Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Alview-Dairyland Union School District		
Contact Name and Title	Loren B. York-Superintendent/Principal	Email and Phone	lyork@adusd.us 559-665-2394

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Alview-Dairyland Union School District

Loren B. York, Superintendent

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Alview-Dairyland School District is a small, K-8 district in agricultural rural Madera County, approximately 10 miles south of Chowchilla. Our district has provided an educational experience for students since 1915. This district is approximately 125 square miles in size. The school operates on two campuses to utilize available classrooms. The administration of the two campuses is located on the Dairyland Campus. Kindergarten through third grade students attend the Alview Campus, and students in grades 4-8 attend the Dairyland Campus. Eighth grade graduates from Dairyland attend Chowchilla Union High School.

The district is administered by a five member Board of Trustees, a Superintendent/Principal, and a Vice Principal/Curriculum Director. The educational staff includes 17 classroom teachers, an RSP teacher, a library technician, and several paraprofessionals.

Community and parent involvement is assured by the School Site Council, the DELAC committee, the Parent-Teacher Club (PTC), and many parent volunteers. A parent-child-teacher compact is distributed and discussed at conferences. A "Back to School Barbecue" prior to the start of the school year welcomes parents and community members to the school. Parent training nights are sponsored by our parent club. Our district offers ESL classes for non-English speaking parents. Students in grades 4-8 may participate in the Dairyland Band.

Other programs include a GATE program, tutoring, and 4-H. Students in grades 7-8 may also participate in school sponsored sports.

Our district has had strong community pride since the early 1900's. Community residents gather at our school dinners and events. Our local high school teachers and staff recognize our students, because of their high standards and academic excellence. Our small school district staff cares so much for our children that many teachers follow their development through their school years to their graduation. Some families choose to return to our school community to raise their own children.

Alview-Dairyland Union School District is proud of its achievements in regard to school climate, student achievement 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 progressively increasing academic achievement for a school that has 70 % free and reduced lunch and a 40% language learner population.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

- Additional part-time ELD/ELA teacher to provide small group instruction for intervention/at risk students.
- Additional teacher aide to provide reading support for Kindergarten students.
- Additional teacher aide to assist with push-in for special education and campus supervision at Dairyland.
- Expand GATE STEM instruction and activities with after school workshops facilitated by staff from Community Science Workshop Network
- Support effective use of Technology by providing training, coaching, or other support the teachers may need for effective instruction.
- Compensate the PC/ Network Technician for one additional day each week to support teachers and students in their effective use of technology.
- All grade levels (except 6th) receive $1,500 to use for an educational field trip that fit with their curriculum.
- Full funding for Outdoor Education for all 6th graders.
- Three educational assemblies that present messages to stay healthy, work hard, and study to be a success. Covers scientific topics, social sciences, music, anti-bullying, ecology, etc.
- Two traveling teachers from Modesto Junior College conduct hands-on lessons in science and social studies for each grade level were available for booking.
- Teachers work after regular school hours to present small group instruction for standards mastery.
- Mobile STEM Lab will be purchased and equipped with power tools, materials, hand tools, & carts.
- A 6-hour workshop and kits to prepare teachers for introducing STEM instruction into classrooms will be presented as teachers return for duty in August.
- Spanish speaking interpreters for public meetings and parent conferences will be available.
- Provide food and babysitting for parents attending DELAC meetings.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

ELA – White students, Green (High) range, 21 points above Level 3, increase of 7 points.

Redesignated students – Green (High) range, 21.2 points above Level 3, increase of 15.5 points.

Math -- White students, Green (High) range, 9.4 points above Level 3, increase of 3.2 points.

Redesignated students – High range, 2.9 points above Level 3, increase of 7.3 points.

The Robotics program proved to be exciting and engaging to students, and has stimulated a commitment to expanding the STEM program and establishing a mobile STEM lab for use by all students in all grade levels.

The "push-in" aide to support Students with Disabilities collaborated with teachers to increase students' independence and students taking increasing responsibility for their learning.

The Kindergarten aide collaborated with the teacher to support increasing students' abilities to read simple sentences and be successful in first grade reading.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

For All students, the suspension rate was 2.7 % for 2014-2015, an increase of .7% from the prior year, which was in the Increased range. The status was in the Medium range, but assigned to the Orange category due to the increase from the prior year. This was also the case for all student groups assigned a color category.

To decrease the suspension rate, the district plans to increasingly engage and support students by:

1. Hiring an additional part-time ELA/ELD teacher to provide small-group instruction that will better engage and support struggling learners, including those whose academic difficulties often result in behavior problems.

2. Increasing technology and involvement with the "hour of code," intended to increase students' engagement.

3. Continuing the Project Wisdom character education program, along with character education assemblies and anti-bullying assemblies.

4. Increasing 7th and 8th students' academic engagement by using digital learning, particularly the BLAST program, in ELA to respond in writing to current events in a more modern fashion.

5. Continue a "Caught Being Good" program to encourage students to act appropriately by offering incentives to do so.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

There are no performance gaps of two or more performance levels in any of the state indicators.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Putting a laptop into the hands of each child in the district continues to be a huge improvement for our targeted groups.

Keeping our class sizes low and having additional instructional aides directly benefits our language learners.

The educational field trips allow us to build background knowledge for these targeted group students by taking them to places and events they would otherwise not have experienced.

The addition of a part-time ELA/ELD teacher to provide small-group instruction that will better engage and support struggling learners will directly benefit our targeted students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$4,095,531.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$3,141,775.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

We have PG&E costs that are in the general budget and not in the LCAP. Food services are also not specified above. The District contributes $50,000.00 to the Cafeteria Fund. The district contributes to STRS and PERS.

The cost of fuel for buses and school-owned vehicles are not listed in LCAP. Liability and Workers Comp for both Certificated and Classified staff are not listed in the LCAP.

$3,475,964.00	Total Projected LCFF Revenues for LCAP Year

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Prepare students for success in high school and higher education and or vocational job market.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 ☐ 3 X 4 X 5 X 6 X 7 X 8

COE   ☐ 9 ☐ 10

LOCAL <u>Local reading assessments</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Students will be taught by 100% highly-qualified teachers who are appropriately credentialed and assigned.	All but one teacher were appropriately credentialed and assigned. The one who was not was an intern.
100% of students will have access to high-quality, standards-aligned curriculum and instructional materials.	100% of students had 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.	100% of students received daily instruction in academic content and performance standards, and English Learners in English language development standards.
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.	Results are not yet available. The Plan will be updated when the information is available.
Students will show yearly improvement on local reading assessments.	All grade levels have shown growth in reading fluency. Second and third grades almost doubled from beginning to year-end. Weekly timed readings (grades 2-3 and 4-6 intervention) have strengthened

fluency in all grade levels. Some grade levels showed little to no progress in comprehension due to higher level end-of-year passages.

Grade Level:	Benchmarks Accuracy/ Comprehension		Benchmarks Fluency	Beginning Of Year			End Of Year		
				Acc.	Fl.	Comp.	Acc.	Fl.	Comp.
2	95	80-100%	85-95	82%	41	59%	89%	81	80%
3	95	80-100%	105-115	93%	78	58%	98%	138	90%
4	95	80-100%	115+	99%	112	90%	99%	113	88%
5	95	80-100%	120+	98%	130	98%	97%	164	99%
6	95	80-100%	125+	99%	132	88%	99%	148	90%

Grade	Accuracy	Fluency	Comprehension
2nd	+7%	+ 40 words	+21%
3rd	+5%	+ 60 words	+ 32%
4th	+0%	+1 word	-2%
5th	-1 %	+ 34 words	+1%
6th	+0%	+16 words	+2%

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.)

Results are not yet available. The Plan will be updated when the information is available.

The rate of students redesignated at fluent English proficient (FEP) will increase over 2015-2016 rate of 10.4%.

Five students were redesignated, a rate of 3.7%.

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.

Attendance rate was 96%.

Chronic absenteeism rate was 8%.
Middle school dropout rate was 0.

School climate will be enhanced as measured by:
   The suspension rate will decrease from 4.8%.

Results on 2015-2016 suspension rate are not yet available. (This indicator is always lagging on the California School Dashboard.) The Plan will be updated when the information is available. The actual suspension rate reported on the California School Dashboard was 2.7%.

Maintaining the expulsion rate at 0.

Expulsion – 0

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

94.5% of parents felt their child was safe at school.
76% of students felt safe at school.

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." | Average class size for 4-6 grades was 23.

A 1-1 ratio was achieved K-8.

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

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

| Actions/Services | PLANNED
Recruit, hire, and retain highly-qualified instructional staff. | ACTUAL
At the end of 2015-2016, two full-time teachers left the district. We hired one PIP and one highly-qualified teacher to replace them. We retained 16 highly-qualified teachers. |
|---|---|---|
| Expenditures | BUDGETED
$1,650,620 (base) | ESTIMATED ACTUAL
  Salaries- $1,440,080
  Fixed costs- $175,052
  Insurance - $243,000
  Total – 1,858,132 |
| Actions/Services | PLANNED
Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, and ELD. | ACTUAL
The district purchased McGraw-Hill materials for the District Reading Program, grades K-8. Imbedded in the program are ELA and ELD instruction materials that are California State Standards compliant. We renewed "Go Math" subscription with Houghton-Mifflin which provided math instruction based upon California State Standards. |

Expenditures	BUDGETED $80,000 (base)	ESTIMATED ACTUAL ELA/ELD materials -- $93,259 Math materials -- $9,238.
Actions/Services	PLANNED Support effective use of technology in instruction by identifying what training, coaching, or other support teachers may need and providing it as possible.	ACTUAL The District held two full day in-services that provided training on the technology components of the McGraw-Hill ELA curriculum. The cost for these in-services was imbedded in the materials cost, Goal 1, Action 2.
Expenditures	BUDGETED $5,000 (s/c)	ESTIMATED ACTUAL $0
Actions/Services	PLANNED 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 technology aide to provide additional support for using technology effectively.	ACTUAL Purchased 5 recharging -carts, plus 125 Pro Book laptops and 150 headphones. Added one day per week of service to our P/C Network Technician's schedule so he could give additional support.
Expenditures	BUDGETED $5,000 for replacement computers, Plus $65,000 for additional laptops and carts, Plus $12,000 for the Aide (s/c)	ESTIMATED ACTUAL Did not need to replace any computers this year - $0 $63,221 $12,000
Actions/Services	PLANNED Continue replacement/increase of library books, including better facilities, to support students in improving literacy.	ACTUAL Books were purchased to go into the libraries.
Expenditures	BUDGETED $5,000 (s/c)	ESTIMATED ACTUAL $3,458
Actions/Services	PLANNED Provide a Paraprofessional at Alview to provide reading support for kindergarten students and a Paraprofessional at Dairyland to help with push in instruction.	ACTUAL The Paraprofessional worked directly with Kinder students in the mornings. The Paraprofessional worked throughout the day with push-in and pull-out instruction.
Expenditures	BUDGETED $22,000 (s/c)	ESTIMATED ACTUAL $22,000

	PLANNED	ACTUAL
[Actions/Services](#)	Three (3) educational assemblies per site.	Basketball agility and tricks, emphasizing Character Development (Alview) Abraham Lincoln reenactment, History/Social Sciences (Dairyland) Wacky Science, Physical Sciences (Alview-Dairyland) Anti-Bullying, Character Development/Equity (Alview-Dairyland)
Expenditures	BUDGETED $5,000 (s/c)	ESTIMATED ACTUAL $6,135 (We went above budget for the Anti-Bullying assemblies but felt it was worth it)
[Actions/Services](#)	PLANNED Purchase screens and projectors for both multipurpose rooms.	ACTUAL The screens and projectors for both campuses were purchased, installed, and have been in use.
Expenditures	BUDGETED $22,000 (s/c)	ESTIMATED ACTUAL $22,000
[Actions/Services](#)	PLANNED Maintain lower class sizes for grades 4-6.	ACTUAL Average class size for grades 4-6: 23.
Expenditures	BUDGETED $68,000 (s/c)	ESTIMATED ACTUAL $68,000
[Actions/Services](#)	PLANNED Continue traveling teachers for all grade levels for science and social studies supplementation.	ACTUAL There were a total of twelve traveling teacher visits from Modesto City College Traveling Teacher program to both school sites. The 7th and 8th grade teachers did not utilize the services this year. K-6 teachers did.
Expenditures	BUDGETED $6,000 (s/c)	ESTIMATED ACTUAL $3,695
[Actions/Services](#)	PLANNED Build background knowledge for increased learning by providing field trips for all grade levels.	ACTUAL Grades K-2 went to the Chaffee Zoo in Fresno; 3rd grade went to the Aquarium in Monterey; 4th grade went to the Mission in San Juan Bautista; 5th grade went to the Technology Museum in San Jose; 7th grade went to Cal State Fresno for a campus tour, and a dramatic play in Merced; 8th grade took a trip to the Capitol in Sacramento and a trip to Alcatraz Island in San Francisco. (The allocation for 6th grade went toward their Outdoor School experience.)

Expenditures	BUDGETED $13,700 (s/c)	ESTIMATED ACTUAL $6,634
Actions/Services	PLANNED 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.	ACTUAL This actually happened through the two full-day in-services that provided for technology this year. The cost for these in-services was imbedded in the materials cost, Goal 1, Action 2.
Expenditures	BUDGETED $5,000 (s/c)	ESTIMATED ACTUAL $0
Actions/Services	PLANNED Teachers work after regular school hours to present small group instruction for standards mastery and to support English learners' access to core curriculum. (Tutoring)	ACTUAL All teachers offered tutoring during the year. Some offered more opportunities than others. Kinder through 8th grade teachers offered "Super Tutoring" opportunities from early March to mid-April to ensure grade level standards mastery.
Expenditures	BUDGETED $23,000 (s/c)	ESTIMATED ACTUAL $7,712
Actions/Services	PLANNED Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.	ACTUAL Purchased 16 additional football for 6h grade instruction. Did not need to purchase any extra equipment this year. Experienced teachers supported new teachers in learning the P.E. program, so no consultant was hired.
Expenditures	BUDGETED $2,000 (base)	ESTIMATED ACTUAL $125
Actions/Services	PLANNED Expand the robotics program for students on both campuses. (10 iPads and replacement parts for the labs)	ACTUAL Instead of purchasing robotic materials or increasing the difficulty level of a robotics program we decided to contract with Community Science Workshop Network out of Sanger, California, to have our 4-8 grade GATE students attend an introductory workshop at the SAM Academy in Sanger. A representative/teacher from the Academy visited the Dairyland campus for 10 afterschool sessions to provide STEM workshops. iPads were not purchased as it was determined there was no need with the change in direction of the program.

Expenditures	**BUDGETED** $12,000 (s/c)	**ESTIMATED ACTUAL** $5,500
[Actions/Services](#)	**PLANNED** Provide funds to help send 6th graders to Outdoor Education.	**ACTUAL** Monies were budgeted to supplement the District's yearly allotment. A total of thirty-nine 6th graders attended for the week long session.
Expenditures	**BUDGETED** $5,000 (s/c)	**ESTIMATED ACTUAL** $5,000 (This amount went toward the $8,892 Outdoor Ed. fees, plus half the cost of the nurse, which was $425. The total for sending the 6th graders to Outdoor Ed. was $9,317.)
[Actions/Services](#)	**PLANNED** 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.	**ACTUAL** A sound bar was purchased for each classroom and mounted. It was discovered that instructional software was not available due to teachers being able to access what they needed on the Web.
Expenditures	**BUDGETED** $4,000 (s/c) plus $2,000 (s/c)	**ESTIMATED ACTUAL** $3,168 for Sound Bars $0 for software
[Actions/Services](#)	**PLANNED** 15 lift top desks and five chairs to update classroom furniture a third grade classroom. ****Add 4 iPads for Special Ed.	**ACTUAL** 14 lift top desks were purchased along with the 5 chairs. 3 iPads were purchased.
Expenditures	**BUDGETED** $2,000 (base) $2,000 (base)	**ESTIMATED ACTUAL** $1,313 $1,380
[Actions/Services](#)	**PLANNED** Maintain after-school arts program.	**ACTUAL** Purchased supplies and paid a stipend to a teacher for the program at Dairyland.
Expenditures	**BUDGETED** $2,000 (base)	**ESTIMATED ACTUAL** $1, 765

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The cost for staff in-services was imbedded in the purchase price of the ELA materials so this $5000 was moved to that expenditure to offset the purchase price of the materials. (noted below) The ELA/ELD materials cost $93,259 and the Math materials cost $9,238, so we exceeded the budget amount that was to come out of Base funding. Did not need to replace any laptop computers this year - $0 For the assemblies, we felt it was important to bring the Anti-bullying assembly to both campuses, so we went above budget to do so. In regard to the field trips - many destinations did not require an entrance fee and some grade levels were able to use District transportation rather than charter out of District busses. The extra training budgeted for improving instructional practices for teachers was actually taken care of through the two full-day in-services that were provided for technology this year. The estimation for after school tutoring was just much too high for the need. Although, all students had opportunity for afterschool tutoring during the school year and we felt it was beneficial. In an effort to expand the robotics program we followed the input of one of our parents, who is on the LCAP Committee, about the SAM Academy in Sanger, California. She takes her own children there on Saturdays during the school year. That led us to contracting with the President of the non-profit company, (Community Science Workshop Network) to run workshops for our GATE students. The STEM activities included constructing robots from everyday household materials. The students demonstrated their robotic cars at a Showcase event at the end of the school year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services helped us to see a gain of 16 words per minute in fluency, and 2% gain in comprehension among our 6th graders. Our 6th, 7th, and 8th grade classes were kept under 22 students. No classroom was over 27 students in the district. Our students are becoming more computer literate through the use of the laptops during classroom instruction. All classrooms received basic instruction for coding, and many were able to practice coding, during the national endeavor, "Hour of Code", because they all have access to a personal device. Parent Surveys stated that the District was meeting the academic needs of their child in ELA (95% approval), Math (95% approval) and Science/Health (88% approval). On the 6th, 7th, and 8th, grade surveys the students felt the district was doing a good job meeting their needs in ELA (93% approval), Math (81% approval), and Science/Health (90% approval). 96% of parents state that their child is motivated by the teachers to learn. 88% of 6th, 7th, and 8th graders state that they feel motivated to learn by their teachers. Accelerated Reader program is used District wide and students are able to access the new books purchased for this purpose. 28.5% of our English Learners who were reclassified were 8th graders. All grades need to focus on the Accelerated Reader program and timed reading practice to enhance overall reading skills and strategies for growth in the 2017-18 school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Instructional materials expense was significantly greater than budgeted. However, the cost for professional development was imbedded in the purchase price of the ELA materials, so the $5000 budgeted for Goal 1, Action 3, and the $5,000 budgeted for Goal 3, Action 12 were moved to offset the purchase price of the materials reflected in Goal 1, Action 2. We felt it was important to bring the Anti-bullying assembly to both campuses, so we went above the projected budget to do that. The estimation for after school tutoring was just much too high for the need. Although, all students had opportunity for afterschool tutoring during the school year and we felt it was beneficial. In an effort to expand the robotics program we followed the input of one of our parents, who is on the LCAP Committee, about the SAM Academy in Sanger, California. That led us to contracting with Community Science Workshop Network to run workshops for our GATE students. Because of this change in direction, no iPads were purchased. The field trip expenditures were about half of what was budgeted. Our estimate was for $1,500 per grade level. Many field trip destinations did not require an entrance fee and some grade levels were able to use District transportation rather than charter busses. None of the money budgeted for software was spent, as it was discovered that teachers were able to access what they needed on the Web. Experienced teachers supported new teachers in learning the P.E. program, so no consultant was hired.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Instead of hiring a technology aide we decided to contract for one more day each week of service from our PC/Network Technician. The continuity of students and teachers knowing our Technician is important. **Goal 1, Action 3**. Our goal was to get our district moving forward with STEM education with our GATE program this year, and will move STEM education into the general education classrooms in 2017-2018. **Goal 1, Actions 2, 16** Establish a STEM Academy. **(Goal 1, Action 15)** Meeting with LCAP Advisory Committee, they made decision to retain extra teacher but take the salary out of Base rather than S/C. **Goal 1, Action 8.**

| **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. |

State and/or Local Priorities Addressed by this goal:

STATE X 1 ☐ 2 ☐ 3 X 4 X 5 X 6 ☐ 7 ☐ 8

COE   ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**

Maintain "Good Repair" marks on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites.	Everything was in the "Excellent" category.
	Parent survey results:
	    Alview – 98% agreed school was clean and well-maintained.
	    Dairyland -- 90% agreed school was clean and well-maintained.

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.	Results are not yet available. The Plan will be updated when the information is available.
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.)	Results are not yet available. The Plan will be updated when the information is available.
The rate of students redesignated at fluent English proficient (FEP) will increase over 2015-2016 rate of 10.4%.	Five students were redesignated, a rate of 3.7%.

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.
	Attendance rate was 96%.
	
	Chronic absenteeism rate was 8%.
	Middle school dropout rate was 0.

School climate will be enhanced as measured by: The suspension rate will decrease from 4.8%.	Results on 2015-2016 suspension rate are not yet available. (This indicator is always lagging on the California School Dashboard.) The Plan will be updated when the information is available. The actual suspension rate reported on the California School Dashboard was 2.7%.

Maintaining the expulsion rate at 0.
    90% satisfaction rate on parent and teacher surveys.
    90% satisfaction rate on student surveys.
	Expulsions – 0
	94.5% of parents felt their child was safe at school.
	76% of students felt safe at school.

Average class sizes for 4-6 grade students will be maintained below 24.	Average class size for grades 4-6: 23.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	PLANNED Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.	ACTUAL Daily cleaning of all buildings, touched up paint and kept lawns, shrubs and trees watered. Kept lawns mowed, shrubs and trees trimmed. Painted all trip hazards with yellow paint. Energy efficient lighting was installed in outdoor hallways.
Expenditures	BUDGETED $53,000 (base)	ESTIMATED ACTUAL $33,000
Actions/Services	PLANNED Maintain excellent support services to students, staff, and parents.	ACTUAL An adequate number of custodial and maintenance crew persons were on the job daily fulfilling their duties.
Expenditures	BUDGETED $165,000 (base)	ESTIMATED ACTUAL $138,858
Actions/Services	PLANNED Continue character education activities at both schools.	ACTUAL The third volume of "Project Wisdom" materials were purchased to be used during morning announcements each school day.
Expenditures	BUDGETED $600 (s/c)	ESTIMATED ACTUAL $598

	PLANNED	ACTUAL
Actions/Services	Continue the after-school sports program to engage students in positive school activities.	One football coach, one volleyball coach, two basketball coaches, and two soccer coaches were hired during the year to cover the coaching duties for the 7th and 8th grade programs.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$3,000 (s/c)	$800
	PLANNED	ACTUAL
Actions/Services	Maintain lower class sizes for grades 4-6.	See Goal #1
	BUDGETED	ESTIMATED ACTUAL
Expenditures	See Goal #1	See Goal #1
	PLANNED	ACTUAL
Actions/Services	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.	See Goal #1
	BUDGETED	ESTIMATED ACTUAL
Expenditures	See Goal #1	See Goal #1

[ANALYSIS]{.underline}

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	At the outset of the 2016-2017 school year the District continued to employ a Director of Maintenance, Operations, and Grounds (MOG), an Assistant to the Director of MOG, and two custodian/grounds keepers. Seeing that these employees were stretched in their abilities to meet all our needs for safe and clean schools, we hired an additional custodian/grounds keeper. We also promoted one of the custodian/grounds persons to a Lead Custodian position. We continued to present the "Words of Wisdom" from Project Wisdom over the PA system each morning on both campuses. We also brought in some assemblies that emphasized character development. Our after school sports program was in place for all three athletic seasons. (Football/Volleyball, Basketball, Soccer)
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We consistently heard from Board of Trustee members, staff and parents alike how nice both campuses looked throughout the year. 98% of parents at Alview and 90% of parents at Dairyland stated on the School Climate Survey that the school is clean and well-maintained. 95% of parents at Alview stated that they feel their student is safe at school and 94% of parents at Dairyland feel the same for their student at Dairyland. The District also installed security cameras at the Alview campus because of its remote location. To the question of "Does the school keep you well-informed of your student's academic progress?" - Alview parents gave an approval rating of 97% and Dairyland parents an approval rating of 99%. To the question of "Does the school keep you well-informed of the school rules and policies?" – Alview parents gave an approval rating of 93% and Dairyland parents an approval rating of 96%
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We budgeted high for cost of maintenance and the salaries and benefits of those who provide the services. Some of the after school competitions had to be cancelled due to lack of a bus driver to transport our students to away games.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We are increasing the stipend for after school sports program **(Goal 2, Action 5)** and are working to hire two more bus drivers **(Goal 2, Action 2).**

Goal 3	Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 X 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

ACTUAL

EXPECTED	ACTUAL
85% of parents will participate in one or more school activities.	N/A – sign-in sheets for parents were not utilized at school activities.
20 or more parents will participate in the District English Learner Advisory Committee (DELAC).	Five parents participated in the 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.	Five parents participated in the SSC. Five parents participated in the PAC.
The number of parents participating in English language development classes will increase.	Fifteen parents enrolled in classes.
The number of parents using the English language acquisition computer program will increase.	Five used the language acquisition program.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL

Actions/Services	Invite parents to attend school activities and participate in school and district committees.	Communications were sent home in students' Friday Folders inviting parents to events throughout the year. Events in which parents participated were:
		     Back-to-School BBQ.
		     Fall Parent/Teacher conferences
		     Halloween carnival.
		     Monthly awards assemblies were held at Alview.
		     Quarterly awards were presented at Dairlyland.
		     Science Fair – Parent Viewing Night
		     Two Book Fairs on both campuses
		     Spring Parent/Teacher conferences
		     3rd Grade Mothers' Day Tea.
		     8th Grade Parent Tea.
		     Kindergarten graduation
		     8th Grade graduation
		Parent were encouraged to attend ELAC/DELAC meetings, School Site Council meetings, Parent/Teacher Club meetings, LCAP Stakeholder meeting, ELD classes for adults, LCAP Committee meetings.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$200 (s/c)	$200

	PLANNED	ACTUAL
Actions/Services	Provide food and babysitting for DELAC meetings and other parent advisory meetings.	No parents brought children that needed childcare during the meetings and no food was provided.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$500 (s/c)	$0

	PLANNED	ACTUAL
Actions/Services	Provide computer programs for English language acquisition and mastery for home use.	No English language acquisition programs were purchased this year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$500 (s/c)	$0

	PLANNED	ACTUAL
Actions/Services	Offer English language development classes for parents.	The classes were provided for 1 ½ hours in length, once a week, throughout the year, on the Alview and Dairyland campuses.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$5,000 (s/c)	$3,553

	PLANNED	ACTUAL
Actions/Services	Provide a monthly newsletter to all parents in English and Spanish.	Eight newsletters went out during the school year with each child who attends school in the district.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$200 (s/c)	$50

	PLANNED	ACTUAL
Actions/Services	Provide translation services at all public meetings.	A translator was hired for the evening LCAP Stakeholder meeting. Translators were hired for First Quarter Parent/Teacher conferences as well as The Third Quarter Parent/Teacher conferences.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,000 (s/c)	$2,000

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Via the communications sent home by each teacher in the Friday Folders, plus information included in the monthly Newsletters, plus invitations by the Parent /Teacher Club governing board, parents were invited to be more fully engaged in the education of their student(s).
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	In the School Climate Survey parents stated that 93% Alview parents felt they were welcome at School and 88 % of Dairyland parents felt they were welcome at School. 96% of parents felt they were encouraged to be active with the school in educating their child at Alview. 93% of parents felt they were encouraged to be active with the school in educating their child at Dairyland. When asked if they felt the Newsletter provided valuable information to them- 94% of Alview parents agreed, and 90% of Dairyland parents agreed. When asked if they volunteer at their school - 33% of Alview parents said they do, and 28% of Dairyland parents said they do.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We had one Rosetta Stone subscription that was being used in the ELD for Parents class at Dairyland, so we did not expend what was budgeted.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We are planning on purchasing more subscriptions so parents are able to use the program at home to increase the availability of ELD instruction for parents. **(Goal 3, Action 3)**

Stakeholder Engagement

LCAP Year   X 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

On October 25, 2016 copies of the LCAP Update for Alview-Dairyland Union School Stakeholders for 2016-2017 were given to Board of Trustees members and audience members at a Board of Trustees Study Session. Clarifying questions were posed by members and answered by Loren York, the Superintendent.

On November 7, 2016 copies of the LCAP Update for Alview-Dairyland Union School Stakeholders for 2016-2017 were given to certificated staff. They were allowed to ask questions and were encouraged to give input for the 2017-2018 LCAP. The Superintendent also met and asked for input from representatives of classified staff.

On November 16, 2016 copies of the LCAP Update for Alview-Dairyland Union School Stakeholders for 2016-2017 were given to Alview-Dairyland School Site Council members. Discussion followed and input for the 2017-2018 was solicited from all members.

On January 24, 2017 the Board of Trustees discussed District Goals and how they connect to the LCAP at a Board Study Session.

On January 31, 2017 a public LCAP Stakeholder meeting was held at 6:30 PM on Dairyland campus to present the 2016-2017 goals and to ask for input for the 2017-2018 LCAP.

On March 1, 2017, at the School Site Council meeting it was explained how the writing of the Single Plan and the LCAP will be combined in the future. Parental involvement in the LCAP writing process was also discussed.

On March 31, 2017 the LCAP Update for Alview-Dairyland Union School Stakeholders for 2016-2017 was sent home with every student in Spanish and English in the students' Friday Folders. At the end of the Update, parents are encouraged to share their suggestions for the 2017-2018 LCAP with school staff.

On May 4, 2017 The LCAP Committee met to give input for the 2017-2018 LCAP.

On May 5, 2017 a hard copy of the School Climate Survey was sent home in appropriate languages for parent to submit responses.

On May 9, 2017 the Board of Trustees asked questions regarding the School Stakeholders Update and then gave input at a regularly scheduled Board of Trustees meeting.

On May 15, 2017 the School Climate Survey for students was made available on Survey Monkey for 6-8 grades students to respond to.

On May 25, 2017 the LCAP Committee met to give final guidance for 2017-2018 expenditures.

The public hearing was held on June 13, 2017.

The LCAP was approved by the Governing Board on June 27, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Based on the input from stakeholders, the following actions/services and related expenditures are included in this LCAP:

A part-time teacher to provide small-group instructional and behavior supports.

Increasing the stipend for after school sports coaches was decided on.

Mobile STEM lab, STEM kits, and STEM in-service to increase students' access to Science, Technology, Engineering, and Math instruction.

The after school arts program expanded to Alview School.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	X Unchanged

Goal 1	Prepare students for success in high school and higher education and or vocational job market.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 ☐ 3 X 4 X 5 X 6 X 7 X 8

COE ☐ 9 ☐ 10

LOCAL Local Reading Assessments

Identified Need

Students need the necessary tools to be successful citizens as adults.

The English Learner Progress Indicator (ELPI) was in the Yellow category at 69.2%. This represents a combination of 2014-2015 CELDT progress (57.9%) and 2013-2014 Redesignated English Learners (10.1%). This was an increase of .8%, which places it in the Maintained range.

Academic Indicators:
    ELA progress for All students was in the Yellow category at 8.1 points below Level 3, an increase of 6 points from the prior year, which placed it in the Maintained range. Progress for all groups assigned a color, with the exception of white students, was also in the Yellow range: EL – 31 points below; Low Income – 30.1 points below; Hispanic – 31.4 points below. Students with Disabilities were not assigned a color, and were 98.3 points below Level 3.
    Math progress for All students was in the Yellow category at 19.9 points below Level 3, an increase of 4.8 points from the prior year, which placed it in the Maintained range. Progress for all groups assigned a color, with the exception of white students, was also in the Yellow range: EL – 42.3 points below; Low Income – 38.1 points below; Hispanic – 42 points below. Students with Disabilities were not assigned a color, and were 125.9 points below Level 3.

Attendance Rate: 96%

Chronic absenteeism rate: 8%

Suspension Rate Indicator:
    For All students, the suspension rate was 2.7 % for 2014-2015, an increase of .7% from the prior year, which was in the Increased range. The status was in the Medium range, but assigned to the Orange category due to the increase from the prior year. This was also the case for all student groups assigned a color category.

Additional data for CAASPP and ELD progress will be examined when it becomes available.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#) (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.")

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers appropriately credentialed and assigned.	95%	95 % appropriately credentialed and assigned.	100% appropriately credentialed and assigned.	100% appropriately credentialed and assigned.
Students have sufficient access to high-quality, standards-aligned curriculum and instructional materials.	100%	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.
The implementation of state board adopted academic content and performance standards for all students	100%	100% of students, including English learners, will receive daily instruction in academic content and performance standards and, for English Learners, English language development standards adopted by the state board for all pupils.	100% of students, including English learners, will receive daily instruction in academic content and performance standards and, for English Learners, English language development standards adopted by the state board for all pupils.	100% of students, including English learners, will receive daily instruction in academic content and performance standards and, for English Learners, English language development standards adopted by the state board for all pupils.
Academic Indicator, ELA (Distance from Level 3)	**All**: 8.1 points below **EL**: 31 points	Mean distance from Level 3 in will improve -- **All students**: 7 points to 1.1 points below. (Green category) **EL:** 10 points to 21 points	Mean distance from Level 3 in will improve -- **All students**: 7 points to 5.9 points above. (Green category) **EL:** 10 points to 11 points	Mean distance from Level 3 in will improve -- **All students**: 7 points to 12.9 points above. (Green category) **EL:** 10 points to 1 point below

	below **Low Income**: 30.1 points below **Hispanic**: 31.4 points below **White**: 21 points above **Students w/Disabilities**: 98.3 points below	below (Yellow Category) **Low Income**: 10 points to 20.1 points below (Yellow Category) **Hispanic**: 10 points to 21.4 points below (Yellow Category) **White**: 7 points to 28 points above (Green Category) **Students with Disabilities**: 10 points to 88.3 points below	below (Yellow Category) **Low Income**: 10 points to 10.1 points below (Yellow Category) **Hispanic**: 10 points to 11.4 points below (Yellow Category) **White**: 7 points to 35 points above (Green Category) **Students with Disabilities**: 10 points to 78.3 points below	(Green Category) **Low Income:** 10.1 points to At Level (Green Category) **Hispanic:** 10 points to 1.4 points below (Green Category) **White**: 7 points to 42 points above (Green Category) **Students with Disabilities:** 10 points to 68.3 points below
Academic Indicator, Math (Distance from Level 3)	**All**: 19.9 points below **EL**: 42.3 points below **Low Income**: 38.1 points below **Hispanic**: 42 points below **White**: 9.4 points above **Students with Disabilities**: 125.9 points below	Mean distance from Level 3 in will improve -- **All students**: 5 points to 14.9 points below. (Green category) **EL:** 8 points to 34.3 points below (Yellow Category) **Low Income**: 8 points to 30.1 points below (Yellow Category) **Hispanic:** 8 points to 34 points below (Yellow Category) **White**: 5 points to 14.4 points above (Green Category) **Students with Disabilities:** 8 points to 117.9 points below	Mean distance from Level 3 in will improve -- **All students**: 5 points to 9.9 points below. (Green category) **EL:** 10 points to 24.3 points below (Green Category) **Low Income**: 8 points to 22.1 points below (Green Category) **Hispanic**: 10 points to 24 points below (Green Category) **White**: 5 points to 19.4 points above (Green Category) **Students with Disabilities**: 10 points to 107.9 points below	Mean distance from Level 3 in will improve -- **All students**: 5 points to 4.9 points below. (Green category) **EL**: 8 points to 16.3 points below (Green Category) **Low Income:** 8 points to 14.1 points below (Green Category) **Hispanic**: 8 points to 16 points below (Green Category) **White**: 5 points to 24.4 points above (Green Category) **Students with Disabilities: 8** points to 99.9 points below
Local reading assessments.	Comprehension Scores: Gr. 2 80% Gr. 3 90% Gr. 4 88%	Students will show yearly improvement or maintain high levels on local reading assessments.	Students will show yearly improvement or maintain high levels on local reading assessments.	Students will show yearly improvement or maintain high levels on local reading assessments.

	Gr. 5 99% Gr. 6 90%			
English Learner Progress Indicator	69.2%	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2016-2017, based on the state assessment scores. The rate of students redesignated as fluent English proficient (FEP) will increase over 2016-2017 rate of 3.7%. The English Learner Progress Indicator will increase by 1.5% to 70.7%. (Green Category)	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2017-2018, based on the state assessment scores. The rate of students redesignated as fluent English proficient (FEP) will be maintained at the 2017-2018 rate. The English Learner Progress Indicator will increase by 1.5% to 72.2% (Green Category)	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2018-2019, based on the state assessment scores. The rate of students redesignated as fluent English proficient (FEP) will be maintained at the 2018-2019 rate. The English Learner Progress Indicator will increase by 1.5% to 73.7% (Green Category)
Attendance Rate	96%	Students will be increasingly engaged as measured by a districtwide student attendance rate will increase to 98% or above.	Students will be increasingly engaged as measured by a districtwide student attendance rate maintained at 98% or above.	Students will be increasingly engaged as measured by a districtwide student attendance rate maintained at 98% or above.
Chronic Absenteeism Rate	8%	Students will be increasingly engaged as measured by a chronic absenteeism rate below 7%.	Students will be increasingly engaged as measured by a chronic absenteeism rate below 6%.	Students will be increasingly engaged as measured by a chronic absenteeism rate below 5%.
Middle School Dropout Rate	0%	Students will be increasingly engaged as measured by a middle school dropout rate of 0%.	Students will be increasingly engaged as measured by a middle school dropout rate of 0%.	Students will be increasingly engaged as measured by a middle school dropout rate of 0%.
Suspension Rate Indicator	**All**: 2.7%	School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease-- **All students**: .5% to 2.2%.	School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease-- **All students**: .5% to 1.7%.	School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease-- **All students**: .5% to 1.2%.

		(Green Category)	(Green Category)	(Green Category)
	EL: 2.7% **Low Income**: 3.5% **Hispanic**: 2.3% **White:** 3.6% **Students with Disabilities**: 7.1%	**EL:** .5% to 2.2%. (Green Category) **Low Income**: .5% to 3%. (Green Category) **Hispanic:** .5% to 1.8%. (Green Category) **White:** .6% to 3%. (Green Category) **Students with Disabilities:** 1% to 6.1%	**EL:** .5% to 1.7%. (Green Category) **Low Income**: .5% to 2.5%. (Green Category) **Hispanic:** .5% to 1.3%. (Green Category) **White:** .5% to 2.5%. (Green Category) **Students with Disabilities:** 1% to 5.1%	**EL:** .5% to 1.2%. (Green Category) **Low Income**: .5% to 2%. (Green Category) **Hispanic:** .5% to .8%. (Green Category) **White:** .5% to 2.5%. (Green Category) **Students with Disabilities:** 1% to 4.1%
Expulsion Rate	0%	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.
School Climate Survey	95% Parent Satisfaction 84% Student Satisfaction	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.
Average Class Size	23: Average Class Size, Grades 4-6	Average class sizes for 4-6 grade students will be maintained below 24.	Average class sizes for 4-6 grade students will be maintained below 24.	Average class sizes for 4-6 grade students will be maintained below 24.
Access to Technology	100% 1-1 student/device ratio in grades K-8.	Students' access to technology will be maintained at a 1-to-1 ratio in grades K-8.	Students' access to technology will be maintained at a 1-to-1 ratio in grades K-8.	Students' access to technology will be maintained at a 1-to-1 ratio in grades K-8.
Access to a Broad Course of Study	100% access	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	X All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	X All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Recruit, hire, and retain highly-qualified instructional staff.	Recruit, hire, and retain highly-qualified instructional staff.	Recruit, hire, and retain highly-qualified instructional staff.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,858,132	Amount	TBD	Amount	TBD
Source	Base	Source	Base	Source	Base
Budget Reference	1100	Budget Reference	1100	Budget Reference	1100

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged
a. Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, and ELD. b. Provide teachers with professional development in STEM instruction to implement in general education classrooms.	Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, and STEM.	Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, and STEM.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	a. $20,000 b. $5,000	Amount	$20,500	Amount	$21,000
Source	a. Base b. S/C	Source	Base	Source	Base

Budget Reference	a. 4310 b. 5800	Budget Reference	4310	Budget Reference	4310

Action　**3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All　　☐ Students with Disabilities　　☐ [Specific Student Group(s)]_____
Location(s)	X All schools　　☐ Specific Schools:_____　　☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners　　☐ Foster Youth　　☐ Low Income
Scope of Services	☐ LEA-wide　　☐ Schoolwide　　**OR**　　☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools　　☐ Specific Schools:_____　　☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New　　X Modified　　☐ Unchanged	☐ New　　☐ Modified　　X Unchanged	☐ New　　☐ Modified　　X Unchanged
Improve the use of technology in instruction by: a. Identifying online training, coaching, new hardware, or other support teachers may need to support student learning and effective interventions. b. Maintaining a one-to-one student/device ratio in grades 3-8. c. Contract for technology support services with MCSOS to provide additional support for using technology effectively.	Improve the use of technology in instruction by: a. Identifying online training, coaching, new hardware, or other support teachers may need to support student learning and effective interventions. b. Maintaining a one-to-one student/device ratio in grades 3-8. c. Contract for technology support services with MCSOS to provide additional support for using technology effectively	Improve the use of technology in instruction by: a. Identifying online training, coaching, new hardware, or other support teachers may need to support student learning and effective interventions. b. Maintaining a one-to-one student/device ratio in grades 3-8. c. Contract for technology support services with MCSOS to provide additional support for using technology effectively

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	a. $27,000 b. $5,000 c. $12,000	Amount	a. $5,000 b. $5,000 c. 12,000	Amount	a. $5,000 b. $5,000 c. 12,000
Source	a. S/C b. S/C c. S/C	Source	a. S/C b. S/C c. S/C	Source	a. S/C b. S/C c. S/C
Budget Reference	4310/4350/5800	Budget Reference	4310/4350/5800	Budget Reference	4310/4350/5800

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   X All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   X All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Continue replacement/increase of library books, including better facilities, to support students in improving literacy.	Continue replacement/increase of library books, including better facilities, to support students in improving literacy.	Continue replacement/increase of library books, including better facilities, to support students in improving literacy.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	S/C	Source	S/C	Source	S/C
Budget Reference	4200	Budget Reference	4200	Budget Reference	4200

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	X English Learners X Foster Youth X Low Income
Scope of Services	☐ LEA-wide X Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools X Specific Schools: Alview ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide a Paraprofessional at Alview to provide reading support for kindergarten students.	Provide a Paraprofessional at Alview to provide reading support for kindergarten students.	Provide a Paraprofessional at Alview to provide reading support for kindergarten students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,000	Amount	$11,250	Amount	$11,500

Source	S/C	Source	S/C	Source	S/C
Budget Reference	2100	Budget Reference	2100	Budget Reference	2100

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All X Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools X Specific Schools: Dairyland ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide a Paraprofessional at Dairyland to support push-in instruction for students with Disabilities.	Provide a Paraprofessional at Dairyland to support push-in instruction for students with Disabilities.	Provide a Paraprofessional at Dairyland to support push-in instruction for students with Disabilities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,000	Amount	$11,250	Amount	$11,500
Source	S/C	Source	S/C	Source	S/C
Budget	2100	Budget	2100	Budget	2100

Reference		Reference		Reference	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: X English Learners X Foster Youth X Low Income

Scope of Services: X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
To build background knowledge and experiences for increased learning, principally for unduplicated students, to enhance their connections to the school community, and to promote positive school climate: a. Provide three (3) educational assemblies per site. b. Provide field trips for all grade levels. c. Provide funds to help send 6th graders to Outdoor Education.	To build background knowledge and experiences for increased learning, principally for unduplicated students, to enhance their connections to the school community, and to promote positive school climate: a. Provide three (3) educational assemblies per site. b. Provide field trips for all grade levels. c. Provide funds to help send 6th graders to Outdoor Education.	To build background knowledge and experiences for increased learning, principally for unduplicated students, to enhance their connections to the school community, and to promote positive school climate: a. Provide three (3) educational assemblies per site. b. Provide field trips for all grade levels. c. Provide funds to help send 6th graders to Outdoor Education.

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Amount	a. $5,000 b. $8,000 c. $10,500	Amount	a. $5,000 b. $8,000 c $10,750	Amount	a. $5,000 b. $8,000 c. $11,000
Source	a. S/C b. S/C c. S/C	Source	a. S/C b. S/C c. S/C	Source	a. S/C b. S/C c. S/C
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Continue with an additional teacher to maintain lower class sizes for grades 4-6.	Continue with an additional teacher to maintain lower class sizes for grades 4-6.	Continue with an additional teacher to maintain lower class sizes for grades 4-6.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	Include in Goal 1, Action 1	Amount	Include in Goal 1, Action 1	Amount	Include in Goal 1, Action 1
Source	Base	Source	Base	Source	Base
Budget Reference	Include in Goal 1, Action 1	Budget Reference	Include in Goal 1, Action 1	Budget Reference	Include in Goal 1, Action 1

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served X English Learners X Foster Youth X Low Income

Scope of Services ☐ LEA-wide X Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools X Specific Schools: Dairyland X Specific Grade spans: 4th-6th grades

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged
Hire an additional part-time ELA/ELD teacher to provide small-group instruction that will better engage and support struggling learners, including those whose academic difficulties often result in behavior problems.	Retain an additional part-time ELA/ELD teacher to provide small-group instruction that will better engage and support struggling learners, including those whose academic difficulties often result in behavior problems.	Retain an additional part-time ELA/ELD teacher to provide small-group instruction that will better engage and support struggling learners, including those whose academic difficulties often result in behavior problems.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$41,000		Amount	$41,500		Amount	$42,000
Source	S/C		Source	S/C		Source	S/C
Budget Reference	1100		Budget Reference	1100		Budget Reference	1100

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s) — ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — X English Learners   X Foster Youth   X Low Income
Scope of Services — X LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s) — X All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Continue traveling teachers for all grade levels for science and social studies supplementation.	Continue traveling teachers for all grade levels for science and social studies supplementation.	Continue traveling teachers for all grade levels for science and social studies supplementation.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	S/C	Source	S/C	Source	S/C

Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	S/C	Source	S/C	Source	S/C

Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Teachers work after regular school hours to present small group instruction, principally for unduplicated students, for standards mastery, and to support English learners' access to core curriculum. (Tutoring)	Teachers work after regular school hours to present small group instruction, principally for unduplicated students, for standards mastery, and to support English learners' access to core curriculum. (Tutoring)	Teachers work after regular school hours to present small group instruction, principally for unduplicated students, for standards mastery, and to support English learners' access to core curriculum. (Tutoring)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$16,000	Amount	$17,000
Source	S/C	Source	S/C	Source	S/C

Budget Reference	1190	Budget Reference	1190	Budget Reference	1190

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.	Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.	Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800/4300	Budget Reference	5800/4300	Budget Reference	5800/4300

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Along with the after-school arts program at Daiyland, add the program to Alview. Provide both art teachers with an assistant.	Maintain after-school arts program.	Maintain after-school arts program.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$6,000	Amount	$6,250	Amount	$6,500
Source	S/C	Source	S/C	Source	S/C
Budget Reference	1190/2190/4300	Budget Reference	1190/2190/4300	Budget Reference	1190/2190/4300

Action 15

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged
Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by continuing the STEM Academy workshops.	Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by maintaining a STEM Academy.	Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by maintaining a STEM Academy.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$12,500	Amount	$12,500	Amount	$12,500
Source	S/C	Source	S/C	Source	S/C
Budget Reference	4300/5800	Budget Reference	4300/5800	Budget Reference	4300/5800

Action   16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged
Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by establishing a mobile STEM Lab to be utilized by classroom teachers during the instructional day, and or, after school hours. A new enclosed cargo trailer will be purchased and customized with (2) awning windows, awning door shelves, an 18' awning, a rear ramp, RV style entry door, (2) 4' florescent lights, dome lights, electrical outlets, and a 12V deep cycle battery. It will be furnished with counter tops, two mobile work benches/carts, hand tools, power tools, and STEM workshop materials.	Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by maintaining a mobile STEM Lab.	Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by maintaining a mobile STEM Lab.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$50,000	Amount	$5,000	Amount	$5,000

Source	S/C	Source	S/C	Source	S/C
Budget Reference	6400	Budget Reference	6400	Budget Reference	6400

☐ New   ☐ Modified   ☐ Unchanged

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.

[State and/or Local Priorities Addressed by this goal:](#)

STATE X 1 ☐ 2 ☐ 3 X 4 X 5 X 6 ☐ 7 ☐ 8

COE   ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Both campuses received "Exemplary" ratings on the Facilities Inspection Tool.

Academic Indicators:
   ELA progress for All students was in the Yellow category at 8.1 points below Level 3, an increase of 6 points from the prior year, which placed it in the Maintained range. Progress for all groups assigned a color, with the exception of white students, was also in the Yellow range: EL – 31 points below; Low Income – 30.1 points below; Hispanic – 31.4 points below. Students with Disabilities were not assigned a color, and were 98.3 points below Level 3.
   Math progress for All students was in the Yellow category at 19.9 points below Level 3, an increase of 4.8 points from the prior year, which placed it in the Maintained range. Progress for all groups assigned a color, with the exception of white students, was also in the Yellow range: EL – 42.3 points below; Low Income – 38.1 points below; Hispanic – 42 points below. Students with Disabilities were not assigned a color, and were 125.9 points below Level 3.

The English Learner Progress Indicator (ELPI) was in the Yellow category at 69.2%. This represents a combination of 2014-2015 CELDT progress (57.9%) and 2013-2014 Redesignated English Learners (10.1%). This was an increase of .8%, which places it in the

Maintained range.

Attendance rate: 96%

Chronic absenteeism rate: 8%

Middle School Dropout Rate: 0%

Suspension Rate Indicator:
    For All students, the suspension rate was 2.7 % for 2014-2015, an increase of .7% from the prior year, which was in the Increased range. The status was in the Medium range, but assigned to the Orange category due to the increase from the prior year. This was also the case for all student groups assigned a color category.

Expulsion Rate: 0%

91% of parents felt welcome at school, and 97% felt their child is cared for by the teacher.

98% felt well-informed of their child's progress.

95% felt their child is safe at school.

76% of students feel welcome at school and cared for by their teacher.
Average class size for grades 4-6: 23

Additional data for state assessments and ELD progress will be examined when it becomes available.

EXPECTED ANNUAL MEASURABLE OUTCOMES (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.")

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection Tool: School facilities are maintained in good repair.	Both campuses received "Exemplary" ratings.	Maintain "Exemplary" rating on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites.	Maintain "Exemplary" rating on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites.	Maintain "Exemplary" rating on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites.

Academic Indicator, ELA (Distance from Level 3)	**All**: 8.1 points below **EL**: 31 points below **Low Income**: 30.1 points below **Hispanic**: 31.4 points below **White**: 21 points above **Students w/Disabilities**: 98.3 points below	Mean distance from Level 3 in will increase -- **All students**: 7 points to 1.1 points above. (Green category) **EL**: 10 points to 21 points below (Yellow Category) **Low Income**: 10 points to 20.1 points below (Yellow Category) **Hispanic**: 10 points to 21.4 points below (Yellow Category) **White**: 7 points to 28 points above (Green Category) **Students with Disabilities**: 10 points to 88.3 points below	Mean distance from Level 3 in will increase -- **All students**: 7 points to 5.9 points above. (Green category) **EL**: 10 points to 11 points below (Yellow Category) **Low Income**: 10 points to 10.1 points below (Yellow Category) **Hispanic**: 10 points to 11.4 points below (Yellow Category) **White**: 7 points to 35 points above (Green Category) **Students with Disabilities**: 10 points to 78.3 points below	Mean distance from Level 3 in will increase -- **All students**: 7 points to 12.9 points above. (Green category) **EL**: 10 points to 1 point below (Green Category) **Low Income**: 10.1 points to At Level (Green Category) **Hispanic**: 10 points to 1.4 points below (Green Category) **White**: 7 points to 42 points above (Green Category) **Students with Disabilities**: 10 points to 68.3 points below
Academic Indicator, Math (Distance from Level 3)	**All**: 19.9 points below **EL**: 42.3 points below **Low Income**: 38.1 points below **Hispanic**: 42 points below **White**: 9.4 points above **Students with Disabilities**: 125.9 points below	Mean distance from Level 3 in will increase -- **All students**: 5 points to 14.9 points below. (Green category) **EL**: 8 points to 34.3 points below (Yellow Category) **Low Income**: 8 points to 30.1 points below (Yellow Category) **Hispanic**: 8 points to 34 points below (Yellow Category) **White**: 5 points to 14.4 points above (Green Category) **Students with Disabilities**: 8 points to 117.9 points below	Mean distance from Level 3 in will increase -- **All students**: 5 points to 9.9 points below. (Green category) **EL**: 10 points to 24.3 points below (Green Category) **Low Income**: 8 points to 22.1 points below (Green Category) **Hispanic**: 10 points to 24 points below (Green Category) **White**: 5 points to 19.4 points above (Green Category) **Students with Disabilities**: 10 points to 107.9 points below	Mean distance from Level 3 in will increase -- **All students**: 5 points to 4.9 points below. (Green category) **EL**: 8 points to 16.3 points below (Green Category) **Low Income**: 8 points to 14.1 points below (Green Category) **Hispanic**: 8 points to 16 points below (Green Category) **White**: 5 points to 24.4 points above (Green Category) **Students with Disabilities**: 8 points to 99.9 points below

English Learner Progress Indicator	69.2%	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2016-2017, based on the state assessment scores.

The rate of students redesignated as fluent English proficient (FEP) will increase over 2016-2017 rate of 3.7%.

The English Learner Progress Indicator will increase by 1.5% to 70.7%. (Green Category) | The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2017-2018, based on the state assessment scores.

The rate of students redesignated as fluent English proficient (FEP) will be maintained at the 2017-2018 rate.

The English Learner Progress Indicator will increase by 1.5% to 72.2% (Green Category) | The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2018-2019, based on the state assessment scores.

The rate of students redesignated as fluent English proficient (FEP) will be maintained at the 2018-2019 rate.

The English Learner Progress Indicator will increase by 1.5% to 73.7% (Green Category) |
Attendance Rate	96%	Students will be increasingly engaged as measured by a districtwide student attendance rate will increase to 98% or above.	Students will be increasingly engaged as measured by a districtwide student attendance rate maintained at 98% or above.	Students will be increasingly engaged as measured by a districtwide student attendance rate maintained at 98% or above.
Chronic Absenteeism Rate	8%	Students will be increasingly engaged as measured by a chronic absenteeism rate below 8%.	Students will be increasingly engaged as measured by a chronic absenteeism rate below 7.5%.	Students will be increasingly engaged as measured by a chronic absenteeism rate below 7%.
Middle School Dropout Rate	0%	Students will be increasingly engaged as measured by a middle school dropout rate of 0%.	Students will be increasingly engaged as measured by a middle school dropout rate of 0%.	Students will be increasingly engaged as measured by a middle school dropout rate of 0%.
Suspension Rate Indicator		School climate will be enhanced as measured	School climate will be enhanced as measured	School climate will be enhanced as measured by the

		by the Suspension Rate Indicator, which will decrease--	by the Suspension Rate Indicator, which will decrease--	Suspension Rate Indicator, which will decrease--
	All: 2.7% **EL**: 2.7% **Low Income**: 3.5% **Hispanic**: 2.3% **White**: 3.6% **Students with Disabilities**: 7.1%	**All students**: .5% to 2.2%. (Green Category) **EL**: .5% to 2.2%. (Green Category) **Low Income**: .5% to 3%. (Green Category) **Hispanic**: .5% to 1.8%. (Green Category) **White**: .6% to 3%. (Green Category) **Students with Disabilities**: 1% to 6.1%	**All students**: .5% to 1.7%. (Green Category) **EL**: .5% to 1.7%. (Green Category) **Low Income**: .5% to 2.5%. (Green Category) **Hispanic**: .5% to 1.3%. (Green Category) **White**: .5% to 2.5%. (Green Category) **Students with Disabilities**: 1% to 5.1%	**All students**: .5% to 1.2%. (Green Category) **EL**: .5% to 1.2%. (Green Category) **Low Income**: .5% to 2%. (Green Category) **Hispanic**: .5% to .8%. (Green Category) **White**: .5% to 2.5%. (Green Category) **Students with Disabilities**: 1% to 4.1%
Expulsion Rate	0%	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.
School Climate Survey	95% Parent Satisfaction 84% Student Satisfaction	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.
Average Class Size	23 Average Class Size, Grades 4-6	Average class sizes for 4-6 grade students will be maintained at 24 or below	Average class sizes for 4-6 grade students will be maintained at 24 or below	Average class sizes for 4-6 grade students will be maintained at 24 or below

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served]   X All   ☐ Students with Disabilities   C [Specific Student Group(s)]_____

	X All schools	☐ Specific Schools:_____	☐ Specific Grade
Location(s)	spans:_____		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student
	Group(s)			

Location(s)	☐ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.	Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.	Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$123,530	Amount	$124,000	Amount	124,500
Source	Base	Source	Base	Source	Base
Budget Reference	81500	Budget Reference	81500	Budget Reference	81500

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____

Location(s)	X All schools spans:_____	☐ Specific Schools:_____	☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Maintain excellent support services to students, staff, and parents.	Maintain excellent support services to students, staff, and parents.	Maintain excellent support services to students, staff, and parents.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$891,213	Amount	$900,000	Amount	$900,000
Source	Base	Source	Base	Source	Base
Budget Reference	2100	Budget Reference	2100	Budget Reference	2100

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	X All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	X All schools spans:_____	☐ Specific Schools:_____	☐ Specific Grade

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Continue character education activities at both schools.	Continue character education activities at both schools.	Continue character education activities at both schools.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	No cost	Amount	No cost	Amount	No cost
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners X Foster Youth X Low Income
Scope of Services	☐ LEA-wide X Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools X Specific Schools: Dairyland X Specific Grade spans: 7th-8th grades

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Continue the after-school sports program to engage students in positive school activities.	Continue the after-school sports program to engage students in positive school activities.	Continue the after-school sports program to engage students in positive school activities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,250	Amount	$5,500
Source	S/C	Source	S/C	Source	S/C
Budget Reference	1190/2190	Budget Reference	1190/2190	Budget Reference	1190/2190

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X English Learners X Foster Youth X Low Income
Scope of Services	☐ LEA-wide X Schoolwide **OR** ☐ Limited to Unduplicated Student

	Group(s)	
Location(s)	☐ All schools X Specific Schools: <u>Dairyland</u> X Specific Grade spans: <u>4th-6th grades</u>	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged
Hire an additional teacher to maintain lower class sizes for grades 4-6.	Retain an additional teacher to maintain lower class sizes for grades 4-6.	Retain an additional teacher to maintain lower class sizes for grades 4-6.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	See Goal #1, Action #8	Amount	See Goal #1, Action #8	Amount	See Goal #1, Action #8
Source	See Goal #1, Action #8	Source	See Goal #1, Action #8	Source	See Goal #1, Action #8
Budget Reference	See Goal #1, Action #8	Budget Reference	See Goal #1, Action #8	Budget Reference	See Goal #1, Action #8

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	See Goal #1, Action #11	Amount	See Goal #1, Action #11	Amount	See Goal #1, Action #11
Source	See Goal #1, Action #11	Source	See Goal #1, Action #11	Source	See Goal #1, Action #11
Budget Reference	See Goal #1, Action #11	Budget Reference	See Goal #1, Action #11	Budget Reference	See Goal #1, Action #11

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   X All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   X All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools _____		☐ Specific Grade spans _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Continue a Caught Being Good program to encourage students to act appropriately by offering incentives to do so.	Continue a Caught Being Good program to encourage students to act appropriately by offering incentives to do so.	Continue a Caught Being Good program to encourage students to act appropriately by offering incentives to do so.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	No Cost – Sponsored by Parent Club	Amount	No Cost – Sponsored by Parent Club	Amount	No Cost – Sponsored by Parent Club
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New	☐ Modified	X Unchanged

Goal 3	Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 X 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

To provide parents with a variety of opportunities to engage in their children's education.

Five parents participated in the Parent Advisory Committee.
Five parents participated in the DELAC.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Efforts to seek parent input in making decisions for the school district and each individual school site. Promote parent participation in programs for unduplicated pupils.	50% of parents responded to the parent satisfaction survey. Five parents participated in DELAC.	55% of parents will respond to the survey. 20 or more parents will participate in the District English Learner Advisory Committee (DELAC).	60% of parents will respond to the survey. 20 or more parents will participate in the District English Learner Advisory Committee (DELAC).	65% of parents will respond to the survey. 20 or more parents will participate in the District English Learner Advisory Committee (DELAC).
Promote parent participation.	n/a	85% of parents will participate in one or more school activities.	85% of parents will participate in one or more school activities.	85% of parents will participate in one or more school activities.
Efforts to seek parent input in making decisions for the school district and each individual school site. Promote parent participation in programs for individuals with exceptional needs. Promote parent participation in programs for unduplicated pupils	SSC – 5 PAC -- 5	Parents will regularly participate in the School Site Council (SSC) and Parent Advisory Committee (PAC). The number of parents participating in the PAC will increase from the prior year.	Parents will regularly participate in the School Site Council (SSC) and Parent Advisory Committee (PAC). The number of parents participating in the PAC will increase from the prior year.	Parents will regularly participate in the School Site Council (SSC) and Parent Advisory Committee (PAC). The number of parents participating in the PAC will increase from the prior year.

Promote parent participation in programs for unduplicated pupils.	Fifteen parents attended classes.	The number of parents participating in English language development classes will increase over the prior year.	The number of parents participating in English language development classes will increase over the prior year.	The number of parents participating in English language development classes will increase over the prior year.
Promote parent participation in programs for unduplicated pupils.	Five parents used computer program.	The number of parents using the English language acquisition computer program will increase over the prior year.	The number of parents using the English language acquisition computer program will increase over the prior year.	The number of parents using the English language acquisition computer program will increase over the prior year.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   X All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)] _____

Location(s)   X All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Sponsor school activities to encourage parent participation in school activities and in school and district committees.	Sponsor school activities to encourage parent participation in school activities and in school and district committees.	Sponsor school activities to encourage parent participation in school activities and in school and district committees.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$200	Amount	$200	Amount	$200
Source	S/C	Source	S/C	Source	S/C
Budget Reference	4300/5800	Budget Reference	4300/5800	Budget Reference	4300/5800

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#) — X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#) — X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#) — ☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#) — ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#) — ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Annually survey parents to solicit input on communication, climate, and conditions at both schools.	Annually survey parents to solicit input on communication, climate, and conditions at both schools.	Annually survey parents to solicit input on communication, climate, and conditions at both schools.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No cost	Amount	No cost	Amount	No cost

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide food and babysitting for DELAC meetings and other parent advisory meetings to promote participation by low income parents, parents of English Learners, and parents of students with exceptional needs.	Provide food and babysitting for DELAC meetings and other parent advisory meetings to promote participation by low income parents, parents of English Learners, and parents of students with exceptional needs.	Provide food and babysitting for DELAC meetings and other parent advisory meetings to promote participation by low income parents, parents of English Learners, and parents of students with exceptional needs.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$200	Amount	$200	Amount	$200
Source	S/C	Source	S/C	Source	S/C
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide computer programs for English language acquisition and mastery for home use.	Provide computer programs for English language acquisition and mastery for home use.	Provide computer programs for English language acquisition and mastery for home use.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$500	Amount	$500	Amount	$500
Source	S/C	Source	S/C	Source	S/C
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Offer English language development classes for parents.	Offer English language development classes for parents.	Offer English language development classes for parents.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	S/C	Source	S/C	Source	S/C
Budget Reference	2490/2900	Budget Reference	2490/2900	Budget Reference	2490/2900

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide a monthly newsletter to all parents in English and Spanish.	Provide a monthly newsletter to all parents in English and Spanish.	Provide a monthly newsletter to all parents in English and Spanish.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$200	Amount	$200	Amount	$200
Source	S/C	Source	S/C	Source	S/C
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	X English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide translation services at all public meetings.	Provide translation services at all public meetings.	Provide translation services at all public meetings.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	S/C	Source	S/C	Source	S/C
Budget Reference	1190	Budget Reference	1190	Budget Reference	1190

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   X 2017–18   ☐ 2018–19   ☐ 2019–20

[Estimated Supplemental and Concentration Grant Funds:](#) $348,896.00

[Percentage to Increase or Improve Services:](#)   12.05 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

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 64.05%.

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.

We also 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.
- 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.
- Providing a more engaging and supportive atmosphere by increasing their parents' engagement in school and district activities.

Actions that will increase services for students:
- Increase tutoring and academic supports afterschool.
- 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.
- Also important to their future success, both college and career, will be understanding the interrelations of the STEM subjects (Science, Technology, Engineering, and Math) and the opportunities for ALL students to have careers in those fields. To support this, we will increase STEM instruction and provide a mobile STEM lab.
- 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.
- Provide a part-time teacher to provide struggling students with small-group instruction and behavior supports.