level on the CAASPP ELA and math assessments will increase by 5% over the 2016-17 year. Students will show yearly improvement on local reading assessments. The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2016-2017,

based on CELDT scores.

The rate of students redesignated at fluent English proficient (FEP) will increase over 2016-2017.

Students will be increasingly engaged as measured by:
  The districtwide student attendance rate will be maintained at 98% or above.
  The chronic absenteeism rate will decrease from 2016-2017.
  The middle school dropout rate will be maintained at 0.

School climate will be enhanced as measured by:
  The suspension rate will decrease from 2016-2017.
  Maintaining the expulsion rate at 0.
  90% satisfaction rate on parent and teacher surveys.
  90% satisfaction rate on student surveys.

Average class sizes for 4-6 grade students will be maintained below 24.

Students' access to technology will be maintained at a 1-to-1 ratio in grades 3-8.

All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

Note: As a K-8 district, we do not address the metrics of "percent of students completing CSU/UC required courses," "percent of students completing a CTE course sequence," "percent of students with AP exam score of 3 or higher," "EAP ELA college-ready rate," "EAP mathematics college-ready rate," "high school drop-out rate," or "high school graduation rate."

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit, hire, and retain highly-qualified instructional staff.	Districtwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,740,000 (base)
Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, and ELD.	Districtwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$80,000 (base)

Support effective use of technology in instruction by identifying what training, coaching, or other support teachers may need and providing it as possible.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 S/C
Sustain students' access to technology by maintaining a one-to-one student/device ratio in grades 3-8 and maintaining a technology aide to provide additional support for using technology effectively.	Grades 3-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 for computers Plus $14,000 for the Aide (s/c)
Continue replacement/increase of library books, including better facilities, to support students in improving literacy. .	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 (s/c)
Provide a Paraprofessional at Alview to provide reading support for kindergarten students and a Paraprofessional at Dairyland to help with push in instruction.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Students with Disabilities	$22,000 (s/c)
Maintain projectors for both multipurpose rooms.	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities	$1,000 (s/c)
Three (3) educational assemblies per site	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 (s/c)
Maintain lower class sizes for grades 4-6.	Dairyland	__ALL	$69,000 (s/c)

	School	OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities_	
Continue traveling teachers for all grade levels for science and social studies supplementation.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,000 (s/c)
Build background knowledge for increased learning by providing field trips for all grade levels.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000 (s/c)
In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities_	$6,000 (s/c)
Teachers work after regular school hours to present small group instruction for standards mastery and to support English learners' access to core curriculum. (Tutoring)	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$23,000 (s/c)
Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficien__Other Subgroups:(Specify)_____	$5,000 (base)
Provide funds to help send 6th graders to Outdoor Education.	Grade 6	__ALL	$6,000 (s/c)

		OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_ Students with Disabilities	
Instructional software for each teacher.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 (s/c)
Expand the robotics program for students on both campuses.	Districtwide	_ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient X Other Subgroups: (Specify)__GATE___	$10,000 (s/c)
Maintain after-school arts program.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000 (base)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Students will be taught by 100% highly-qualified teachers who are appropriately credentialed and assigned. 100% of students will have access to high-quality, standards-aligned curriculum and instructional materials. 100% of students will receive daily instruction in academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. The percent of students scoring at the "met standard" level on the CAASPP ELA and math assessments will increase by 5% over the 2017-18 year. Students will show yearly improvement on local reading assessments.

The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2017-2018, based on CELDT scores.

The rate of students redesignated at fluent English proficient (FEP) will increase over 2017-2018.

Students will be increasingly engaged as measured by:
    The districtwide student attendance rate will be maintained at 98% or above.
    The chronic absenteeism rate will decrease from 2017-2018.
    The middle school dropout rate will be maintained at 0.

School climate will be enhanced as measured by:
    The suspension rate will decrease from 2017-2018.
    Maintaining the expulsion rate at 0.
    90% satisfaction rate on parent and teacher surveys.
    90% satisfaction rate on student surveys.

Average class sizes for 4-6 grade students will be maintained below 24.

Students' access to technology will be maintained at a 1-to-1 ratio in grades 3-8.

All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

Note: As a K-8 district, we do not address the metrics of "percent of students completing CSU/UC required courses," "percent of students completing a CTE course sequence," "percent of students with AP exam score of 3 or higher," "EAP ELA college-ready rate," "EAP mathematics college-ready rate," "high school drop-out rate," or "high school graduation rate."

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit, hire, and retain highly-qualified instructional staff.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,830,000 (base)
Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, and ELD.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 (base)

Support effective use of technology in instruction by identifying what training, coaching, or other support teachers may need and providing it as possible.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 S/C
Sustain students' access to technology by maintaining a one-to-one student/device ratio in grades 3-8 and maintaining a technology aide to provide additional support for using technology effectively.	Grades 3-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 for computers Plus $15,000 for the Aide (s/c)
Continue replacement/increase of library books, including better facilities, to support students in improving literacy. .	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 (s/c)
Provide a Paraprofessional at Alview to provide reading support for kindergarten students and a Paraprofessional at Dairyland to help with push in instruction.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Students with Disabilities	$24,000 (s/c)
Maintain projectors for both multipurpose rooms.	Districtwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities	$1,000 (s/c)
Three (3) educational assemblies per site	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,000 (s/c)

Maintain lower class sizes for grades 4-6.	Dairyland School	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities_	$73,000 (s/c)
Continue traveling teachers for all grade levels for science and social studies supplementation.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,000 (s/c)
Build background knowledge for increased learning by providing field trips for all grade levels.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,500 (s/c)
In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities_	$6,000 (s/c)
Teachers work after regular school hours to present small group instruction for standards mastery and to support English learners' access to core curriculum. (Tutoring)	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,000 (s/c)
Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficien__Other Subgroups:(Specify)_____	$6,000 (base)

Provide funds to help send 6th graders to Outdoor Education.	Grade 6	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_ Students with Disabilities_	$6,500 (s/c)
Maintain access to instructional materials updates by purchasing additional instructional software for each teacher.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 (s/c)
Sustain the robotics program for students on both campuses.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_ Redesignated fluent English proficient _x_Other Subgroups: (Specify)___GATE___	$10,000 (s/c)
Maintain after-school arts program.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13,000 (base)

GOAL: 2	ADUSD is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4_x_ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Provide an atmosphere of respect for oneself and others and keep facilities clean and physically safe. Both campuses received "Exemplary" ratings on the Facilities Inspection Tool. The rate of English learners demonstrating at least one year of progress annually toward English fluency was 57.9% in 2014-2015.	

	The rate of students redesignated at fluent English proficient (FEP): 10.4%, an increase from 8.7% in 2014-2015. Attendance rate: 97% Chronic absenteeism rate: 7.9% Middle school dropout rate: 0. Suspension rate was 4.8% Expulsion rate: 0. 92% of parents felt welcome at school, and 92% felt their child's is cared for by the teacher. 98% felt well-informed of their child's progress. 91% felt their child is safe at school. 93% of students feel welcome at school and cared for by their teacher. Average class size for grades 4-6: 25.4. Average class size for grade 4: 23.5. Additional data for CAASPP and ELD progress will be examined when it becomes available.
Goal Applies to:	**Schools:** LEA
	Applicable Pupil Subgroups: ALL

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LCAP Year 1: 2016-17

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Expected Annual Measurable Outcomes:	Maintain "Good Repair" marks on the <u>Facility Inspection Tool</u> regarding the condition and safety of buildings and grounds at both sites.
	
	The percent of students scoring at the "met standard" level on the CAASPP ELA and math assessments will increase by 5% over the 2015-16 year.
	
	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2015-2016, based on CELDT scores. (2015-2016 data will be updated when available from the CDE.)
	
	The rate of students redesignated at fluent English proficient (FEP) will increase over 2015-2016 rate of 10.4%.
	Students will be increasingly engaged as measured by:
	    The districtwide student attendance rate will increase to 98% or above.
	    The chronic absenteeism rate will decline from 7.9%.
	    The middle school dropout rate will be maintained at 0.
	
	School climate will be enhanced as measured by:
	    The suspension rate will decrease from 4.8%.
	    Maintaining the expulsion rate at 0.
	    90% satisfaction rate on parent and teacher surveys.
	    90% satisfaction rate on student surveys.
	
	Average class sizes for 4-6 grade students will be maintained below 24.

	Note: As a K-8 district, we do not address the metrics of "percent of students completing CSU/UC required courses," "percent of students completing a CTE course sequence," "percent of students with AP exam score of 3 or higher," "EAP ELA college-ready rate," "EAP mathematics college-ready rate," "high school drop-out rate," or "high school graduation rate."

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.	Districtwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$53,000 (base)
Maintain excellent support services to students, staff, and parents.	Districtwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$165,000 (base)
Continue character education activities at both schools.	Districtwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$600 (s/c)
Continue the after-school sports program to engage students in positive school activities.	Grades 7 & 8	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,000 (s/c)
Maintain lower class sizes for grades 4-6.	Dairyland School	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _X_Other Subgroups: (Specify)_Students with Disabilities	See Goal #1

		__ALL	
In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.	Districtwide	OR: x Low Income pupils x English Learners x Foster Youth x Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities	See Goal #1

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Maintain "Good Repair" marks on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites.
	
	The percent of students scoring at the "met standard" level on the CAASPP ELA and math assessments will increase by 5% over the 2016-17 year.
	
	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2015-2016, based on CELDT scores.
	
	The rate of students redesignated at fluent English proficient (FEP) will increase over 2016-2017.
	
	Students will be increasingly engaged as measured by:
	    The districtwide student attendance rate will be maintained at 98% or above.
	    The chronic absenteeism rate will decrease from 2016-2017.
	    The middle school dropout rate will be maintained at 0.
	
	School climate will be enhanced as measured by:
	    The suspension rate will decrease from 2016-2017.
	    Maintaining the expulsion rate at 0.
	    90% satisfaction rate on parent and teacher surveys.
	    90% satisfaction rate on student surveys.
	
	Average class sizes for 4-6 grade students will be maintained below 24.
	
	Note: As a K-8 district, we do not address the metrics of "percent of students completing CSU/UC required courses," "percent of students completing a CTE course sequence," "percent of students with AP exam score of 3 or higher," "EAP ELA college-ready rate," "EAP mathematics college-ready rate," "high school drop-out rate," or "high school graduation rate."

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the interiors and exteriors of all buildings and	Districtwide	_X_ALL	$54,000 (base)

grounds clean, well-lighted, and free of hazards.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain excellent support services to students, staff, and parents.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$170,000 (base)
Continue character education activities at both schools.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$600 (s/c)
Continue the after-school sports program to engage students in positive school activities.	Grades 7 & 8	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,500 (s/c)
Maintain lower class sizes for grades 4-6.	Dairyland School	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with Disabilities	See Goal #1.
In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with Disabilities	See Goal #1.
LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:	Maintain "Good Repair" marks on the <u>Facility Inspection Tool</u> regarding the condition and safety of buildings and grounds at both sites.
	
	The percent of students scoring at the "met standard" level on the CAASPP ELA and math assessments will increase by 5% over the 2017-18 year.
	
	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2015-2016, based on CELDT scores.
	
	The rate of students redesignated at fluent English proficient (FEP) will increase over 2017-2018.
	
	Students will be increasingly engaged as measured by:
	    The districtwide student attendance rate will be maintained at 98% or above.
	    The chronic absenteeism rate will decrease from 2017-2018.
	    The middle school dropout rate will be maintained at 0.
	
	School climate will be enhanced as measured by:
	    The suspension rate will decrease from 2017-2018.
	    Maintaining the expulsion rate at 0.
	    90% satisfaction rate on parent and teacher surveys.
	    90% satisfaction rate on student surveys.
	
	Average class sizes for 4-6 grade students will be maintained below 24.
	
	Note: As a K-8 district, we do not address the metrics of "percent of students completing CSU/UC required courses," "percent of students completing a CTE course sequence," "percent of students with AP exam score of 3 or higher," "EAP ELA college-ready rate," "EAP mathematics college-ready rate," "high school drop-out rate," or "high school graduation rate."

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.	Districtwide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$55,000 (base)
	Districtwide	__X_ALL	

Maintain excellent support services to students, staff, and parents.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$175,000 (base)
Continue character education activities at both schools.	Districtwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$600 (s/c)
Continue the after-school sports program to engage students in positive school activities.	Grades 7 & 8	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$4,000 (s/c)
Maintain lower class sizes for grades 4-6.	Dairyland School	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Disabilities	See Goal #1.
In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Disabilities	See Goal #1.

GOAL: 3	Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD.	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	To provide parents with a variety of opportunities to engage in their children's education.	

Goal Applies to:	Schools:	LEA		
	Applicable Pupil Subgroups:	ALL		

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	85% of parents will participate in one or more school activities. 20 or more parents will participate in the District English Learner Advisory Committee (DELAC). Parents will regularly participate in the School Site Council (SSC) and Parent Advisory Committee, promoting parent participation for unduplicated pupils, promoting parent participation for students with exceptional needs The number of parents participating in English language development classes will increase. The number of parents using the English language acquisition computer program will increase.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Invite parents to attend school activities and participate in school and district committees.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200 (s/c)
Provide food and babysitting for DELAC meetings and other parent advisory meetings.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities	$500 (s/c)
Provide computer programs for English language acquisition and mastery for home use.	Districtwide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500 (s/c)
Offer English language development classes for parents.	Districtwide	__ALL	$5,000 (s/c)

		OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide a monthly newsletter to all parents in English and Spanish.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200 (s/c)
Provide translation services at all public meetings.	Districtwide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2000 (s/c)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	85% of parents will participate in one or more school activities. 20 or more parents will participate in the District English Learner Advisory Committee (DELAC). Parents will regularly participate in the School Site Council (SSC) and Parent Advisory Committee, promoting parent participation for unduplicated pupils, promoting parent participation for students with exceptional needs The number of parents participating in English language development classes will increase. The number of parents using the English language acquisition computer program will increase.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Invite parents to attend school activities and participate in school and district committees.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200 (s/c)

Provide food and babysitting for DELAC meetings and other parent advisory meetings.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities	$500 (s/c)
Provide computer programs for English language acquisition and mastery for home use.	Districtwide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500 (s/c)
Offer English language development classes for parents.	Districtwide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,500 (s/c)
Provide a monthly newsletter to all parents in English and Spanish.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200 (s/c)
Provide translation services at all public meetings.	Districtwide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2000 (s/c)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	85% of parents will participate in one or more school activities. 20 or more parents will participate in the District English Learner Advisory Committee (DELAC). Parents will regularly participate in the School Site Council (SSC) and Parent Advisory Committee, promoting parent participation for unduplicated pupils, promoting parent participation for students with exceptional needs

	The number of parents participating in English language development classes will increase. The number of parents using the English language acquisition computer program will increase.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Invite parents to attend school activities and participate in school and district committees.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$300 (s/c)
Provide food and babysitting for DELAC meetings and other parent advisory meetings.	Districtwide	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities		$500 (s/c)
Provide computer programs for English language acquisition and mastery for home use.	Districtwide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$600 (s/c)
Offer English language development classes for parents.	Districtwide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$6,000 (s/c)
Provide a monthly newsletter to all parents in English and Spanish.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$250 (s/c)
Provide translation services at all public meetings.	Districtwide	__ALL		$2000 (s/c)

| | | OR:
__Low Income pupils _x_English Learners
__Foster Youth _x_Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |
| | | __ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups: (Specify)_____ | |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL #1 from prior year LCAP:	Prepare students for success in high school and higher education and or vocational job market.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3 __ 4 _x_ 5 _x_ 6 _x_ 7 _x_ 8 _x_ COE only: 9 __ 10 __ Local : Specify _____
Goal Applies to:	**Schools:** LEA	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will be taught by 100% highly-qualified teachers. 100% of students will have access to high-quality, standards-aligned curriculum and instructional materials in English language arts (ELA), mathematics, and English language development (ELD). The percentage of students scoring at the "met standard" level on the CAASPP ELA and math assessments will increase over the 2014-2015 baseline year. The percentage of English Learners (EL) making annual progress in Learning English will continue to meet or exceed the AMAO I state target. The percentage of students redesignated at fluent English proficient (FEP) will increase from 34.7% to 35%.	Actual Annual Measurable Outcomes:	All teachers in the 2015-16 school year were highly qualified. 100% of students received standards-aligned instruction in English language arts (ELA), mathematics, and English language development (ELD). 100% of students had access to new standards-aligned materials in English Language Arts. For 2014-15, the most recent data available, the schoolwide percentage that met or exceeded standard was 45% in ELA and 33% in math. Both these percentages equaled or exceeded statewide results. 2015-16 data will be updated when it becomes available. For 2014-2015, the most recent data available, the percentage making progress was 57.9%, 2.6% below the state target. 2015-2016 data will be updated when it becomes available. The rate of students redesignated at fluent English proficient (FEP) increased to 10.4% from 8.7% in 2014-2015. The

		percentages shown in the 2015-2016 LCAP were total percentage of RFEP students rather than the annual rate of redesignation.
Students will be increasingly engaged as measured by: 　The districtwide student attendance rate will be maintained at 97.5% or above.		The districtwide student attendance rate was 97%.
The chronic absenteeism rate will be maintained at .02% or below.		The districtwide chronic absenteeism rate was 7.9%. (This rate was calculated differently than in prior years based on the state guidelines.)
The middle school dropout rate will be maintained at 0.		The middle school dropout rate was maintained at 0.
School climate will be enhanced as measured by: 　Maintaining the suspension rate at .03% or below. 　Maintaining the expulsion rate at 0.		The districtwide suspension rate was 4.8%. The expulsion rate was maintained at 0.
90% satisfaction rate on parent and teacher surveys.		92% of parents felt welcome at school, and 92% felt their child's is cared for by the teacher. 98% felt well-informed of their child's progress. 91% felt their child is safe at school.
90% satisfaction rate on student surveys.		93% of students feel welcome at school and cared for by their teacher.
Average class sizes for 4-6 grade students will be maintained at 24.		Average class size for grades 4-6 was 25.4. Average class size for grade 4 was 23.5.
Students will have greater access to technology as the student/device ration is lowered to 1-to-1 in grades 3-8.		The student/device ratio of 1-to-1 was achieved in grades 4-8.
Note: As a K-8 district, we do not address the metrics of "percent of students completing CSU/UC required courses," "percent of students completing a CTE course sequence," "percent of students with AP exam score of 3 or higher," "EAP ELA college-ready rate," "EAP mathematics college-ready rate," "high school drop-out rate," or "high school graduation rate." Also, since there will be no API calculated by the state for this year, we have not established an API growth goal.		Note: As a K-8 district, we do not address the metrics of "percent of students completing CSU/UC required courses," "percent of students completing a CTE course sequence," "percent of students with AP exam score of 3 or higher," "EAP ELA college-ready rate," "EAP mathematics college-ready rate," "high school drop-out rate," or "high school graduation rate." Also, since there will be no API calculated by the state for this year, we have not established an API growth goal.

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Recruit, hire, and retain highly-qualified instructional staff.		$1,540,366 (base)	All teachers were appropriately credentialed and assigned.		$1,869,366 (base)
Scope of service:	Districtwide		Scope of service:	Districtwide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, and ELD.		$80,000 (base)	High-quality, standards-aligned materials were purchased in English Language Arts for students in grades K-8. We will continue purchasing materials in 2016-2017.		$51,212 (base)
Scope of service:	Districtwide		Scope of service:	Districtwide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Support effective use of technology in instruction by providing in-service and coaching to teachers and purchasing document cameras for classroom use.		$3,300 (s/c)	Document cameras were purchased. Teachers received professional development in technology support.		$3,604 (s/c) See below for in-service expense.
Scope of service:	Districtwide		Scope of service:	Districtwide	
_X_ALL			_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase students' access to technology by providing ten additional rolling computer labs for grades 3-8 and hiring a technology aide to provide additional support for using technology effectively.	$150,000 for computers plus $ 10,000 for the Aide (s/c)	Ten additional carts and labs were purchased districtwide, providing students in grades 3-8 significantly increased access to technology. The expected outcome of 1-to-1 student/device ratio was not achieved for grade 3. The expenditures were less than budgeted because a technology aide was not hired due to the fact that the laptop computer rolling labs delivery did not take place until March and then all the laptops had to be configured and deployed to all classrooms.	$139,677 s/c

Scope of service:	Grades 3-8		Scope of service:	Grades 3-8	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Replenish library books, including better facilities to support students developing information literacy and media skills.	$5,000 (s/c)	Library book were replenished.	$5,000 (s/c)

Scope of service:	Districtwide		Scope of service:	Districtwide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Provide a Paraprofessional at Alview to provide reading support for kindergarten students and a Paraprofessional	$20,000 (s/c)	A Paraprofessional was hired and provided reading support at Alview. The expense was significantly less than expected because 80 % of the Paraprofessional's salary come from	$4,420 (s/c)

at Dairyland to help with push in instruction			Title 1 funds and only 20 % came from LCAP funding. A Paraprofessional was hired and provided push-in support for special education and campus supervision at Dairyland.	$10,320 (s/c)
Scope of service: Alview School and Dairyland			**Scope of service:** Alview School and Dairyland School	
_X_ALL			X__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Three (3) educational assemblies per site.	$5,000 (s/c)		The assemblies were held as planned and presented message to stay healthy, work hard, and study to be successful.	$4,650 (s/c)
Scope of service: Districtwide			**Scope of service:** Districtwide	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Screens and projectors for both multipurpose rooms.	$3,000 (s/c)		Screens and projectors for both multipurpose rooms were not purchased due to the fact that the actual cost was going to be $21,346.76. We decided to wait and budget in the purchase for the 2016-2017 school year.	$0
Scope of service: Districtwide			**Scope of service:** Districtwide	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain lower class sizes for grades 4-6.	$65,000 (s/c)		Class sizes for grades 4-6 averaged 25.4 students, and 4th grade averaged below 24. Those class sizes are significantly below those of the same grade levels in surrounding districts.	$38,110 s/c

Scope of service:	Dairyland School		**Scope of service:**	Dairyland School	
X__ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Continue traveling teachers for all grade levels for science and social studies supplementation.		$5,000 (s/c)	Staff from Modesto Junior College conducted hands-on lessons in science and social studies.		$4,261 (s/c)
Scope of service:	Districtwide		**Scope of service:**	Districtwide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Build background knowledge for increased learning by providing field trips for all grade levels.		$13,500 (s/c)	Each grade level was provided funding for an educational field trip that fit with their curriculum. Significantly less than expected was spent because the costs were far less than expected. All classes took field trips but some were able to use district transportation instead of chartering busses. Entry fees to so some venues were free to school groups so we did not incur those expenses either.		$6,900 (s/c)
Scope of service:	Districtwide		**Scope of service:**	Districtwide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Teachers will receive ongoing in-service aimed at		$10,000	Teachers received the following professional development:		$11,208 (s/c)

maximizing student engagement of all learners. (Data Works – EDI) (Tech Consultant) (Houghton Mifflin)	(s/c)	Data Works -- EDI Houghton Mifflin curriculum Technology support	
Scope of service: Districtwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Districtwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Teachers work after regular school hours to present small group instruction for standards mastery. (Tutoring program)	$20,000 (base)	Teachers worked after regular school hours to present small group instruction for standards mastery. We were not able to provide as much tutoring as anticipated as it was sometimes difficult to find additional people to work after school.	$13,505 (base)
Scope of service: Districtwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Districtwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Support high-quality physical education to students by hiring a P.E. instruction trainer, plus purchasing curriculum and equipment.	$17,000 (s/c)	Hired a P.E. trainer, purchased SPARK curriculum, and purchased equipment.	$18,116 (s/c)
Scope of service: Districtwide _X_ALL OR:		Scope of service: Districtwide _X_ALL OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide a robotics program for GATE students on both campuses.	$10,000 (s/c)		GATE students on both campuses received robotics training.	$6,064 (s/c)
Scope of service: Districtwide __ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)____GATE_____			**Scope of service:** Districtwide __ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)____GATE_____	
Maintain after-school arts program.	$10,000 (s/c)		Arts instruction for students was provided afterschool hours. As with other afterschool programs, finding instructors to work after school or short hours can be challenging.	$675 (s/c)
Scope of service: Districtwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** Districtwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	- Only materials in ELA were purchased this year. We will continue purchasing materials in math and ELD in 2016-2017. - The expected outcome of 1-to-1 student/device ratio was not achieved for grade 3. The expenditures were less than budgeted because a technology aide was not hired. We intend to reach the 1-to-1 student/device ratio for 3rd grade next year, and to increase the availability of devices in grades K-2. We will continue to explore hiring a technology aide. - Screens and projectors for the multipurpose rooms will be purchased next year. - The afterschool tutoring program was beneficial to students, and we hope to expand that next year if sufficient staff can be found to do so.			

	• The robotics program was very well-received and should be expanded next year. • Our class sizes in grades 4-6 are significantly below those of the same grade levels in surrounding districts, providing students with much more personalized and focused instruction. Small class sizes in these upper grades also allow teachers to provide more targeted assistance for students -- principally our low income, English learner, and Foster Youth students who are struggling. It is important to our students, teachers, and school community to maintain smaller class sizes.	

Original GOAL #2 from prior year LCAP:	ADUSD is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4_x_ 5_x_ 6_x_ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA	
	Applicable Pupil Subgroups:	ALL	

Expected Annual Measurable Outcomes:	Maintain "Good Repair" marks on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites. The percentage of students scoring at the "met standard" level on the CAASPP ELA and math assessments will increase over the 2014-2015 baseline year. The percentage of English Learners (EL) making annual progress in Learning English will continue to meet or exceed the AMAO I state target. The percentage of students redesignated at fluent English proficient (FEP) will increase from 34.7 to 35%. Students will be increasingly engaged as measured by: The districtwide student attendance rate will be	Actual Annual Measurable Outcomes:	Both campuses received "Exemplary" ratings on the Facilities Inspection Tool. For 2014-2015, the most recent data available, the schoolwide percentage that met or exceeded standard was 45% in ELA and 33% in math. Both these percentages equaled or exceeded statewide results. 2015-2016 data will be updated when it becomes available. For 2014-2015, the most recent data available, the percentage making progress was 57.9%, 2.6% below the state target. 2015-2016 data will be updated when it becomes available. The rate of students redesignated at fluent English proficient (FEP) increased to 10.4% from 8.7% in 2014-2015. The percentages shown in the 2015-2016 LCAP were total percentage of RFEP students rather than the annual rate of redesignation. The districtwide student attendance rate was 97%.

	maintained at 98% or above). The chronic absenteeism rate will be maintained at .02% or below.		The districtwide chronic absenteeism rate was 7.9%. (This rate was calculated differently than in prior years based on the state guidelines.)
	The middle school dropout rate will be maintained at 0.		The middle school dropout rate was maintained at 0.

	School climate will be enhanced as measured by:
	   Maintaining the suspension rate at .03% or below.
	   Maintaining the expulsion rate at 0.
			The districtwide suspension rate was 4.8%.
			The expulsion rate was maintained at 0.

	90% satisfaction rate on parent and teacher surveys.		92% of parents felt welcome at school, and 92% felt their child's is cared for by the teacher. 98% felt well-informed of their child's progress. 91% felt their child is safe at school.
	90% satisfaction rate on student surveys.		93% of students feel welcome at school and cared for by their teacher.
	Average class sizes for 4-6 grade students will be maintained at 24.		Average class size for grades 4-6 was 25.4. Average class size for grade 4 was 23.5.
	Note: As a K-8 district, we do not address the metrics of "percent of students completing CSU/UC required courses," "percent of students completing a CTE course sequence," "percent of students with AP exam score of 3 or higher," "EAP ELA college-ready rate," "EAP mathematics college-ready rate," "high school drop-out rate," or "high school graduation rate."		Note: As a K-8 district, we do not address the metrics of "percent of students completing CSU/UC required courses," "percent of students completing a CTE course sequence," "percent of students with AP exam score of 3 or higher," "EAP ELA college-ready rate," "EAP mathematics college-ready rate," "high school drop-out rate," or "high school graduation rate."

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.	$42,000 (base)	Grounds and buildings were much cleaner and safer for this school year as reported by staff, parents and Board members. 91% of parents responded that "the school is clean and well maintained."	$51,311 (base)

		The extra staff person was not hired because those duties were covered by the Director of MOG.	
Scope of service: Districtwide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Districtwide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain excellent support services to students, staff, and parents.	$160,000 (base)	Students, staff, and parents voiced approval for most areas throughout the school year. 92% of parents and 93% of students responded on surveys that they felt welcome at school. 94% of parents felt the office staff cared for their children.	$160,000 base
Scope of service: Districtwide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Districtwide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue character education activities at both schools by purchasing the next volume of "Project Wisdom".	$1,500 (s/c)	Daily readings of "Words of Wisdom" over the intercom at both campuses by the Superintendent and Student Body officers. Teachers discussed character education concepts with their students.	$1,437 (s/c)
Scope of service: Districtwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Districtwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
	$6,000	An afterschool sports program was provided and 7th and 8th	$800

Provide an after-school sports program.	(s/c)	grades students participated in three seasons. An unexpected difficulty was in finding sufficient coaches, so the actual expenditure was far below what was budgeted. An effort will be made next year to hire additional coaches and expand opportunities for participation.	(s/c)
Scope of service: Grades 7 & 8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Grades 7 & 8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain lower class sizes for grades 4-6.	See goal #1	Class sizes for grades 4-6 averaged 25.4 students, and 4th grade averaged below 24. Those class sizes are significantly below those of the same grade levels in surrounding districts.	$38,110 s/c
Scope of service: Dairyland School __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities		**Scope of service:** Dairyland School __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities	
Teachers will receive ongoing in-service aimed at maximizing student engagement of all learners.	See goal #1	Teachers received the following professional development: Data Works -- EDI Houghton Mifflin curriculum Technology support	$11,208 s/c
Scope of service: Districtwide __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities		**Scope of service:** Districtwide __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities	

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We were pleased with the responses to the stakeholder surveys indicating high levels of satisfaction with the school, the staff, and academics. We will continue to maintain and improve services to students, teachers, and parents.

An unexpected difficulty in offering afterschool sports was in finding sufficient coaches, so the actual expenditure was far below what was budgeted. An effort will be made next year to hire additional coaches and expand opportunities for participation.

Our class sizes in grades 4-6 are significantly below those of the same grade levels in surrounding districts, providing students with much more personalized and focused instruction. Small class sizes in these upper grades also allow teachers to provide more targeted assistance for students -- principally our low income, English learner, and Foster Youth students who are struggling. It is important to our students, teachers, and school community to maintain smaller class sizes.

The feedback and participation of teachers in professional development has been outstanding. It has further enabled them to meet the needs of their students, especially those who struggle in school. In order to be responsive to their needs and enable them to continue to provide outstanding instruction, teachers and administrators will collaborate next year to identify and offer professional learning in the areas identified by the teaching staff. |

| Original GOAL #3 from prior year LCAP: | Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD. | Related State and/or Local Priorities:
1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6_x_ 7_x_
8_x_
COE only: 9__ 10__
Local : Specify _____ |

Goal Applies to:	Schools:	LEA
	Applicable Pupil Subgroups:	ALL

| Expected Annual Measurable Outcomes: | 80% of parents will participate in one or more school activities.

20 or more parents will participate in the District English Learner Advisory Committee (DELAC).

Parents will regularly participate in the School Site Council (SSC).

The number of parents participating in English language | Actual Annual Measurable Outcomes: | Over 80% of parents participated in one or more school activities.

Less than 20 parents participated in the District English Learner Advisory Committee.

Parents regularly participated in the School Site Council meetings.

20 parents participated in the English language development |

	development classes will increase. The number of parents using the English language acquisition computer program will increase.			classes, a decrease from last year. No parents used the English language acquisition computer program, because of a lack of compatible devices available.

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LCAP Year: 2015-2016

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Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Invite parents to attend school activities and participate in school and district committees.	$200 (s/c)	Over 80% of parents participated in school activities, including parents of low-income students, English learners, and students with disabilities.	No costs were incurred.
Scope of service: Districtwide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Districtwide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide food and babysitting for DELAC meetings.	$500 (s/c)	Food and babysitting were not needed to provide parents opportunities to participate.	No costs were incurred.
Scope of service: Districtwide __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities		Scope of service: Districtwide __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Students with Disabilities	
Provide computer programs for English language	$500 (s/c)	Programs were not provided due to the parents did not have a computer at home or their devices were not compatible.	No costs were incurred.

acquisition and mastery for home use.			Direct instruction from the instructor sufficed for the beginning level adult students.	
Scope of service: Districtwide __ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: Districtwide __ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Offer English language development classes for parents.	$7,000 (s/c)		Classes were held one night a week at Alview and Dairyland Schools. The Superintendent taught one of the classes so the actual expenditure was significantly less than budgeted.	$2,688 (s/c)
Scope of service: Districtwide __ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: Districtwide __ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide a monthly newsletter to all parents in English and Spanish.	$200 (s/c)		A monthly newsletter was published, containing information from the District office and Parent/Teacher Club	No costs were incurred.
Scope of service: Districtwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_			Scope of service: Districtwide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide a Spanish-speaking interpreter at all public meetings.	$200 (s/c)		An interpreter was provided for public meetings and parent conferences.	$500 (s/c)

Scope of service:	Districtwide		Scope of service:	Districtwide	
__ALL			__ALL		
OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_			OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As noted in the annual update for goal 2, we were pleased with the responses to the stakeholder surveys indicating high levels of satisfaction with the school, the staff, and academics. We will continue to maintain and improve services to students, teachers, and parents.

Food and babysitting were not needed to provide parents opportunities to participate. Funds will continue to be budgeted for those services in case they are needed to support parent participation.

Computer programs to learn English were not provided because many of the parents of English learners did not have a computer at home or their devices were not compatible. Though direct instruction from the English classes sufficed for the beginning level adult students, we will continue to budget for the Rosetta Stone software in case parents are able in interested in using it.

English language development classes for adults were well-received by parents and will continue. Translation services exceeded the amount budgeted, so that budget will be significantly increased for next year. | | | | |

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 292,370

Sixty-seven percent of students in the Alview-Dairyland Union School District qualify for Free and Reduced-Priced Meals. English Learners constitute 41% of our population. The total percentage of Unduplicated Pupils is 70.39.

Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, maintaining significantly lower class sizes in the upper grades so students can receive more immediate and focused support, and providing the best and most engaging instructional strategies for struggling learners.

Because Unduplicated Pupils are such a large percentage of our student population, and because the services principally directed to meet their needs are among the most effective strategies for students, we are generally performing those actions and offering those services either districtwide or schoolwide.

We believe that segregating the students based on services is not in the best interest of our neediest students. For example, C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 10.12 | % |

We believe that the increased amount and quality of the services that our low income, English Learners, Foster Youth, RFEP students, and those with disabilities, will receive as a result of the LCAP will far exceed the percentage reflected in the MPP.

Actions that will improve services to students:

- The use of research-based, engaging, and culturally-responsive instructional practices.
- Support teachers in effective instructional practices for new Common Core English Language Arts, Math, and ELD Standards, including the integration of technology.
- Additionally, the best possible professional development for our teachers will ensure that instruction is differentiated to meet their needs.
- Build stronger relationships with students and provide a more positive school climate by providing character-building programs and afterschool activities.
- Maintain significantly smaller class sizes in grades 4-6 and additional instructional support in core classes, so our low income students, English Learners, Foster Youth, and Redesignated Fluent English Proficient (RFEP) students will receive increased individual attention and support.
- Background knowledge is often a barrier to the success of low-income and English Learners, so they will engage in experiences through field trips, assemblies, and art classes that expand their vocabularies, skills, and knowledge.

Actions that will increase services for students:

- Increase tutoring and academic supports afterschool; and increase access to those supports by providing transportation for students who participate.
- The ability to manipulate and use technology will be important to their future success, so we will invest significantly in increasing students' access to technology, and provide excellent technology equipment and instruction.
- Providing a more engaging and supportive atmosphere by increasing their parents' engagement in school and district activities.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is

defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).