

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alview-Dairyland Union School District

CDS Code: 20 65477 0000000

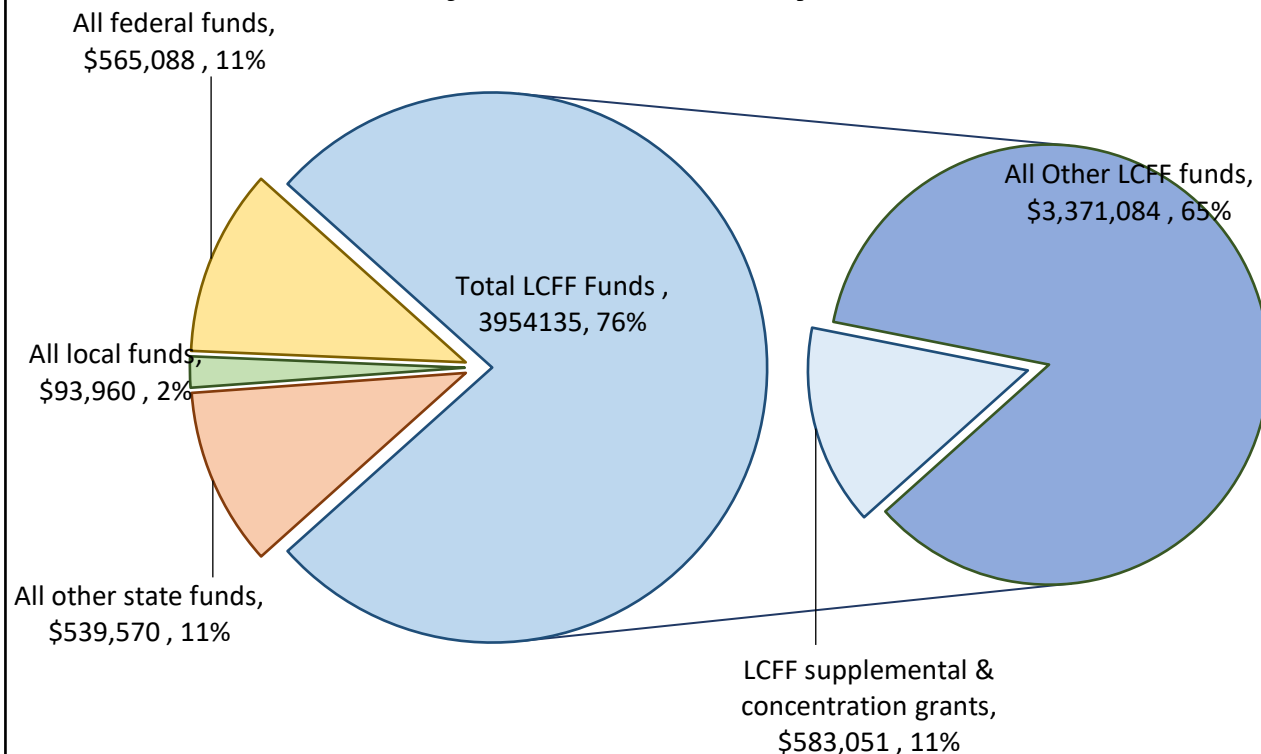
School Year: 2021 – 22

LEA contact information: Carmen Tharp 559-665-2394 ctharp@adusd.us

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

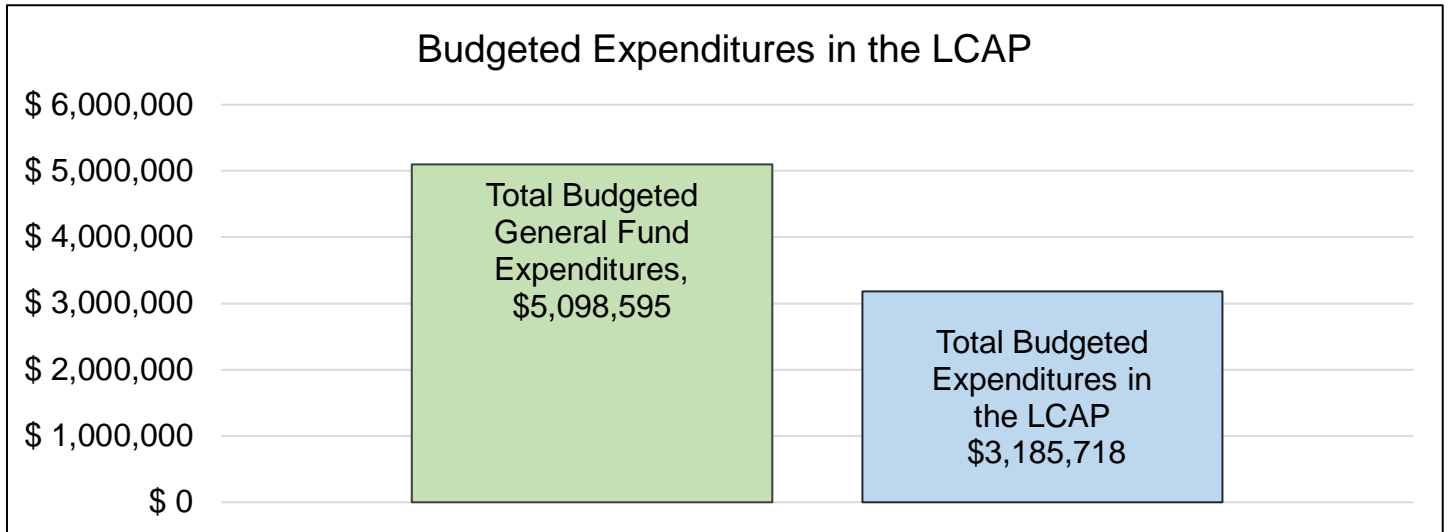


This chart shows the total general purpose revenue Alview-Dairyland Union School District expects to receive in the coming year from all sources.

The total revenue projected for Alview-Dairyland Union School District is \$5,152,753.00, of which \$3,954,135.00 is Local Control Funding Formula (LCFF), \$539,570.00 is other state funds, \$93,960.00 is local funds, and \$565,088.00 is federal funds. Of the \$3,954,135.00 in LCFF Funds, \$583,051.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Alview-Dairyland Union School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Alview-Dairyland Union School District plans to spend \$5,098,595.00 for the 2021 – 22 school year. Of that amount, \$3,185,718.00 is tied to actions/services in the LCAP and \$1,912,877.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

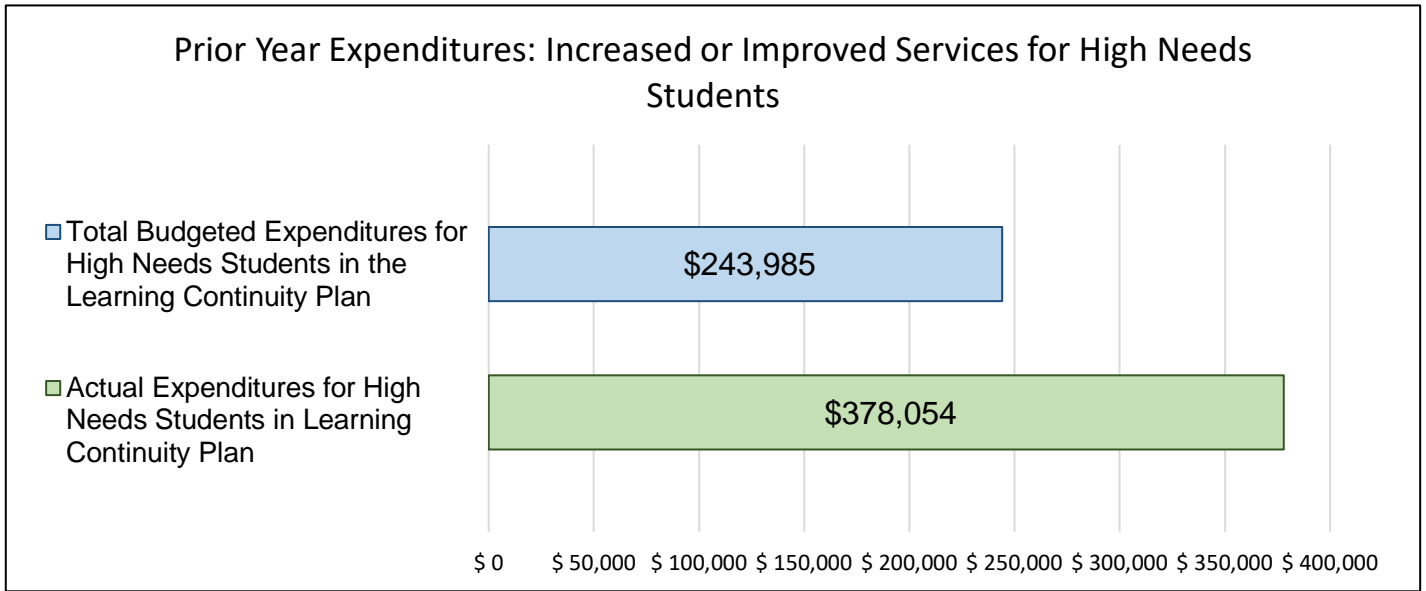
A portion of administrative salaries, classified salaries, employee benefits, instructional materials, classroom supplies, maintenance, transportation, services, capital outlay and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Alview-Dairyland Union School District is projecting it will receive \$583,051.00 based on the enrollment of foster youth, English learner, and low-income students. Alview-Dairyland Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alview-Dairyland Union School District plans to spend \$637,500.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Alview-Dairyland Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Alview-Dairyland Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Alview-Dairyland Union School District's Learning Continuity Plan budgeted \$243,985.00 for planned actions to increase or improve services for high needs students. Alview-Dairyland Union School District actually spent \$378,054.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Alview-Dairyland Union School District	Sheila Perry Superintendent/Principal	sperry@adusd.us (559) 665-2394

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Local Reading Assessment

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator TEACHERS APPROPRIATELY CREDENTIALLED AND ASSIGNED. 19-20 100% of teachers will be appropriately credentialed and assigned. Baseline 95%	All of the District's 18 teachers were appropriately credentialed and assigned at both campuses.
Metric/Indicator STUDENTS HAVE SUFFICIENT ACCESS TO HIGH-QUALITY, STANDARDS-ALIGNED CURRICULUM AND INSTRUCTIONAL MATERIALS. 19-20 100% of students have access to high-quality, standards-aligned curriculum and instructional materials. Baseline	100% of students had access to high-quality, standards-aligned curriculum and instructional materials. In addition, students were provided with electronic versions of all materials.

Expected	Actual
<p>100%</p> <p>Metric/Indicator THE IMPLEMENTATION OF STATE BOARD ADOPTED ACADEMIC CONTENT AND PERFORMANCE STANDARDS FOR ALL STUDENTS</p> <p>19-20 100% 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.</p> <p>Baseline 100%</p>	<p>100% of students, including English learners, received daily instruction in academic content and performance standards and, for English Learners, English language development standards adopted by the state board for all pupils.</p>
<p>Metric/Indicator ACADEMIC INDICATOR, ELA (DISTANCE FROM LEVEL 3)</p> <p>19-20 Mean distance from Standard will improve -- All students: 7 points to 9.4 points above. (Green category) EL: 10.1 points to 14 points below (Yellow Category) Low Income: 8 points to 2.7 points below (Green Category) Hispanic: 10 points to 10.7 points below (Yellow Category) White: 5 points to 39.4 points above (Green Category) Students with Disabilities: 10 points *(in 2018, the State Board of Education (SBE) changed “level 3” to “standard.”)</p> <p>Baseline All: 8.1 points below EL: 31 points below</p>	<p>ACADEMIC INDICATOR, ELA (DISTANCE FROM LEVEL 3) Mean distance from Standard-- All Students: 5.9 points to 9.8 above (Green Category) EL: 7 points to 15.1 below (Yellow Category) Low Income: 4.4 points to 5.3 below (Yellow Category) Hispanic: 2.8 points to 16 below (Orange Category) White: -2.3 to 32.1 points above (Green Category) Students with Disabilities: The number of students was 9, so no results were reported</p>

Expected	Actual
<p>Low Income: 30.1 points below</p> <p>Hispanic: 31.4 points below</p> <p>White: 21 points above</p> <p>Students w/Disabilities: 98.3 points below</p>	
<p>Metric/Indicator ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3)</p> <p>19-20 Mean distance from Level 3 in will improve -- All students: 5 points to 3.3 points below. (Green category) EL: 8 points to 21.8 points below (Green Category) Low Income: 8 points to 13.1 points below (Green Category) Hispanic: 8 points to 20.3 points below (Green Category) White: 5 points to 24.8 points above (Green Category) Students with Disabilities: 10 points *(in 2018, the State Board of Education (SBE) changed “level 3” to “standard.”)</p> <p>Baseline All: 19.9 points below</p> <p>EL: 42.3 points below</p> <p>Low Income: 38.1 points below</p> <p>Hispanic: 42 points below</p> <p>White: 9.4 points above</p> <p>Students with Disabilities: 125.9 points below</p>	<p>ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3) Mean distance from standard-- All students: 16.5 points to 8.2 above (Blue Category) EL students: 16.5 points to 13.1 below (Green Category) Low Income: 16.6 points to 4.5 below (Green Category) Hispanic: 12.2 points to 15.3 below (Green Category) White: 9.4 points to 29.2 above (Green Category) Students with Disabilities: The number of students was 9, so no results were reported.</p>

Expected	Actual
<p>Metric/Indicator LOCAL READING ASSESSMENTS.</p> <p>19-20 Students will show yearly improvement or maintain high levels on local reading assessments, including Accuracy, Fluency, and Comprehension.</p> <p>Baseline Comprehension Scores: Gr. 2 80% Gr. 3 90% Gr. 4 88% Gr. 5 99% Gr. 6 90%</p>	<p>RESULTS Local Reading Assessment Data from January 2020: (year-end scores were not available; RESULTS testing was suspended due to school closure)</p> <p>Comprehension Scores: Gr. 2 72.5% Gr. 3 80% Gr. 4 84% Gr. 5 88% Gr. 6 89%</p> <p>Note: Assessment data was from mid-year; baseline data was from prior year-end.</p>
<p>Metric/Indicator ENGLISH LEARNER PROGRESS INDICATOR</p> <p>19-20 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.</p> <p>The rate of students redesignated as fluent English proficient (FEP) will be maintained at the 2018-2019 rate of 7%. The English Learner Progress Indicator will be determined after the new baseline is established and new ELPI color assigned.</p> <p>Baseline 69.2%</p>	<p>ENGLISH LEARNER PROGRESS INDICATOR -- EL Students who progressed at least one ELPI Level--46.5% EL Students who maintained at ELPI Level 4--5.3% EL Students who maintained below ELPI Level 4--30.6% EL Students who decreased one ELPI Level--17.5%</p> <p>Overall, 51.9% of EL Students demonstrated progress in English Aquisition (Medium)</p>
<p>Metric/Indicator ATTENDANCE RATE</p> <p>19-20 Students will be increasingly engaged as measured by a districtwide student attendance rate maintained at 98% or above.</p>	<p>Attendance Rate was calculated in 2019-20 through the last day of in-person instruction; March 13, 2020. Rates for each school were as follows: Alview: 96.9% Dairyland: 98.59% Districtwide attendance rate was 97.3%</p>

Expected	Actual
Baseline 96%	
Metric/Indicator CHRONIC ABSENTEEISM RATE 19-20 Students will be increasingly engaged as measured by a chronic absenteeism rate below 4.9% (Green Category) Baseline 8%	CHRONIC ABSENTEEISM RATE Chronic absenteeism rate decreased to 3.3% (Green Category)
Metric/Indicator MIDDLE SCHOOL DROPOUT RATE 19-20 Students will be significantly engaged as measured by a middle school dropout rate of 0%. Baseline 0%	Students were significantly engaged as measured by a middle school dropout rate of 0%.
Metric/Indicator SUSPENSION RATE INDICATOR 19-20 School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease All students: .4% to 1.5%. (Green Category) EL: .4% to 1.4%. (Green Category) Low Income: .5% to 1.7%. (Green Category) Hispanic: .7% to 2.2%. (Green Category) White: .1% to .5%. (Blue Category) Students with Disabilities: .5% (No color assigned) Baseline All: 2.7%	SUSPENSION RATE INDICATOR-- All students: -.1% to 1.9%. (Yellow Category) EL: -.1% to 1.7%. (Yellow Category) Low Income: -.1% to 2.1%. (Yellow Category) Hispanic: -.4% to 2.5%. (Green Category) White: .5% to 1.1%. (Yellow Category) Students with Disabilities: (No color assigned)

Expected	Actual
<p>EL: 2.7%</p> <p>Low Income: 3.5%</p> <p>Hispanic: 2.3%</p> <p>White: 3.6%</p> <p>Students with Disabilities: 7.1%</p>	
<p>Metric/Indicator EXPULSION RATE</p> <p>19-20 School climate will be enhanced as measured by maintaining the expulsion rate at 0%.</p> <p>Baseline 0%</p>	<p>School climate was enhanced as measured by maintaining the expulsion rate at 0%.</p>
<p>Metric/Indicator SCHOOL CLIMATE SURVEY</p> <p>19-20 School climate will be enhanced as measured by:</p> <p>90%+ satisfaction rate on parent surveys.</p> <p>90%+ satisfaction rate on student surveys.</p> <p>Baseline 95% Parent Satisfaction 84% Student Satisfaction</p>	<p>School Climate Survey distributed in May of 2020: Due to school closures, parent survey results were down considerably over 2019; only 7% of parents responded. With regard to parent satisfaction with academics, safety, and caring environments, 100% of the 25 respondents indicated they were satisfied. Students were not surveyed in 2019-20.</p>
<p>Metric/Indicator AVERAGE CLASS SIZE</p>	<p>Average class size for 4-6 grade students was maintained at 25 throughout the 2019-20 school year.</p>

Expected	Actual
19-20 Average class sizes for 4-6 grade students will be maintained below 24. Baseline 23:1 Average Class Size, Grades 4-6	
Metric/Indicator ACCESS TO TECHNOLOGY 19-20 Students' access to technology will be maintained at a 1-to-1 ratio in grades K-8. Baseline 100% 1-1 student/device ratio in grades K-8.	Students' access to technology was maintained at a 1-to-1 ratio in grades K-8.
Metric/Indicator ACCESS TO A BROAD COURSE OF STUDY 19-20 All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE. Baseline 100% access	All students had access to a broad course of study that included ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Recruit, hire, and retain highly-qualified instructional staff.	1000-1999: Certificated Personnel Salaries LCFF Base \$2,116,592	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$1,327,795 Fixed Costs 3000-3999: Employee Benefits LCFF Base \$282,336

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Health Insurance 3000-3999: Employee Benefits LCFF Base \$267,548 Special Education Teacher 1000- 1999: Certificated Personnel Salaries Special Education \$69,913 Intervention Teachers 1000-1999: Certificated Personnel Salaries Title I \$25,705
<p>a. Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, science, and social studies.</p> <p>b. Provide students with high-quality supplementary instructional materials in ELA, math, ELD, science, social studies, and STEM.</p>	<p>4000-4999: Books And Supplies LCFF Base \$25,000</p> <p>4000-4999: Books And Supplies LCFF Base \$8,000</p>	<p>4000-4999: Books And Supplies LCFF Base \$22,895</p> <p>4000-4999: Books And Supplies LCFF Base \$ 5,425</p>
<p>Improve the use of technology in instruction by:</p> <p>a. Identifying online training, coaching, new hardware, or other support teachers may need to support student learning and effective interventions.</p> <p>b. Maintaining a one-to-one student/device ratio in grades 3-8.</p> <p>c. Headsets will not be included in 2019-20 actions—purchased in 2018-19.</p> <p>d. Retain services of the full-time technology support person.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000</p> <p>\$0</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$61,110</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$36,800</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$ 4,991</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$ 7484</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$59,293</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$39,529</p>
<p>Continue replacement/increase of library books, including better facilities, to support students in improving literacy.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$ 4670</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a Paraprofessional at Alview to provide reading support for kindergarten students.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$18,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$18,294
Provide 2 Paraprofessionals at Dairyland to support push-in instruction for low-performing students and those with Disabilities.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$34,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$29,201
<p>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:</p> <p>a. Provide three (3) educational assemblies per site.</p> <p>b. Provide field trips for all grade levels.</p> <p>c. Provide funds to help send 6th graders to Outdoor Education.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$6,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$8,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$13,500</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$ 3,280</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$ 5,266</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$ 8,450</p>
a.Continue with an additional teacher to maintain lower class sizes for grades 7-8.	Included in Goal 1, Action 1 LCFF Base	Included in Goal 1, Action 1 LCFF Base
Employ a full time intervention teacher to support small-group instruction that will better engage and support struggling learners, including those whose academic difficulties often result in behavior problems.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$69,000	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$39,038</p> <p>Health and Welfare Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$13,500</p> <p>Fixed Costs 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,000</p>
Continue traveling teachers for all grades K-6 for science and social studies supplementation.	5800: Professional/Consulting Services And Operating	5800: Professional/Consulting Services And Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures LCFF Supplemental and Concentration \$5,000	Expenditures LCFF Supplemental and Concentration \$ 2,846
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.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$ 408
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)	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$63,072
Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.	5800/4300 4000-4999: Books And Supplies LCFF Base \$500 5000-5999: Services And Other Operating Expenditures LCFF Base \$1500	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$ 622 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0
Maintain the after-school arts program at Daiyland, and Alview. Provide both art teachers with an assistant	1190/2190/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2500 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$ 318 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$ 2,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$ 2,000
Maintain unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by continuing the after-school STEM Academy workshops at Dairyland and adding similar workshops at Alview.	4300/5800 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$15,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$15,364

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2500
Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by establishing a STEM classroom at Alview School. Classroom will be housed in a 48' x 40' portable unit on the Alview campus. Classroom will be furnished with countertops, desks, sink and storage shelves to store STEM equipment and provide venue for bi-weekly STEM instruction.	6000-6999: Capital Outlay LCFF Supplemental and Concentration \$169,000	6000-6999: Capital Outlay LCFF Supplemental and Concentration \$125,399 6000-6999: Capital Outlay LCFF Base \$43,601
Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by contracting with the Sanger SAM (Science, Art, and Music) Academy for continuing regular school hours STEM curriculum and instruction. Program to be expanded to include two STEM instructors.	4300/5800 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$85,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$85,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000
a. Provide each teacher with 20 or more years of experience a stipend between \$1500-\$2025 (dependent on years over 20). b. Provide a "teacher attendance incentive" fund to be equally divided by any district teachers who do not miss more than three days per school year.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,500 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,500 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$ 3,000
Provide each classroom with \$100 to purchase special or additional materials that are principally directed toward meeting the needs of Unduplicated Pupils.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,700	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$ 1,300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Approximately \$150,000 of budgeted funds for actions and services in Goal 1 were not spent in 2019-20. In addition, certificated salaries were misrepresented in the budgeted amount; for actual expenditures, total teacher compensation was broken down to include fixed costs, health and welfare benefits as well as other funding sources.

Certificated salaries fell somewhat short of budget due to teacher interns hired in 2019. Two interns replaced tenured teachers who had been at a higher level on the salary schedule. In addition, the school closures in March impacted field trips, assemblies, books, supplies, and traveling teachers. Also our sixth grade Outdoor School was less than budgeted due to a small sixth grade class in 2019-20; only 32 students attended while 45 were budgeted. Paraprofessionals also were not needed as planned for additional duties such as SBAC testing when schools were prematurely closed. Professional development also came in under budget since planned training opportunities were cancelled due to COVID.

To support students, families, and staff with unspent funds, approximately \$30,000.00 of those funds were redirected to materials needed for Distance Learning--Google Classroom licensing, compilation of packets for parent pick-up, and stipends for teacher Google Classroom courses. The balance remained in LCFF Supplemental/Concentration funds and was carried over to the 2020-21 school year where it was used to increase and improve services for unduplicated students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes in achieving goal #1 in the year 2019-20 included continued focus on academics, student engagement, curricular enhancements and rigor. By adding an intervention teacher at the Dairyland campus, students were supported with small group instruction using an RTI model. The continuation of STEM instruction was enhanced with an actual classroom to support the District's initiative. After-school tutoring was offered to students as early as the beginning of the school year to scaffold those students who needed additional supports with mastering grade level standards. Students benefited from enhanced educational opportunities with field trips, assemblies, traveling teachers and one week of outdoor school for sixth graders. The addition of paraprofessionals at each campus afforded more opportunities for small group instruction and remediation. Finally, the 1:1 student to device ratio as well as the full time technology support were invaluable from the March closure until the end of the school year. The devices and support were essential in providing students the necessary tools and support to facilitate distance learning.

The obvious challenge for implementation of actions/services was the March 16th school closure. Starting at the beginning of March, most teachers planned to increase after-school tutoring from 2 days to 4 days weekly to ensure grade level standards mastery. After only two weeks of a 4-day schedule, schools were closed due to COVID 19. In addition, three field trips and two assemblies were scheduled after the closure that were never taken. Finally, traveling teachers, STEM, and after-school Art were all discontinued from March 16th through the end of the school year.

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Facilities Inspection Tool: School facilities are maintained in good repair.</p> <p>19-20 Maintain “Exemplary” rating on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites.</p> <p>Baseline Both campuses received “Exemplary” ratings.</p>	<p>Facilities Inspection Tool was used in December of 2019 to evaluate the condition of both the Alview and Dairyland campuses. 98% of all areas between the two campuses received positive inspection results. Both campuses received an overall rating of "good".</p>
<p>Metric/Indicator Academic Indicator, ELA (Distance from Level 3)</p> <p>19-20 Mean distance from Standard will improve -- All students: 7 points to 9.4 points above. (Green category) EL: 10.1 points to 14 points below (Yellow Category) Low Income: 8 points to 2.7 points below (Green Category) Hispanic: 10 points to 10.7 points below (Yellow Category) White: 5 points to 39.4 points above (Green Category) Students with Disabilities: 10 points</p>	<p>ACADEMIC INDICATOR, ELA (DISTANCE FROM LEVEL 3) Mean distance from Standard-- All Students: 5.9 points to 8.9 above (Green Category) EL: 7 points to 15.1 below (Yellow Category) Low Income: 4.4 points to 5.3 below (Yellow Category) Hispanic: 2.8 points to 16 below (Orange Category) White: -2.3 to 32.1 points above (Green Category) Students with Disabilities: The number of students was 9, so no results were reported</p>

Expected	Actual
<p>*(in 2018, the State Board of Education (SBE) changed “level 3” to “standard.”)</p> <p>Baseline All: 8.1 points below</p> <p>EL: 31 points below</p> <p>Low Income: 30.1 points below</p> <p>Hispanic: 31.4 points below</p> <p>White: 21 points above</p> <p>Students w/Disabilities: 98.3 points below</p>	
<p>Metric/Indicator Academic Indicator, Math (Distance from Level 3)</p> <p>19-20 Mean distance from Level 3 in will improve -- All students: 5 points to 3.3 points below. (Green category) EL: 8 points to 21.8 points below (Green Category) Low Income: 8 points to 13.1 points below (Green Category) Hispanic: 8 points to 20.3 points below (Green Category) White: 5 points to 24.8 points above (Green Category) Students with Disabilities: 10 points *(in 2018, the State Board of Education (SBE) changed “level 3” to “standard.”)</p>	<p>ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3) Mean distance from standard-- All students: 16.5 points to 8.2 above (Blue Category) EL students: 16.5 points to 13.1 below (Green Category) Low Income: 16.6 points to 4.5 below (Green Category) Hispanic: 12.2 points to 15.3 below (Green Category) White: 9.4 points to 29.2 above (Green Category) Students with Disabilities: The number of students was 9, so no results were reported.</p>

Expected	Actual
<p>Baseline All: 19.9 points below</p> <p>EL: 42.3 points below</p> <p>Low Income: 38.1 points below</p> <p>Hispanic: 42 points below</p> <p>White: 9.4 points above</p> <p>Students with Disabilities: 125.9 points below</p>	
<p>Metric/Indicator English Learner Progress Indicator</p> <p>19-20 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.</p> <p>The rate of students redesignated as fluent English proficient (FEP) will be maintained at the 2018-2019 rate of 7%.</p> <p>The English Learner Progress Indicator will be determined after the new baseline is established and new ELPI color assigned.</p> <p>Baseline 69.2%</p>	<p>ENGLISH LEARNER PROGRESS INDICATOR -- EL Students who progressed at least one ELPI Level--46.5% EL Students who maintained at ELPI Level 4--5.3% EL Students who maintained below ELPI Level 4--30.6% EL Students who decreased one ELPI Level--17.5%</p> <p>Overall, 51.9% of EL Students demonstrated progress in English Aquisition (Medium)</p>
<p>Metric/Indicator Attendance Rate</p> <p>19-20 Students will be increasingly engaged as measured by a districtwide student attendance rate maintained at 98% or above.</p>	<p>Attendance Rate was was calculated in 2019-20 through the last day of in-person instruction; March 13, 2020. Rates for each school were as follows: Alview: 96.9% Dairyland: 98.59% Districtwide attendance rate was 97.3%</p>

Expected	Actual
Baseline 96%	
Metric/Indicator Chronic Absenteeism Rate 19-20 Students will be increasingly engaged as measured by a chronic absenteeism rate 4.9%. (Green Category) Baseline 8%	CHRONIC ABSENTEEISM RATE Chronic absenteeism rate decreased to 3.3% (Green Category)
Metric/Indicator Middle School Dropout rate 19-20 Students will be significantly engaged as measured by a middle school dropout rate of 0%. Baseline 0%	Students were significantly engaged as measured by a middle school dropout rate of 0%.
Metric/Indicator Suspension Rate Indicator 19-20 School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease All students: .4% to 1.5%. (Green Category) EL: .4% to 1.4%. (Green Category) Low Income: .5% to 1.7%. (Green Category) Hispanic: .7% to 2.2%. (Green Category) White: .1% to .5%. (Blue Category) Students with Disabilities: .5% (No color assigned) Baseline All: 2.7% EL: 2.7%	SUSPENSION RATE INDICATOR-- All students: -.1% to 1.9%. (Yellow Category) EL: -.1% to 1.7%. (Yellow Category) Low Income: -.1% to 2.1%. (Yellow Category) Hispanic: -.4% to 2.5%. (Green Category) White: .5% to 1.1%. (Yellow Category) Students with Disabilities: (No color assigned)

Expected	Actual
<p>Low Income: 3.5%</p> <p>Hispanic: 2.3%</p> <p>White: 3.6%</p> <p>Students with Disabilities: 7.1%</p>	
<p>Metric/Indicator Expulsion Rates</p> <p>19-20 School climate will be enhanced as measured by maintaining the expulsion rate at 0%.</p> <p>Baseline 0%</p>	<p>School climate was enhanced as measured by maintaining the expulsion rate at 0%.</p>
<p>Metric/Indicator School Climate Survey</p> <p>19-20 School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.</p> <p>Baseline 95% Parent Satisfaction</p> <p>84% Student Satisfaction</p>	<p>School Climate Survey distributed in May of 2020: Due to school closures, parent survey results were down considerably over 2019; only 7% of parents responded. With regard to parent satisfaction with academics, safety, and caring environments, 100% of the 25 respondents indicated they were satisfied. Students were not surveyed in 2019-20.</p>
<p>Metric/Indicator Average Class Size</p> <p>19-20 Average class sizes for 4-6 grade students will be maintained below 24.</p>	<p>Average class size for 4-6 grade students was maintained at 25 throughout the 2019-20 school year.</p>

Expected	Actual
Baseline 23: Average Class Size, Grades 4-6	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.	81500 Not Applicable LCFF Base \$145,000	81500 Not Applicable LCFF Base \$153,853
Maintain excellent support services to students, staff, and parents.	2000-2999: Classified Personnel Salaries LCFF Base \$211,724	2000-2999: Classified Personnel Salaries LCFF Base \$224,217
Continue character education activities at both schools.	No Cost	No Cost
Continue the after-school sports program to engage students in positive school activities	1190/2190 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,500 2000-2999: Classified Personnel Salaries \$1,500	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$ 2,500 2000-2999: Classified Personnel Salaries 0
Hire an additional teacher to maintain lower class sizes for grades 7-8	See Goal #1, Action #8	See Goal #1, Action 8
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, Action #11	See Goal #1, Action 11
Continue a “Caught Being Good” program to encourage students to act appropriately by offering incentives to do so.	No cost – Sponsored by Parent Club	No cost--Sponsored by Parent Teacher Club

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Actions/Services were expended as planned with the exception of the after-school sports program. The school closure in March disrupted the plan for 7th and 8th grade students to participate in soccer. The costs associated with the soccer program were left unspent and rolled over to the 2020-21 school year to increase and improve services for unduplicated students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In 2019-20, we were able to provide students with a clean, positive, and safe environment. Our maintenance staff worked diligently to keep the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards. When the school closure began in March of 2020, our staff used the additional time to work on maintenance projects typically reserved for extended summer breaks. For example, new flooring in student restrooms and drinking fountains / fill-stations were installed at both campuses. The Districts' focus on academic rigor continued throughout the year. Before the March closure, students benefited from small group instruction with additional paraprofessional support and smaller class sizes in upper grades. Students also benefited from character education that included a blue ticket for the "caught being good" programs, two character assemblies, and daily announcements that focus on Project Wisdom inspiration. Students in grades seven and eight participated in football, volleyball, and basketball programs and teachers received new training on student engagement, Science curriculum and Google Classroom activities. When the year was cut short, character education programs ended early as well as after-school sports--our students were not able to participate in a soccer program that typically takes place in the spring.

Goal 3

Parents, families, 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 Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Efforts to seek parent input in making decisions for the school district and each individual school site.</p> <p>Promote parent participation in programs for unduplicated pupils.</p> <p>19-20 65% of parents will respond to the survey.</p> <p>20 or more parents will participate in the District English Learner Advisory Committee (DELAC).</p> <p>Baseline 50% of parents responded to the parent satisfaction survey.</p> <p>Five parents participated in DELAC.</p>	<p>The School Climate Survey was dispersed to parents in May of 2020 and unfortunately, only 7% of parents responded. Our DELAC committee meetings continued until March with only 5 parents in regular attendance.</p>
<p>Metric/Indicator Promote parent participation.</p> <p>19-20 85% of parents will participate in one or more school activities.</p> <p>Baseline n/a</p>	<p>Parents were encouraged to participate in a multitude of school activities. At three quarterly Parent-Teacher Club meetings, at least 20 members attended. At monthly Alview Library Club assemblies, approximately 60 parents were in attendance. Overall, approximately 60% of parents participated as regular volunteers both in the classroom and at school events. In</p>

Expected	Actual
<p>Metric/Indicator 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</p> <p>19-20 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.</p> <p>Baseline SSC – 5 PAC -- 5</p>	<p>addition, for parent-teacher conferences in the fall of 2019, 97% of parents attended.</p> <p>Parents participated in regular School Site Council / PAC meetings until the school closure. Approximately 20 parents attended a January information night in which LCAP goals, actions, and services were discussed in an informational meeting that included student internet safety information.</p>
<p>Metric/Indicator Promote parent participation in programs for unduplicated pupils.</p> <p>19-20 The number of parents participating in English language development classes will increase over the prior year.</p> <p>Baseline Fifteen parents attended classes.</p>	<p>Weekly English Acquisition classes were offered for parents between September and March. Attendance averaged approximately 15 adults per session.</p>
<p>Metric/Indicator Promote parent participation in programs for unduplicated pupils.</p> <p>19-20 The number of parents using the English language acquisition computer program will increase over the prior year.</p> <p>Baseline Five parents used the computer program.</p>	<p>Despite attempts to promote the ELD computer program, parents did not feel they had the digital literacy needed to access the information. As a result, no parents used the program in 2019-20.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Sponsor school activities to encourage parent participation in school activities and in school and district committees. Host a Back to School Barbecue to welcome families to the District	4300/5800 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,000 5800: Professional/Consulting Services And Operating Expenditures \$200	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$ 1,200 5800: Professional/Consulting Services And Operating Expenditures \$0
Annually survey parents to solicit input on communication, climate, and conditions at both schools.	No cost	No cost
Provide babysitting for DELAC meetings, Parent EL classes, and other parent meetings to promote participation by low-income parents, parents of English Learners, and parents of students with exceptional needs.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$700	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$ 685
Provide computer programs for English language acquisition and mastery for home use.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$ 0
Offer English language development classes for parents.	2490/2900 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$5,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$ 909
Provide a quarterly newsletter to all parents in English and Spanish.	\$0	No Cost
Provide translation services at all public meetings.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$ 3,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the school closures in March, PTC, DELAC, SSC, and Adult ELD classes were cut short. The excess funds that were associated with those actions were not expended and rolled over to the 2020-21 school year to increase and improve services for unduplicated students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The biggest success in parent engagement for 2019-20 was the increased participation in the District's Parent Teacher Club. The group changed from monthly to quarterly meetings and attendance dramatically increased. In addition, teaching staff were assigned specific meeting dates to ensure they were well represented in the group. Attendance at DELAC committee meetings continued to fall short of plans; many parents cited transportation and/or work issues as barrier to attendance. The same was true for English Development classes for parents. Parents continued to offer input at PAC and School Site Council meetings and attend school awards assemblies/events on a regular basis. In addition, parents showed support by attending parent-teacher conferences at a rate of 97% and the District provided translation services at all meetings, assemblies, and school events. The biggest challenge was the premature school closure that restricted in-person participation. The inability to meet in person was a limiting factor for some parts of the school population with limited technology access.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Disinfecting, Sanitizing, and Safety Equipment / protocols: Disinfecting misters, hand sanitizing dispensers, touchless restroom flush and faucets, plexiglass protective shields, touchless thermometers, disinfecting products, masks, increased intervals of disinfecting protocols.	\$13,902.00	\$13,902.00	No
Learning Loss supplemental curriculum, after-school tutoring, increased intervention staff hours.	\$49,115.00	\$49,115.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Expenditures were equal to budgeted funds.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

After consulting with certificated and classified staff, 92% of both groups expressed a preference for bringing students back as early as possible for in-person learning. In addition, phone calls were made to each school family in late September to gather data on parent preferences for in-person versus distance learning. 87% of parents surveyed indicated a preference for in-person learning. The District was successful in bringing TK-6th grade students back to campuses for in-person instruction at the earliest opportunity in the fall. Our waiver was approved on October 9th and students returned to both campuses on November 3rd. In-person instruction, however, was delayed for our middle school students; 7th and 8th graders were not able to return to campus until April 6th. The District implemented a 5-day per week a.m./p.m. schedule during which core ELA and Math curriculum were presented in 3 hour sessions. With small groups of students and intensive core instruction, most teachers have had the ability to adhere to timelines and

believe that learning loss has been minimal. The biggest challenges associated with in-person instruction have been the additional staff, materials, PPE, and scheduling issues to facilitate 3-6 feet of physical distancing and proper screening.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development in effective distance learning practices.	\$74,572.00	\$74,572.00	Yes
Software Licensing for laptop to Chromebook conversion	\$19,400.00	\$19,400.00	Yes
Emergency and permanent hotspots for connectivity	\$47,491.00	\$47,491.00	Yes
Headphones	\$ 4,294.00	\$ 4,294.00	Yes
Laptops and Document Cameras for teachers	\$46,215.00	\$46,215.00	No
Student Chromebooks for a 1:2 student to device ratio	\$0	\$ 152,189.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The actions referenced above were all implemented as planned and expended as per budgeted. The only substantive difference between the planned actions above and those implemented was the purchase of additional student laptops. The District purchased 400 new Chromebooks for student use to facilitate the opportunity to utilize a device both at home and school.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

When it became clear in July of 2020 that the District would shift to distance learning, families were informed through weekly all-calls from the Superintendent, website posts and teacher phone calls. Teachers held parent conferences the first week of school to discuss Distance Learning logistics and distribute laptops and hotspots. Teachers reported that the majority of parents were unhappy with the shift to distance learning and expressed a desire to have students back in person at the earliest possible date. The same was expressed at Parent-Teacher Club and August and September Board meetings. Parents that attended those meetings understood distance learning executive order but encouraged the District to apply for an in-person waiver as soon as it was available. The first challenge of the District's Distance Learning initiative was professional development. Teachers had a wide variance of background knowledge and skill level with regard to online instruction. The District offered seven days of professional development

focused on Google Classroom before school began. Additionally, teachers received a stipend to take an online Google Classroom course during the summer to give them general background and familiarize them with the platform. The week before school began, teachers met with students to provide instruction on distance learning access and curriculum as well as to conduct core reading assessments. Once school began, the biggest challenge was to ensure that students had connectivity given the rural nature of our student population. Between three vendors, we purchased "emergency hotspots" while we waited for a joint purchasing agreement with MCSOS for Verizon hotspots to arrive--they were delivered in late September. With the emergency procurement, students were connected on the first day of school. To facilitate a connectivity helpline, the District added added a technology assistant to ensure students' internet access.

Teachers provided online synchronous instruction daily through Zoom for core curriculum and offered student outreach and office hours one day a week for additional supports. Special Education students received IEP goal support after scheduled online instruction three days each week.

When students in K-6 were able to return for in-person instruction in early November, the continuity of instruction was facilitated by the students' ability to access asynchronous assignments at home through their increased knowledge of Google Classroom. The same was true for students who returned to school in early April.

One of the biggest challenges of distance learning was assessment. It was clear that test integrity was compromised throughout the distance learning process with teachers' limited ability to monitor students through both formal and informal assessments. Overall, Distance Learning was successful in that students received devices and connectivity at the very beginning of the year and gained knowledge of online learning platforms that will serve them well in future educational endeavors. It proved, however, not to provide the engagement, rigor, and accurate assessment data that only in-person learning can provide.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Intervention Materials and licensures for Small-group online instruction	\$ 1,113.00	\$ 1,113.00	Yes
Teacher/paraprofessional salaries for after-school tutoring.	\$48,000	\$29,880	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

When students returned to school in a.m. and p.m. sessions, they originally came 4 days each week. In early February, when there were only 7 students in K-6 still participating in Distance Learning, the District increased in-person learning to 5 days per week. With that, teachers lost time to prepare for their distance learners as well as planning time for in-person students. By adding another day of in-person instruction, the need for after-school tutoring was lessened and most teachers limited their tutoring offering to one day each week at most.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The biggest challenge in addressing pupil learning loss was to have an authentic assessment of the data. The District administered the SBAC test in the spring of 2021 and will use that data to drive plans for learning loss mitigation in 2021-22. To prevent learning loss during the 2020-21 school year, the District purchased online intervention materials such as "Fluency Tutor" to support students with additional tools for standards mastery. Foremost, however, in the District's learning loss mitigation effort was after-school tutoring. Before returning to 5-day per week in-person instruction, most teachers provided tutoring two-four days each week. One day had been reserved for online support via Zoom; the additional days were offered in-person. With small groups of students and a variety of materials, students have been supported with learning loss recovery strategies. At the end of the school year, teachers reported, however, difficulty in completing grade level standards curriculum. With regard to local assessments, students scored 11% lower in reading than in the 2018-19 school year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Upon teachers' return to school to prepare for distance learning, professional development included assessment strategies for students' social and emotional well-being. As a result, the District added a specific scheduled time each week for "student outreach". Teachers used this time to conduct surveys, lead class meetings, and discuss coping skills to address social and emotional well-being. In addition, the District provided teachers with trauma-informed best practices that included responding to impacts of COVID-19; i.e. fear, loss of family members, depression, etc.

During student outreach meetings, teachers were instructed to refer any concerns about the social/emotional well being of specific students to district administration so that appropriate actions could be planned. Those actions included scheduling SSTs, planning intervention participation, referrals for counseling, or, in areas of grave concern, social services contact.

The greatest challenge in monitoring and responding to students' social/emotional needs during distance learning was the lack of daily in-person contact. Some social/emotional needs were not as evident online as they would have been in an in-person environment. According to NAMI California, "The shuttering of the American education system severed students from more than just classrooms, friends and extracurricular activities. It has also cut off an estimated 55 million children and teenagers from school staff members whose open doors and compassionate advice helped them build self-esteem, navigate the pressures of adolescence and cope with trauma....mental health experts worry about the psychological toll on a younger generation that was already experiencing soaring rates of depression, anxiety and suicide before the pandemic." As a result, in the spring of 2021, District Leadership began participating in a "Community of Practice" for social-emotional learning and has scheduled professional development to address students' mental health needs that have been intensified as a result of the pandemic.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

At the beginning of the year, The District implemented stringent guidelines to monitor attendance in the distance learning environment. Each grade level was assigned a paraprofessional to assist in parent communication on a daily basis. If a student did not log in to their Google Classroom within 15 minutes of the start of school, paraprofessionals called parents to inform them of the absence and learn the cause. If there were connectivity issues, parents were instructed to call the District Office for guidance from the Director of Technology. Illnesses were recorded as excused absences and teachers provided make-up work in small group intervention settings on subsequent days.

To facilitate parent communication, each teacher established a ClassDojo account that was used for classroom and school communication as well as individual student progress updates. In addition, all-calls were used as a means of monthly communication to keep parents abreast of distance learning status and school calendar information.

When surveyed in the spring of 2021, 99% of parents at both schools responded favorably to the statement "my child's school has kept me well-informed about school schedules, closures, and pandemic-related issues."

The biggest challenge with pupil and family engagement outreach was again, the inability to assess needs in a virtual environment and monitor student engagement through online platforms.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

When the school year began, all meals were prepared at the Dairyland campus. A drive-through shelter was installed on August 22, 2020 to facilitate lunch serving and provide staff protection from weather-related issues such as excessive heat, rain, etc.

All ADUSD families, either paid or free/reduced had the opportunity every day to drive to the Dairyland campus and pick up "Grab and Go" lunches and next-day breakfast foods. For those students that received free/reduced lunches, the District provided delivery to those families who had no other means of transportation for lunch pick up.

During food preparation, many safety precautions were implemented. Staff were all required to monitor their health based on affirmation and screening. All work surfaces were disinfected before and after food preparation and staff members were required to wear disposable PPE while preparing and distributing meals. Food recommendations for storing and heating meals were also included in meal packs.

Once students returned for in-person instruction, safety measures continued during food preparation and lunches were delivered to classrooms. Morning session students receive their lunches on a "grab and go" basis and afternoon session students received their lunches upon school arrival. Breakfast services were offered at both campuses as well--at Dairyland as a pick-up upon school entry and delivered to classrooms at Alview.

The biggest challenge with the revisions to meal service was the additional time and personnel required to prepackage meals and deliver to individual classrooms.

During Distance Learning, 15% of students received lunch deliveries and less than 10% of students picked up meals. When students returned to campus, that percentage increased dramatically with approximately 45% of students accessing school-provided lunches.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	The District installed a sheltered area for food service distribution in the Dairyland Parking Lot area. \$ 4,400 N	\$ 4,400	\$ 4,400	No
Mental Health and Social and Emotional Well-Being	Based on teacher feedback, the District will offer further professional development and implement additional curriculum resources to meet the unique social/emotional needs of students in a Distance Learning environment.	TBD	None	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The District offered referral information for Madera County Behavioral Health to facilitate counseling help to those students impacted by distance learning. In addition, teachers have been provided with online surveys and resources to assist students who display signs of mental health needs. To date, those resources have been at no cost to the district.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The biggest lessons learned in 2020-21 from implementing plans were centered around technology and school safety. Prior to the beginning of the school year, it was clear that our staff needed intensive professional development to switch to an online learning platform. In addition, our students needed devices and connectivity as well as technical support to be able to access the curriculum in a digital format. Once we were able to shift most students to in-person learning in early November, sanitization, and student screening became a clear priority to reopen schools safely. As a result, our 2021-24 LCAP goals have not changed but the detailed actions by which we plan to meet those goals have. Technology with regard to professional development, devices, and support will be paramount in our goal to prepare students for college and career readiness. In goal #2, safety and cleanliness will be the focus of several additional actions necessary to maintain campuses that are regularly disinfected and deep-cleaned. In addition, actions will be added to goal #2 that include screening to ensure that symptomatic staff and students are not admitted to either campus.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The first step in addressing pupil learning loss will be a thorough assessment of students' mastery of grade level standards in the 2020-21 school year. The District administered the SBAC in the spring of 2021 to assess standards mastery as well as establish a basis for comparison of the same benchmark from 2019. Once that data is analyzed, learning loss will be addressed through a combination of intervention classes and after-school tutoring. The District has always used an RTI model for small group instruction for those students with a demonstrated need. By using SBAC results as well as local reading assessments, intervention groups will be established and paraprofessionals will be assigned to assist in remediation. All teachers will be encouraged and incentivized to provide after-school tutoring at least 2 days per week to focus on those students who need further review in both ELA and Math. Students with unique needs, such as special education students, will be assessed by the same means and receive paraprofessional support in small group settings to focus on potential learning loss as well as specific IEP goals.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Other than teacher technology procurements and school nutrition, all actions were identified as contributing toward the increased/improved services requirement. The initiatives involved in the District's Distance Learning and In-person Learning programs in 2020-21 were aimed at implementing a program that met the needs of all students during the pandemic with a primary focus on improving the educational outcomes of unduplicated students.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After reflecting on student outcomes from 2019-20 and 2020-21, it was clear that the broad goals established in the 2019-20 LCAP should continue to be our guiding principles. The actions and services as a means to goal achievement, however, must be altered to meet the needs of students and staff as a result of the last school year. The District currently has only 3% of students who have chosen to continue with distance learning. Although the vast majority of students will continue with in-person instruction, our technology needs have been heightened to include devices for students to access curriculum and assignments remotely. Our actions and services will continue to focus on a 1:2 device ratio so that students have access to laptops at home and school. Teachers have become proficient in digital platforms and will continue to use those methods for assignments and instruction even for those students back for in-person learning. The District will also continue to ensure that students have connectivity in order to access digital assignments remotely or as a means of homework submission. The increased focus on technology will be a strong factor in helping us achieve our first LCAP goal which is preparing students for college and/or career in the 21st century.

Other actions included in our first LCAP goal will address learning loss. A focus on assessment, intervention and small group instruction will drive actions and services that increase support personnel and associated schedules.

As we've learned through the last school year, cleanliness of our campuses is integral in maintaining a safe environment for students and staff. Actions for our related goal will include continuation of sanitation and screening procedures with the associated personnel and supplies necessary to maintain our current regimen of disinfecting practices.

The increased actions and services that have informed the 21-22 through 23-24 LCAP are a direct result of changes to our methodology for the increased use of technological platforms, the programs and practices needed to address pupil learning loss, and the continuation of sanitation and screening procedures to ensure a safe school environment.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,149,326.00	3,003,707.00
	1,700.00	0.00
LCFF Base	2,545,116.00	2,367,199.00
LCFF Supplemental and Concentration	602,510.00	540,890.00
Special Education	0.00	69,913.00
Title I	0.00	25,705.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,149,326.00	3,003,707.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,191,092.00	1,506,485.00
2000-2999: Classified Personnel Salaries	341,224.00	316,659.00
3000-3999: Employee Benefits	0.00	577,384.00
4000-4999: Books And Supplies	65,200.00	60,205.00
5000-5999: Services And Other Operating Expenditures	1,500.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	236,310.00	220,121.00
6000-6999: Capital Outlay	169,000.00	169,000.00
Not Applicable	145,000.00	153,853.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,149,326.00	3,003,707.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	2,116,592.00	1,327,795.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	74,500.00	83,072.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	69,913.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	25,705.00
2000-2999: Classified Personnel Salaries		1,500.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	211,724.00	224,217.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	128,000.00	92,442.00
3000-3999: Employee Benefits	LCFF Base	0.00	549,884.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	27,500.00
4000-4999: Books And Supplies	LCFF Base	33,500.00	28,320.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	31,700.00	31,885.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	1,500.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures		200.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	36,800.00	39,529.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	199,310.00	180,592.00
6000-6999: Capital Outlay	LCFF Base	0.00	43,601.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	169,000.00	125,399.00
Not Applicable	LCFF Base	145,000.00	153,853.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,777,202.00	2,618,543.00
Goal 2	361,724.00	380,570.00
Goal 3	10,400.00	4,594.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$63,017.00	\$63,017.00
Distance Learning Program	\$191,972.00	\$344,161.00
Pupil Learning Loss	\$49,113.00	\$30,993.00
Additional Actions and Plan Requirements	\$4,400.00	\$4,400.00
All Expenditures in Learning Continuity and Attendance Plan	\$308,502.00	\$442,571.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$13,902.00	\$13,902.00
Distance Learning Program	\$46,215.00	\$46,215.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$4,400.00	\$4,400.00
All Expenditures in Learning Continuity and Attendance Plan	\$64,517.00	\$64,517.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$49,115.00	\$49,115.00
Distance Learning Program	\$145,757.00	\$297,946.00
Pupil Learning Loss	\$49,113.00	\$30,993.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$243,985.00	\$378,054.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alview-Dairyland Union School District	Sheila Perry Superintendent/Principal	sperry@adusd.us (559) 665-2394

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 information on student progress and school events is communicated weekly through classroom teachers and quarterly by District administration. Our district offers ESL classes for non-English speaking parents.

Students in grades 4-8 have the opportunity to participate in the Dairyland Band. Other programs include GATE, STEM Science instruction, after-school tutoring, after-school art 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 celebrate ADUSD traditions and gather at school dinners and events. Local high school teachers and staff recognize our students because of their high standards and academic excellence.

Alview-Dairyland Union School District is proud of its accomplishments with regard to school climate, student achievement scores and special recognition by the 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 and most recently in 2021. 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; the results of which have led to progressively increasing academic achievement for a school that has 63.4% free and reduced lunch and a 39.5% language learner population.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on data from the California School Dashboard in 2019, the District demonstrated growth in all academic and school climate criteria. In ELA, all subgroups including English Learners and Socioeconomically disadvantaged students showed growth over the prior year. With regard to Mathematics, the same was true; all subgroups demonstrated growth and all were assigned the Dashboard color of green. In 2020-21, student academic data was collected through local ELA assessments that measured students' reading accuracy, fluency, comprehension and writing skills. All data indicated student growth in measured areas but at a lower rate than in previous years of in-person learning. Local Math assessments and teacher input suggest that in the most recent school year, students were able to access all grade level standards. Teachers were able to complete math curriculum by the end of the year but noted that students needed more remediation of first quarter content due to distance learning limitations. The District administered the SBAC in the spring of 2021 and will use results to further assess students' standards mastery.

For school climate, suspension rates declined for all subgroups and academic engagement improved with attendance rates; socioeconomically disadvantaged students and English learners actually had attendance rates in the dashboard's blue category. These accomplishments indicated by dashboard numbers and local assessments were the result of the District's continued focus on an RTI model as well as explicit direct instruction and rigor. At both Alview and Dairyland, students who need academic supports are placed in small groups for instruction and support to master grade level standards. In addition, all teachers have been trained in Explicit Direct Instruction and all use a variety of lesson delivery methods that center around student engagement.

Parent Engagement has also been a part of the District's success. Parents participated in PTC at a higher rate than in years past and they continue to support the District's LCAP process through School Site Council and PAC. At the last parent-teacher conference week, both schools had a 97% attendance rate. This number is indicative of the degree of parent support that affords the District the opportunity for communication and collaboration with families.

Other actions and services that have contributed to the Dashboard results in academics, engagement, and climate include:
The STEM lab and CSW facilitator have been a strong enhancement to the District's Science curriculum and project-based learning goals.
The additional teacher in grades 4-6 grades has been beneficial in keeping class sizes under 24:1
The additional technical support has been vital in ensuring that students' 1:2 access to technology is functional

Overall, the District's students have benefited from a combination of academic engagement, strong focus on intervention, parental support, small class sizes, an infusion of technology, and curricular enhancements such as STEM. All have contributed to student success at ADUSD.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The District is pleased that none of our indicators were red, yellow or orange in 2019. We do recognize the need, however, to continue improving results with our subgroups in ELA as well as the rate that our EL students are acquiring English proficiency. In ELA, both Hispanic students and English Learners were approximately 15 points below standard. Although both groups demonstrated growth in 2019, they still need further support to get to the standard level. The District plans to continue with small group interventions, small class sizes and after-school tutoring to support those subgroups and scaffold them to standards mastery.

With regard to school climate, the Dashboard indicated that suspensions were down only .1% which left the District in the yellow category. A new focus on alternatives to suspension and positive behavior reinforcement have been implemented that should continue to decrease the suspension rates. The "Caught Being Good" blue ticket initiative has proven to be effective in promoting good behavior and lessening the need for disciplinary action.

In addition, stakeholder groups continue to emphasize the benefits their students receive from STEM instruction. The District recognizes the need to continue and enhance the STEM program based on improved state and local science assessment data since the implementation of the program.

The effects of the pandemic have also created new insight on the importance of several other factors to support the needs of unduplicated student groups. First and foremost is the need for ADUSD students to have access to online technology. In order to equip students with the necessary tools for distance learning in the fall of 2020, 64% of students needed hotspots for connectivity. It is clear that the District needs to continue technology support with regard to staffing, devices, and connectivity to continue progress made in technologically-infused blended instruction. Also, as students return to in-person instruction, their social emotional needs will need to be clearly identified and addressed. In addition, it will be important for our low-income and EL students to have optimal instruction by the District's most experienced teachers not only to scaffold their standards mastery but to mitigate pandemic-related learning loss. In addition, to provide a safe and clean learning environment for all students, sanitization protocols and staff/student screenings will continue to be implemented.

Finally, local informal assessment data as well as stakeholder group input continue to emphasize the need for enhanced educational experiences like field trips, assemblies, traveling teachers, and outdoor school to build background knowledge for our low-income and EL students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In order to provide ADUSD students with an optimal learning environment and improved/increased services for unduplicated students, the following actions and services are the key features of the 2021-22 LCAP:

- Additional intervention teacher and two paraprofessionals to mitigate learning loss (ELOG)
- Additional 4th-6th grade teacher to reduce class size
- Additional teacher aide to provide academic supports and campus supervision for Alview students
- Two additional teacher aides to assist with push-in for academic supports and campus supervision at Dairyland
- STEM project-based learning facilitated through Community Science Workshop Network
- Modular STEM Lab to be constructed at the Dairyland Campus
- Modular classroom building to be constructed at the Dairyland Campus for small-group instruction/intervention
- GATE instruction and activities with afterschool workshops facilitated through Community Science Workshop Network
- Effective use of technology by continuing training, coaching, or other supports to teachers for digital classroom instruction
- All grade levels to receive \$1,500 to use for educational field trips that enhance curriculum
- Full funding for Outdoor Education for all 6th and 7th graders
- Three educational assemblies at each school site that promote academic achievement and good citizenship
- Two travelling teachers from Modesto Junior College to conduct hands-on lessons in science and social studies for grades K-6
- ESL classes for Spanish-speaking parents
- After-school tutoring to support standards mastery and implement learning loss mitigation (ELOG)
- Availability of Spanish-speaking interpreters for public meetings and parent conferences
- Continued sanitizing and disinfecting practices between recess and lunches at both campuses
- Continued technology support to ensure effectiveness of 1:2 student to device ratio

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholders have been engaged throughout the development of the LCAP throughout the 2019-20 and 2020-21 school years.

In 2019-20, LCAP expenditure updates and solicited input was gleaned as follows:

ADUSD Board Meetings: 9/20/19, 12/10/29, and 2/25/20

Parent-Teacher Club Meetings: 9/27/19, 10/15/19, 1/21/20

School Site Council/LCAP Committee: 11/12/19

Management Staff: 11/12/19

DELAC Committee: 12/11/19

Certificated Staff: 1/13/20

LCAP Parent Information Night: 1/28/20

School Climate Survey: 5/15/20

In 2019-20, the District was on track to solicit input from all stakeholders on, at minimum, a monthly basis, until the school closure occurred in March. With the continual uncertainty of re-opening dates and conditions, the only input received after the closure date was that of the school climate survey. Until then, all stakeholder groups were supportive of the initiatives funded by supplemental and concentration grants; the only dissatisfaction that was voiced by multiple informal parent communications resulted from the school closure and the 2019-20 in-person instructional year being shortened.

As the 2020-21 school year began, parents, certificated and classified staff members (represented by Alview-Dairyland Teachers' Association) were solicited ongoing through informational meetings, consultation, and 1:1 parent phone calls.

In July parents were notified of the District's inability to open schools and were immediately offered an online survey to glean feedback on their concerns relative to the overall learning situation. In August, District leadership met with PTC and DELAC executive Boards to review LCAP expenditures and glean input for the Learning Continuity and Attendance Plan (LCP). In addition, once it was clear that a waiver for school reopening was available, District leadership consulted with certificated, management and classified labor groups to develop a school re-opening plan that included expenditures from Supplemental and Concentration grants as well as COVID Relief funds. In addition, parents were again surveyed for their interest in having their children return to school campuses in-person as well as their desire to participate in small cohort tutoring groups funded by Supplemental and Concentration grants. Those surveys were conducted using individual phone calls both in English and Spanish; staff members discussed options and available services with personal phone calls to every ADUSD family. The same survey occurred in March of 2021 for parents of 7th and 8th grade students once it was clear that Madera County was approaching the Red Tier and the District was able to bring all students back to campuses for in-person instruction. The Board of Trustees were updated monthly on the results of parent surveys, school reopening and on a quarterly basis, LCAP expenditures.

At the 3/25/21 Study Session, the Board of Trustees reviewed and discussed the current LCAP goals and agreed to keep the same three broad goals as a basis to build corresponding actions and services.

On April 28, 2021, the School Site Council/LCAP Committee met to review Supplemental/Concentration Grant expenditures as well as projected actions and services for 2021-22. On May 19, 2021, the committee met again to finalize plans for those actions and services that would be principally directed to meet the needs of ADUSD's unduplicated student population. During that meeting, a written LCAP draft was

presented to each committee member. Questions from the group involved clarifying issues with regard to logistics and scheduling; there were no objections or questions for which written responses were requested.

In late Spring, the District also consulted the local SELPA Executive Director to discuss the District's initiatives that supported the needs of Special Education Students.

In late April, the District distributed a School Climate Survey to solicit parent responses about school safety, cleanliness, academic engagement, distance learning and overall school environment. 92% of Alview-Dairyland families participated in the survey and provided multiple choice responses as well additional comments.

Teachers, Management, and Classified staff members met individually with District Leadership during the weeks of April 26th and May 3rd to review Supplemental/Concentration grant expenditures and proposed actions and services.

On May 11th, the Board of Trustees reviewed year to date LCAP expenditures and provided input on plans for 2021-22 actions and services.

On June 8th, a public hearing was held for the 2021-22 LCAP during which attendees had a further opportunity to ask questions and provide suggestions.

A summary of the feedback provided by specific stakeholder groups.

During PTC, School Site Council, and DELAC meetings, parents overwhelmingly provided positive feedback about the addition of STEM instruction, field trips and school assemblies. In April of 2021 at School Site Council, staff and parents expressed the need to continue the technology support that has become more integral not only for Distance but for In-Person Learning as well. Throughout the school closure, parents attended Board Meetings to verbally express their frustration with our inability to re-open for in-person learning. Parents also provided feedback during 1:1 phone surveys in which they overwhelmingly expressed a preference for in-person learning and the associated LCAP services that could be accessed most effectively when students are on campus--tutoring, intervention, etc.

In consultation with the local SELPA Director, the District was encouraged to continue methods for identifying students with disabilities through Student Success Team meetings and serving those students with exceptional needs through small group interventions and after-school tutoring.

In May of 2021, teachers, management, and classified staff members gave positive feedback when asked about the addition of a STEM/Intervention building on the Dairyland campus. All agreed that there is no additional classroom space to house small groups of intervention students and the STEM program's instructional materials have outgrown the existing mobile STEM trailer. During those same meetings, staff members agreed that the most effective way to mitigate potential learning loss from school closures was to begin after-school tutoring at the earliest possible time during the start of the 2021-22 school year and provide small-group intervention classes to address learning needs. All agreed that a prerequisite for an additional intervention class at Dairyland, however, must be the facilities to house the students and teacher.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Throughout all stakeholder input opportunities, parents, staff, community members and students expressed the value they placed in the services and enhancements that were funded through Supplemental/Concentration grants. Based on that feedback, it was clear that the District needed to maintain all of the initiatives from the 2019-20 plan. In addition, with the need for small group instruction and expansion of the STEM program, additional facilities are necessary at the Dairyland campus. All classrooms are currently being utilized and STEM is taught from and STEM materials are housed in a trailer. As a result the actions and services in Goal #1 were expanded to include the installation of a modular building to house intervention classrooms and a STEM lab.

Although all stakeholders strongly support after-school tutoring and an additional intervention teacher to achieve academic growth and mitigate learning loss, both of those actions will be funded from the 2021-22 Expanded Learning Opportunity Grant; not through Supplemental and Concentration Grants as in previous years.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

After consulting with stakeholder groups, this broad goal was continued from prior years as the focus of the District's mission. From kindergarten through eighth grade, all stakeholders agree that our purpose is to ensure that ADUSD students leave the District prepared for the next steps in their educational and career endeavors. Dashboard results for academic achievement indicate that students currently have mastered ELA and Mathematics standards. To ensure that students continue to have academic success in high school and beyond, the District agrees with stakeholders that a continued focus on engagement and rigor as well as a broad course of study are integral factors for ensuring a strong elementary educational foundation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator, ELA: Students will continue to show growth in ELA Dashboard results.	SBAC Results Results from CA School Dashboard/DataQuest 2019: ACADEMIC INDICATOR, ELA (DISTANCE FROM LEVEL 3) Mean distance from Standard-- All Students: 9.8 above (Green Category) EL: 15.1 below (Yellow Category) Low Income: 5.3 below (Yellow Category)				EL, Low Income, and Hispanic students will all grow significantly in ELA so that no student group is below standard; all will meet/exceed standard SBAC scores Mean distance from Standard-- All Students: 15 above (Green Category) EL: 2 above (Green Category) Low Income: 5 above (Green Category)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic: 16 below (Orange Category) White: 32.1 points above (Green Category) Students with Disabilities: The number of students was 9, so no results were reported				Hispanic: 5 above (Green Category) White: 40 points above (Blue Category) Students with Disabilities: 10 point growth over 2019
Academic Indicator, Mathematics: Students will continue to show growth in Mathematics Dashboard results.	SBAC Results Results from CA School Dashboard/DataQuest 2019: ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3) Mean distance from standard-- All students: 8.2 above (Blue Category) EL students: 13.1 below (Green Category) Low Income: 4.5 below (Green Category) Hispanic: 15.3 below (Green Category) White: 29.2 above (Green Category) Students with Disabilities: The number of students				EL, Low Income, and Hispanic students will all grow significantly in Math so that no student group is below standard; all will meet/exceed standard SBAC scores. Mean distance from standard-- All students: 15 above (Blue Category) EL students: 5 Above (Green Category) Low Income: 10 Above (Green Category) Hispanic: 7 Above (Green Category) White: 40 above (Blue Category) Students with Disabilities: 10 point growth over 2019

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	was 9, so no results were reported.				
All Teachers will be appropriately credentialed and assigned.	All teachers were appropriately credentialed and assigned.				100% of teachers will continue to be appropriately credentialed and assigned.
All students will have access to high-quality standard-aligned curriculum and instructional materials.	100% of students had access to high-quality, standards-aligned curriculum and instructional materials				100% of students will continue to have access to high-quality, standards-aligned curriculum and instructional materials.
Local Reading Assessment will show student growth in fluency, accuracy, and comprehension.	RESULTS Local Reading Assessment Data from Spring 2021: Comprehension Scores Gr. 2 72.5% Gr. 3 80% Gr. 4 84% Gr. 5 88% Gr. 6 89%				Student reading comprehension scores will meet or exceed 85% in all grade levels.
School Climate will be enhanced as evidenced by suspension rate data.	Results from CA School Dashboard/DataQuest 2019: SUSPENSION RATE INDICATOR-- All students: 1.9%. (Yellow Category)				Alternatives to suspension will be implemented to lower student suspension rates to under 1% for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 1.7%. (Yellow Category) Low Income: 2.1%. (Yellow Category) Hispanic: 2.5%. (Green Category) White: 1.1%. (Yellow Category) Students with Disabilities: (No color assigned)				
Student Engagement will be enhanced as measured by student chronic absenteeism rate.	Results from CA School Dashboard/DataQuest 2019: CHRONIC ABSENTEEISM RATE 3.3% (Green Category)				Chronic Absenteeism will drop to 2% or less.
Student Climate will continue to be positive as demonstrated by the middle school dropout rate.	Results from CA School Dashboard/DataQuest 2019: Students were significantly engaged as measured by a middle school dropout rate of 0%				Middle School dropout rate will continue at 0%.
Student Climate will continue to be positive	Results from CA School				Expulsion rate will be maintained at 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as demonstrated by school expulsion rate.	Dashboard/DataQuest 2019: School climate was measured by maintaining the expulsion rate at 0%				
School Climate will continue to be measured by surveys distributed to parents and students at both school campuses.	<p>Surveys were conducted in May 2021: Alview parents who responded: 97% felt welcome at their child's school. 94% felt that their child is safe at school. 98% felt that the school is meeting their child's needs in ELA and math; 94% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 98% felt welcome at their child's school. 97% felt that their child is safe at school. 98% felt that the school is meeting their child's needs in ELA; 99% in math; 97% felt that STEM is an</p>				<p>Parent school climate surveys will glean a 98% positivity response in all measured areas.</p> <p>Student school climate surveys will glean at least a 90% positivity response in all measured areas.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>integral Science curriculum component.</p> <p>Student surveys were conducted in May 2019: Students who responded (6-8 grades): 87% feel welcome at their school. 80% feel safe at school. 89% feel that the school is meeting their needs in ELA; 86% in math; 82% in science and social studies.</p>				
The District will continue to maintain small average class sizes.	<p>2020-21 Average Class Sizes: Alview: 18 Dairyland: 24.2</p>				Average class size will be maintained at less than 20 at Alview and less than 25 at Dairyland.
All ADUSD students will have access to technology as measured by student: device ratio.	<p>2020-21 student: device ratio is 1:2; one device for home use; one for classroom use.</p>				Student to device ratio will be maintained at 1:2 to facilitate technology-infused instruction at home and school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will have access to a broad course of study.	All students participated in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE				Students will have a broad course of study, primarily in core subjects, enhanced with art, music, P.E. and STEM.
The District will continue to implement state-adopted academic content and performance standards for all students.	100% of state-adopted content and performance standards are implemented in all curricular areas.				State adopted content and performance standards will continue to be implemented in all curricular areas.
English Learners will continue to make progress in language acquisition as measured by the English Learner Performance Index (ELPI) and the reclassification rate.	Results from CA School Dashboard/DataQuest 2019: 51.9% of English Learners demonstrated progress in English Acquisition and 7% of ELs were reclassified to RFEP status (Fully English Proficient)				65% of English Learners will demonstrate progress in acquiring English as measured by ELPAC scores/ELPI. At least 15% of English Learners will meet criteria to become reclassified to Fully English Proficient (RFEP)
Students with exceptional needs will participate in after-school tutoring and classroom intervention groups to meet IEP	In 2021-21, 82% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group,				Over 90% of students with exceptional needs will participate in after-school tutoring and 100% of those identified students will continue to work in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
goals and master grade level standards.	classroom intervention settings.				small-group classroom intervention settings.
Students will be increasingly engaged as measured by School Attendance Rates.	In 2020-21, Alview School's Attendance Rate was 96.07%; Dairyland's Rate was 96.99%				Each school will have an attendance rate of at least 97.5%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Instructional Staff	Recruit, hire, and retain highly-qualified instructional staff	\$1,918,618.00	No
2	High-quality standards-aligned curriculum.	a. Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, science, and social studies as well as high-quality supplementary instructional materials in ELA, math, ELD, science, social studies, and STEM.	\$35,000.00	No
3	Improved Use of Technology	Improve the use of technology in instruction by: a. Maintaining a one-to-two student/device ratio in all grade levels b. Retain services of the full-time technology support person	\$71,000.00	Yes
4	Library books and materials	Continue replacement/increase of library books, including current titles, to support students in improving literacy.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Additional paraprofessional support (Alview)	Provide a Paraprofessional at Alview to provide reading support for kindergarten students.	\$21,000.00	Yes
6	Additional Paraprofessional Support (Dairyland)	Provide 2 Paraprofessionals at Dairyland to support push-in instruction for low-performing students and those with Disabilities.	\$47,000.00	Yes
7	Build background knowledge for increased learning	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 and 7th graders to Outdoor Education.	\$36,000.00	Yes
8	Maintain low class sizes	Continue with an additional teacher to maintain lower class sizes for grades 4-6.	\$75,000.00	Yes
9	Enhanced Learning Experiences	Continue traveling teachers for all grades K-6 for science and social studies supplementation. Continue after-school Art program	\$6,000.00	Yes
10	Professional Development	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 addition, provide professional development for teachers to identify students' social emotional learning needs and provide support for students' mental health.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	High Quality P.E. Instruction	Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.	\$2,000.00	No
12	After-School STEM	Maintain unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by continuing the after-school STEM Academy workshops at Dairyland and adding similar workshops at Alview.	\$18,000.00	Yes
13	High-Quality STEM Instruction	Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by contracting with the Community Science Workshop Network for continuing regular school hours STEM curriculum and instruction. Program to be expanded to include two STEM instructors.	\$95,000.00	Yes
14	High-Quality STEM/Intervention Facilities	Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by establishing a STEM classroom at Dairyland School. Classroom will be housed in a 24' x 40' portable unit on the Dairyland campus. Classroom will be furnished with countertops, desks, sink and storage shelves to store STEM equipment and provide venue for bi-weekly STEM instruction as well as daily intervention instruction.	\$231,000.00	Yes
15	Retain highly-qualified teachers	Provide each teacher with 20 or more years of experience a stipend between \$1500-\$2500 (dependent on years over 20).	\$15,000.00	Yes
16	Classroom Supplies	Provide each classroom with \$100 to purchase special or additional materials that are principally directed toward meeting the needs of Unduplicated Pupils.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
17	Additional Staff for Learning Loss Mitigation	Hire and intervention teacher and two paraprofessionals to provide small group intensive instruction to mitigate learning loss.	\$105,000.00	No
18	Increase instructional time to mitigate learning loss	Provide teachers with an hourly stipend to provide after-school tutoring 3 days per week.	\$100,800.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

As the District reflected on lessons learned and necessary changes that were incorporated during the pandemic, it was clear to all stakeholders that this goal is of utmost importance to the success of our students. Cleanliness, safety, and a positive environment are necessary elements to provide an optimal learning environment. Cleanliness will play an important role in keeping students healthy and safe. The added protocols for sanitization that were implemented in 2020 must continue in order to mitigate student illness. In addition, the importance of a positive environment is paramount to our student's ability to thrive from a social-emotional perspective. In all opportunities for input, parent groups and staff members expressed adamantly the need for continued cleaning protocols and school programs that promote a positive school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities are clean and maintained in good repair as measured by the Facilities Inspection Tool and ongoing sanitization practices.	Both Schools scored a rating of "Good" on the Facilities Inspection Tool in December of 2020.				Both schools will have an overall score of "Exemplary" as measured by the Facilities Inspection Tool.
Students will show academic growth in ELA as measured by Dashboard Indicator.	SBAC Results from CA School Dashboard/DataQuest 2019: ACADEMIC INDICATOR, ELA (DISTANCE FROM LEVEL 3)				EL, Low Income, and Hispanic students will all grow significantly in ELA so that no student group is below standard; all will meet/exceed standard SBAC scores

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mean distance from Standard-- All Students: 9.8 above (Green Category) EL: 15.1 below (Yellow Category) Low Income: 5.3 below (Yellow Category) Hispanic: 16 below (Orange Category) White: 32.1 points above (Green Category) Students with Disabilities: The number of students was 9, so no results were reported				Mean distance from Standard-- All Students: 15 above (Green Category) EL: 2 above (Green Category) Low Income: 5 above (Green Category) Hispanic: 5 above (Green Category) White: 40 points above (Blue Category) Students with Disabilities: 10 point growth over 2019
Students will show academic growth in Mathematics as measured by Dashboard Indicator.	SBAC Results from CA School Dashboard/DataQuest 2019: ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3) Mean distance from standard-- All students: 8.2 above (Blue Category) EL students: 13.1 below (Green Category)				EL, Low Income, and Hispanic students will all grow significantly in Math so that no student group is below standard; all will meet/exceed standard SBAC scores. Mean distance from standard-- All students: 15 above (Blue Category) EL students: 5 Above (Green Category)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low Income: 4.5 below (Green Category)</p> <p>Hispanic: 15.3 below (Green Category)</p> <p>White: 29.2 above (Green Category)</p> <p>Students with Disabilities: The number of students was 9, so no results were reported.</p>				<p>Low Income: 10 Above (Green Category)</p> <p>Hispanic: 7 Above (Green Category)</p> <p>White: 40 above (Blue Category)</p> <p>Students with Disabilities: 10 point growth over 2019</p>
Students will be increasingly engaged as measured by School Attendance Rates.	In 2020-21, Alview School's Attendance Rate was 96.07%; Dairyland's Rate was 96.99%				Each school will have an attendance rate of at least 97.5%.
School engagement will be measured by Dashboard chronic absenteeism rate.	<p>Results from CA School Dashboard/DataQuest 2019:</p> <p>CHRONIC ABSENTEEISM RATE</p> <p>3.3% (Green Category)</p>				Chronic Absenteeism will drop to 2% or less.
School Climate will be measured by Dashboard suspension rates.	<p>Results from CA School Dashboard/DataQuest 2019:</p> <p>SUSPENSION RATE INDICATOR--</p>				Alternatives to suspension will be implemented to lower student suspension rates to under 1% for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students: 1.9%. (Yellow Category) EL: 1.7%. (Yellow Category) Low Income: 2.1%. (Yellow Category) Hispanic: 2.5%. (Green Category) White: 1.1%. (Yellow Category) Students with Disabilities: (No color assigned)				
School Climate will be measured by middle school drop-out rate.	Results from CA School Dashboard/DataQuest 2019: Students were significantly engaged as measured by a middle school dropout rate of 0%				Middle School dropout rate will continue at 0%.
School Climate will be measured by expulsion rate.	School climate was measured by maintaining the expulsion rate at 0%				Expulsion rate will be maintained at 0%.
Parent and Student satisfaction and overall school climate will be measured by	Surveys were conducted in May 2021: Alview parents who responded:				Parent school climate surveys will glean a 98% positivity response in all measured areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent and student surveys,	<p>97% felt welcome at their child’s school. 94% felt that their child is safe at school. 98% felt that the school is meeting their child’s needs in ELA and math; 94% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 98% felt welcome at their child’s school. 97% felt that their child is safe at school. 98% felt that the school is meeting their child’s needs in ELA; 99% in math; 97% felt that STEM is an integral Science curriculum component.</p> <p>Students who responded in 2019: Students who responded (6-8 grades): 87% feel welcome at their school.</p>				Student school climate surveys will glean at least a 90% positivity response in all measured areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	80% feel safe at school. 89% feel that the school is meeting their needs in ELA; 86% in math; 82% in science and social studies.				
School climate/learning environment will be measured by average class size.	2020-21 Average Class Sizes: Alview: 18 Dairyland: 24.2				Average class size will be maintained at less than 20 at Alview and less than 25 at Dairyland.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain School Facilities' Safety and Cleanliness	Maintain "Good-Exemplary" rating on the Facility Inspection Tool regarding the condition, safety, and cleanliness of buildings and grounds at both sites. Continue disinfection protocols that include bi-weekly deep-cleaning and daily misting of classroom surfaces, restrooms, play equipment and buses.	\$174,000.00	No
2	Maintain excellent support services to students, staff, parents.	Keep an adequate number of office and clerical staff on the job daily providing excellent services to students, staff, and parents.	\$212,000.00	No
3	Continue character education activities at both schools.	Continue to read Project Wisdom quotes each day during morning announcements at both campuses. "Caught Being Good" tickets to be distributed by staff members to students who exhibit positive character traits throughout the day.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4	Continue the after-school sports program.	One football coach, one volleyball coach, two basketball coaches, and two soccer coaches will be hired during the year to cover the coaching duties for the 7th and 8th grade programs.	\$3,500.00	Yes
5	Retain an additional teacher to maintain lower class sizes.	Continue with an additional teacher to maintain lower class sizes for grades 4-6. See goal #1, Action 8	\$0.00	Yes
6	Professional Development	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, Action 10	\$0.00	Yes
7	Positive Behavior Reward Program	Continue a Caught Being Good program to encourage students to act appropriately by offering incentives to do so.	\$0.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

After consulting with parent groups, staff members, and the ADUSD Board of Trustees, it was clear that this goal needed to remain as an integral part of ADUSD's mission. It is only with effective and honest communication with parents and families that the District can support students' academic goals and social/emotional well-being.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will make efforts to seek input from parents for decision making at each school site as measured by SSC, PTC and PAC meeting participation	In 2020-21, SSC meetings and PTC Board meetings were held quarterly. PAC meetings were held in the 4th quarter for LCAP and ELOP planning.				Parent meetings will be held more frequently--Parent Teacher Club meetings will increase attendance from board-only to members at large on a quarterly basis. PAC and LCAP Committee meetings will be held six times throughout the year. Participation in PTC, PAC and LCAP Committees will increase by 50% over 2019-20 attendance rates.
The District will promote participation	In 2021-22, quarterly DELAC meetings				DELAC meetings will be held more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in programs for unduplicated students as measured by DELAC Committee attendance.	were held with 80% attendance.				frequently--six times throughout the school year with 90% attendance.
The District will promote parent participation at school events and assemblies.	There were no assemblies in 2020-21 but 100% of parents attended a third grade Mother's Day event, kindergarten and eighth grade graduation ceremonies.				Parent participation will increase to 80% for awards assemblies, holiday programs, back-to-school nights, LCAP informational meetings, etc.
The District will promote parent participation in School Climate Survey responses.	92% of parents returned School Climate Surveys in April of 2021.				95% of parents will complete and return School Climate Surveys.
ESL parents participation in Adult English Classes will increase.	There were no Adult English Classes offered in 2020-21.				At least 25 parents will participate in Adult ESL Evening Classes.
Parents will use ClassDojo to communicate with teachers about classroom events and individual student progress. ClassDojo will also be accessed by parents for District announcements with regard to activities and scheduling.	96% of parents and 100% of teachers utilized ClassDojo as a communication tool.				98% of parents will utilize ClassDojo as a means of school-parent-teacher communication.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will participate in annual conferences to discuss student progress and collaborate with teachers to support learning needs. Parents of students with special needs will be consulted individually to solicit input for how the District can serve their unique needs and support their IEP goals.	97% of parents participated in conferences in the fall of 2020.				98% or more of parents will participate in fall parent-teacher conferences. 100% of parents of students with unique needs will attend individual conferences.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Sponsor school activities to encourage parent participation.	Parents will be encouraged to participate in the following school events and/or committees: Back-to-School BBQ. Fall Parent/Teacher conferences Alview Monthly awards assemblies Dairyland quarterly awards assemblies Science Fair – Parent Viewing Night One Book Fair at each campus Parent Education Nights--Internet Safety/ Suicide Prevention, etc. Spring Parent/Teacher conferences 3rd Grade Mothers' Day Tea. 8th Grade Parent Tea. Kindergarten graduation 8th Grade graduation DELAC meetings School Site Council meetings	\$800.00	No

Action #	Title	Description	Total Funds	Contributing
		Parent/Teacher Club meetings Parent Advisory Council meetings ELD classes for adults		
2	School Climate Survey	Annually survey parents to solicit input on communication, climate, and conditions at both schools.	\$0.00	No
3	Offer incentives and eliminate barriers to parent engagement.	Provide food and babysitting services for DELAC meetings, ESL classes and other parent advisory meetings to promote participation by low income parents, parents of English Learners, and parents of students with exceptional needs.	\$1,000.00	Yes
4	ELD Support for Parents.	Provide computer programs for English language acquisition and mastery for home use.	\$1,500.00	Yes
5	English Acquisition Support for Parents.	Offer English language development classes for parents on a weekly basis.	\$2,500.00	Yes
6	Provide translation services at all public meetings.	Provide translation for meetings including parent conferences, PTC, DELAC, PAC, and School Site Council Meetings.	\$2,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.35%	\$583,051

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Sixty-three percent of the students in the Alview-Dairyland Union School District qualify for Free and Reduced-Priced Meals. English Learners constitute 39.5% of our population. The total percentage of Unduplicated Pupils is 65.5%. Expenditures of supplemental and concentration funds are principally directed toward meeting the needs and improving the outcome of those students. The 20.01% proportionality percentage for increased or improved services is reflected in providing additional supports, enrichment opportunities and interventions for low income, foster youth, and English learner (EL) students as well as continuing to focus professional development on evidence-based approaches to best support unduplicated students. All described actions have been developed to serve our unduplicated subgroups as determined by our comprehensive analysis of students' needs and input from stakeholders. Most actions identified below are continued from the 2017-2020 LCAP. When developing the current plan, stakeholders agreed that the continuation of those actions are integral in the overall effectiveness of the District's educational programs. In goal one, only actions 10 and 14 are new; in goal 2, the only new initiative is action 7. The academic growth that has resulted from a combination of all actions below is the optimal measure of their effectiveness. In 2021, Dairyland School was awarded the "California Distinguished School" title as a further testament to the success of those actions. While all students may receive some of the services, the actions and services provided through the LCAP were developed to increase or improve services and outcomes for unduplicated students. The following are actions principally directed to increase services for Foster Youth, English Learners, and Low-Income Students:

Goal 1, Action 3: Improved Use of Technology

- Foster Youth, English Learners, and Low-Income Students have limited access to technology and related skills. In the fall of 2020, when students had to switch to distance learning, 64% of students, most of whom were low-income and EL, did not have access to

the internet, devices at home, or the necessary background knowledge to utilize technological resources. For twenty-first century college and career readiness, a strong technological background will be foundational to their success.

- The District will maintain a 1:2 student to device ratio to provide students with access to maximize their technology skills at home and at school. In addition, the District will continue to employ a full-time Director of Technology to maintain devices and support students' learning needs.
- The effectiveness of this action will be measured by unduplicated student rates of access to online curriculum resources and assignment submission via platforms such as Google Classroom, etc.

Goal 1, Action 4: Continue to replace/increase library books, including current titles, to support students in improving literacy.

- Foster Youth, English Learners, and Low-Income Students have limited access to books in their home setting that enhance foundational reading skills and provide access to literary classics. Having a solid foundation in early literacy skills is critical to those students' future reading performance. During the school closure in 2020-21, students had the opportunity to make appointments at school libraries to check out books. Of those that made appointments, 76% were either English Learners or Low-Income students who indicated that they relied on school resources for grade-level books.
- According to children's literacy nonprofit "Reading Partners", students who can't read proficiently by fourth grade are four times more likely to drop out of high school. Literacy is a key component of future success for students as they progress to higher education and beyond.
- The District will replenish library books and purchase new, relevant titles to engage students in literacy and promote a life-long interest in reading.
- The effectiveness of this action will be measured by unduplicated student participation in the Accelerated Reading program at both campuses as well as library circulation data.

Goal 1, Action 5: Provide a Paraprofessional at Alview to provide reading support for kindergarten students

- English Learners, in most cases, enter kindergarten with no English knowledge or background. In order for them to access English as soon as possible to in turn, access curriculum in their kindergarten year, EL students need support for English immersion. In 2020-21, 8% of students entering kindergarten at Alview had no English language background.
- The District will provide an additional bilingual paraprofessional at Alview in kindergarten to support English Learners and scaffold them to language mastery with ELD curriculum in small group settings.
- The effectiveness of this action will be measured by kindergarten students' English language mastery rates and ability to access grade level curriculum.

Goal 1, Action 6: Provide two paraprofessionals at Dairyland to support push-in instruction for low-performing students and those with Disabilities.

- English Learners, and Low-Income Students continue to demonstrate lower rates of ELA and Mathematics mastery as measured by both state and local assessments. ADUSD dashboard data from 2019 references a significant gap in standards mastery between EL/Low Income students and the student population as a whole.
- For success in college, career, and beyond, clear understanding of core subjects is vital.
- The District will provide two additional paraprofessionals at the Dairyland campus to work with both student groups in a small-group, RTI instructional setting to reinforce curriculum, support learning needs, and ensure grade level mastery.

- The effectiveness of the additional support will be measured by formative and summative assessments both state and local; as well as teacher observation and input.

Goal 1, Action 7: To build background knowledge and experiences for increased learning, as well as enhance connections to the school community and promote a positive school climate, the District will provide educational assemblies, field trips and outdoor school experiences,

- Background knowledge is often a barrier to the success of Foster Youth, Low-income and English Learners. Many unduplicated students have limited experiences from which to draw and apply to future opportunities in higher education and career settings. Stakeholder input from School Site Council, DELAC, and Parent Teacher Club all provided positive feedback for the intrinsic value of the background knowledge gleaned through field trips, assemblies, and outdoor school experiences.
- The District will provide opportunities for unduplicated students to engage in experiences through field trips, assemblies, and outdoor school that expand their vocabularies, skills, and knowledge.
- The effectiveness of the experiences will be measured by informal and formal feedback as well as teacher anecdotal evidence of increased background knowledge.

Goal 1, Action 8: Maintain lower class sizes in grades 4-6 by employing an additional teacher in that grade level span.

- As demonstrated by the latest state and local assessments, English Learners and Low-Income Students' scores are lower than those of their peers. These students need smaller class sizes to provide more focus on their academic needs and close the achievement gap. Research has shown that smaller class sizes provide English Learners, in particular, with the individualized attention and tailored instruction that best meets their needs in addition to facilitating a focused, less disruptive learning environment. When lower class sizes were implemented in grades 4-6 in 2019-20, Dairyland's ELA SBAC scores increased in those grade levels by approximately 5% and moved the indicator from yellow to green (standard met)
- In order to provide focused classroom instruction at Dairyland, unduplicated students in grades 4-6 will continue to have small class sizes (24:1) to support their learning goals in an environment where individual student needs are more clearly defined and corresponding support can be offered.
- The effectiveness of this action will be measured by formative, summative, and state/local assessments to measure unduplicated student academic growth.

Goal 1, Action 9: Offer enhanced learning experiences by providing traveling teachers in grades K-6 and After-school Art classes District-wide.

- Foster Youth, English Learners, and Low-Income Students have limited experiences from which to draw background knowledge in Science and Social Studies curriculum. In addition, they lack resources to pursue interests/endeavors in art activities--painting, drawing, etc. When parents were surveyed at 2019-20/2020-21 PAC and DELAC meetings, an overwhelming majority expressed the benefits of offering enhanced learning experiences to their students as a means of providing a well-rounded education and sparking student interest in Science and Art.
- In order to provide background knowledge about History and hands-on project-based learning in Science, the District will offer a "traveling teacher" program. In partnership with Modesto Junior College, traveling teachers will present enrichment lessons.
- These lessons/activities in grades K-6 will build background, increase academic vocabulary, and promote a deeper level of knowledge in grade level Science and Social Studies standards.

- In addition, both campuses will offer after-school art programs to enhance and develop unduplicated students' interests in art.
- The effectiveness of these programs will be measured by a combination of informal and formal feedback as well as teacher anecdotal evidence of increased background knowledge and depth of understanding.

Goal 1, Action 10: Provide professional development to staff to increase student engagement and identify/support students' social emotional needs.

- Student engagement is needed as a key to academic success for our English Learners and socio-economically disadvantaged students. In addition, approximately 40% of students in poverty have experienced one or more Adverse Childhood Experiences (ACES). In May of 2021, District Administration met with certificated staff to discuss teachers' social-emotional learning proficiency. Over 85% of teachers indicated that they needed further background knowledge and training to identify and address students' social/emotional and mental health needs.
- The pandemic has also affected students' social-emotional well being; a higher percentage of impoverished and EL students were impacted at home during COVID19 as more families were impacted by job/housing loss in the service/farmworker industries.
- The District will provide professional development to the staff in the fall of 2021 that will focus on student engagement methods as well as serving students' social/emotional learning needs. Both areas of training for staff will focus on meeting the academic and emotional needs of our unduplicated students.
- The effectiveness of the professional development will be measured by teacher engagement data collected weekly and implementation of strategies to identify/address students' social/emotional learning needs.

Goal 1, Action 12: Provide After-School STEM instruction to enhance Science Curriculum with project-based, hands-on learning.

- Foster Youth, English Learners, and Low-Income Students have limited background and experiences with project-based, hands-on learning in the fields of Science, Technology, Engineering, and Math. All four areas are foundational for higher learning and career success. In 2019, when after-school STEM participants constructed a solar "STEM Village", 72% of parents attended the Science Fair/STEM night and expressed their support of the after-school STEM program as a tool to challenge students and spark their interest in all four areas.
- The District will provide a supplemental after-school STEM program to engage unduplicated students with projects to increase their background knowledge in the four STEM areas.
- The effectiveness of the after-school STEM program will be measured by project completion results and informal/formal assessments that glean mastery level of the STEM components involved in each project.

Goal 1, Action 13: Provide weekly bi-weekly STEM instruction through the Community Science Network Workshop to all students in all grade levels.

- Foster Youth, English Learners, and Low-Income Students have limited background and experiences with project-based, hands-on learning in the fields of Science, Technology, Engineering, and Math. According to a 2019 study from "Change the Equation", a consortium of business and education leaders, low-income students are least likely to have access to STEM resources, experiences, and classes. As a result, these students suffer disadvantages over the course of their schooling and face dim prospects for rewarding STEM careers. In addition, when surveyed, 97% of parents, including those of all unduplicated student groups, expressed their support of the ADUSD STEM program as an integral component in the District's Science curriculum.

- By providing STEM instruction throughout the school year that is focused on grade level Science standards, students will have a deeper level of knowledge of Science curriculum as it relates to the four STEM areas.
- The effectiveness of the bi-weekly STEM program will be measured by SBAC Science scores, project completion data, formal/informal assessments and teacher input on application of STEM components across the curriculum.

Goal 1, Action 14: Construct a modular building at the Dairyland campus to facilitate STEM instruction and small-group intervention classes.

- In order to provide unduplicated students with high-quality STEM instruction and small-group intervention classes, the Dairyland campus needs classroom space for both. Currently, STEM instruction at Dairyland takes place out of a trailer and students complete projects outside or bring materials to their individual classrooms. This process is weather-dependent and limited by space. In addition, stakeholders have continued to express the benefits their students receive from STEM instruction and advocate for the continuation and expansion of the program as well as a classroom to facilitate its implementation. There is also a need for classroom space to accommodate a small group intervention program principally designed and directed to support EL and low income students' learning goals. When the building initiative was discussed among all stakeholder groups, 100% of certificated staff expressed the need for the additional space to enhance the District's STEM and intervention initiatives. When expenditures for the building were discussed with DELAC and PAC members, all present agreed that a need for more STEM and classroom space is critical at the Dairyland campus.
- The District will add a new building to increase STEM space for instruction and materials as well as classroom space to accommodate two intervention areas. This addition will provide unduplicated students with the space they need to access STEM curriculum and have the benefits of small group instruction.
- The effectiveness of the new building will be measured by the increased STEM project completions and corresponding assessment data as well as unduplicated student growth in ELA and math for those that receive small group intervention instruction.

Goal 1, Action 15: Retain high-quality teachers by providing each teacher with twenty or more years a longevity stipend

- Foster Youth, English Learners, and Low-Income Students need high-quality, experienced teachers to provide optimal instructional and assessment techniques. Each year, the District measures individual student growth in core subjects by teacher. Local data indicates that experienced teachers are the most effective in unduplicated students' growth in both Language Arts and Math.
- The District's current salary schedule has no advancement for certificated staff after 20 years. In order to retain the most experienced teachers, the District will offer a longevity stipend as an incentive to teachers with 20+ years of experience to continue to provide optimal instruction to unduplicated students.
- The effectiveness of teacher retention will continue to be measured by teacher engagement data and unduplicated student growth in core subject areas.

Goal 1, Action 16: Provide each classroom with additional funds to purchase supplies or additional materials to support unduplicated students' learning needs.

- Foster Youth, English Learners, and Low-Income Students have limited access to classroom supplies and need additional materials to support their learning needs. Since 63.4 % of the District's students are socioeconomically disadvantaged, all classroom materials are supplied to ensure the District's low income students have sufficient materials to access the curriculum.
- The District will increase each teacher's classroom budget to allow for the additional supplies and classroom materials needed for unduplicated students to access the curriculum and receive enhanced learning resources.

- The effectiveness of this action will be measured by teacher feedback to ensure that all unduplicated students have the needed materials to access the curriculum and additional supports to scaffold their learning experiences.

Goal 2, Action 4: Provide an after-school sports program for 7th and 8th grade students.

- Foster Youth, English Learners, and Low-Income Students have limited resources to participate in organized recreational sports. This lack of resources can be a barrier to students' sports participation in high school and beyond. In addition, low income students are less likely to have background knowledge and sporting skills based solely on their lack of access/opportunity to participate in organized sports programs. Stakeholder groups emphasized the need to continue to offer competitive sports to close the opportunity gap. In 2018-18, 73% of unduplicated students who participated in the Dairyland after-school sports program went on to participate in the same sport at the high school level.
- The District will provide an after-school sports program for 7th/8th grade students to participate in volleyball, football, basketball, and soccer. These programs will include classroom instruction on game rules and logistics to provide a clear understanding of game objectives. Funds will expended to support coaching, transportation, equipment, etc.
- The effectiveness of the program will be measured locally by unduplicated students' participation rates and ongoing participation at the high school level.

Goal 2, Actions 5 and 6--see Goal 1, Actions 8 and 10

Goal 2, Action 7: Provide a positive behavior reward program.

- Although Foster Youth, English Learners, and Low-Income Students actually have lower suspension rates than those of other students, they have responded well to the District's positive behavior reward program. In 2019-20, documented discipline incidents declined 21% from the prior year during which no positive behavior supports were in place.
- The District plans to continue the "Caught Being Good" ticket program in which students are rewarded for excellent behavior as noted by District staff. Students with tickets are entered into monthly/quarterly drawings in which prizes are awarded.
- The effectiveness of the positive behavior program will continue to be monitored by dashboard suspension data and local behavior/discipline records.

Goal 3, Action 3: Offer incentive to eliminate barriers to parent engagement.

- Parents of Foster Youth, English Learners, and Low-Income Students often have barriers to participation in school activities due to lack of babysitting, conflicts with meal schedules, etc. In 2019-20, only 7% of EL parents participated in Adult ESL classes and two-thirds of DELAC members had regular attendance.
- The District will offer babysitting services and snacks/meals at all parent ESL classes, DELAC committee and Parent Advisory meetings to encourage participation for low income and EL students.
- The effectiveness of this action will be measured by participation rates of unduplicated parents as well as informal and formal (school climate survey) feedback from those parent groups.

Goal 3, Action 4: Provide Computer Support programs for ELD parent classes.

- Parents of EL students have limited English skills and in some cases, limited transportation resources to attend District-sponsored ELD classes. Only 7% of the District's EL parents participated weekly in-person English classes in 2019-20/

- Providing computer-based resources for those parents will supplement the ELD courses for those that can attend and supplant ELD instruction for those that have barriers to weekly attendance.
- The effectiveness of the computer-based ELD programs for parents will be measured by participation rates.

Goal 3, Action 5: Support parents' English acquisition by offering weekly evening ELD classes.

- Parents of EL students have limited English skills that serve as a barrier for home-school communication as well as the ability to provide academic support for their students in a home setting.
- By offering weekly ELD classes, parents can begin the process to acquire English skills to improve their ability to support their child(ren)'s academic endeavors.
- The effectiveness of the adult ELD classes will be measured by participation and course completion rates.

Goal 3, Action 6: Eliminate barriers to non-English speaking parents' participation in school events by providing translation services.

- Parents of EL students have limited English skills that can be a barrier to participation in student conferences, Parent-Teacher Club meetings, School Site Council meetings, etc. Although 98% of EL parents attended teacher conferences, less than 5% attended Parent-Teacher Club meetings.
- The District will provide Spanish translation at all school meetings and events to ensure that non-English speaking parents are fully-included and have a clear understanding of their child's progress, school events, etc.
- The effectiveness of translation services will be determined by the participation rates of EL parents in school conferences, events, meetings, and activities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The District is meeting the requirements to increase services for foster youth, English learners, and low-income students by the actions noted in the prior prompt. We plan to improve services to these students with the following actions:

- Use research-based, engaging, and culturally-responsive instructional practices.
- Support teachers in effective instructional practices for California State Standards in Language Arts, Math, and ELD, including the integration of technology.
- Provide the best possible professional development for teachers to ensure that instruction is differentiated to meet the needs of unduplicated students.
- Build stronger relationships with students and provide a more positive school climate by providing character-building programs and afterschool activities.
- Eliminate barriers to success for low-income and EL students by building background knowledge through field trips, assemblies, and art classes that expand their vocabularies, skills, and knowledge.
- Provide a more engaging and supportive atmosphere by increasing parents' participation in school and district activities.

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Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,979,918.00	\$205,800.00			\$3,185,718.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,726,218.00	\$459,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Instructional Staff	\$1,918,618.00				\$1,918,618.00
1	2	All Students with Disabilities	High-quality standards-aligned curriculum.	\$35,000.00				\$35,000.00
1	3	English Learners Foster Youth Low Income	Improved Use of Technology	\$71,000.00				\$71,000.00
1	4	English Learners Foster Youth Low Income	Library books and materials	\$5,000.00				\$5,000.00
1	5	English Learners Foster Youth Low Income	Additional paraprofessional support (Alview)	\$21,000.00				\$21,000.00
1	6	English Learners Foster Youth Low Income	Additional Paraprofessional Support (Dairyland)	\$47,000.00				\$47,000.00
1	7	English Learners Foster Youth Low Income	Build background knowledge for increased learning	\$36,000.00				\$36,000.00
1	8	English Learners Foster Youth Low Income	Maintain low class sizes	\$75,000.00				\$75,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Enhanced Learning Experiences	\$6,000.00				\$6,000.00
1	10	English Learners Foster Youth Low Income	Professional Development	\$5,000.00				\$5,000.00
1	11	All	High Quality P.E. Instruction	\$2,000.00				\$2,000.00
1	12	English Learners Foster Youth Low Income	After-School STEM	\$18,000.00				\$18,000.00
1	13	English Learners Foster Youth Low Income	High-Quality STEM Instruction	\$95,000.00				\$95,000.00
1	14	English Learners Foster Youth Low Income	High-Quality STEM/Intervention Facilities	\$231,000.00				\$231,000.00
1	15	English Learners Foster Youth Low Income	Retain highly-qualified teachers	\$15,000.00				\$15,000.00
1	16	English Learners Foster Youth Low Income	Classroom Supplies	\$2,000.00				\$2,000.00
1	17	All	Additional Staff for Learning Loss Mitigation		\$105,000.00			\$105,000.00
1	18	All	Increase instructional time to mitigate learning loss		\$100,800.00			\$100,800.00
2	1	All	Maintain School Facilities' Safety and Cleanliness	\$174,000.00				\$174,000.00
2	2	All	Maintain excellent support services to students, staff, parents.	\$212,000.00				\$212,000.00
2	3	All	Continue character education activities at both schools.					\$0.00
2	4	English Learners Foster Youth Low Income	Continue the after-school sports program.	\$3,500.00				\$3,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Retain an additional teacher to maintain lower class sizes.					\$0.00
2	6	English Learners Foster Youth Low Income	Professional Development					\$0.00
2	7	English Learners Foster Youth Low Income	Positive Behavior Reward Program					\$0.00
3	1	All Students with Disabilities	Sponsor school activities to encourage parent participation.	\$800.00				\$800.00
3	2	All	School Climate Survey					\$0.00
3	3	English Learners Foster Youth Low Income	Offer incentives and eliminate barriers to parent engagement.	\$1,000.00				\$1,000.00
3	4	English Learners Low Income	ELD Support for Parents.	\$1,500.00				\$1,500.00
3	5	English Learners Low Income	English Acquisition Support for Parents.	\$2,500.00				\$2,500.00
3	6	English Learners Low Income	Provide translation services at all public meetings.	\$2,000.00				\$2,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$637,500.00	\$637,500.00
LEA-wide Total:	\$242,000.00	\$242,000.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$395,500.00	\$395,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Improved Use of Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,000.00	\$71,000.00
1	4	Library books and materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	5	Additional paraprofessional support (Alview)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alview Kindergarten	\$21,000.00	\$21,000.00
1	6	Additional Paraprofessional Support (Dairyland)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland 4-8	\$47,000.00	\$47,000.00
1	7	Build background knowledge for increased learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	\$36,000.00
1	8	Maintain low class sizes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland	\$75,000.00	\$75,000.00
1	9	Enhanced Learning Experiences	LEA-wide	English Learners Foster Youth Low Income	All Schools K-6	\$6,000.00	\$6,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	12	After-School STEM	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland	\$18,000.00	\$18,000.00
1	13	High-Quality STEM Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,000.00	\$95,000.00
1	14	High-Quality STEM/Intervention Facilities	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dairyland	\$231,000.00	\$231,000.00
1	15	Retain highly-qualified teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
1	16	Classroom Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	4	Continue the after-school sports program.	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dairyland 7-8	\$3,500.00	\$3,500.00
2	5	Retain an additional teacher to maintain lower class sizes.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland 4-6		\$0.00
2	6	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	7	Positive Behavior Reward Program	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
3	3	Offer incentives and eliminate barriers to parent engagement.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	ELD Support for Parents.	LEA-wide	English Learners Low Income	All Schools	\$1,500.00	\$1,500.00
3	5	English Acquisition Support for Parents.	LEA-wide	English Learners Low Income	All Schools	\$2,500.00	\$2,500.00
3	6	Provide translation services at all public meetings.	LEA-wide	English Learners Low Income	All Schools	\$2,000.00	\$2,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.