Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](): General instructions & regulatory requirements.

[Appendix A](): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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 monthly by District administration. Our district offers ESL classes for non-English speaking parents.

Students in grades 4-8 may participate in the Dairyland Band. Other programs include GATE, STEM Science instruction, after-school tutoring, and 4-H. Students in grades 7-8 may also participate in school-sponsored sports.

Our district has had strong community pride since the early 1900's. Community residents 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. Some families choose to return to our school community to raise their own children.

Alview-Dairyland Union School District is proud of its achievements 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. 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 70% free and reduced lunch and a 40% language learner population.

LCAP Highlights

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

Additional intervention teacher to provide small group instruction for intervention/at risk students

Additional 7th-8th grade teacher to reduce class size

Additional teacher aide to provide reading support for Kindergarten students.

Two additional teacher aides to assist with push-in for special education and campus supervision at Dairyland.

STEM project-based learning facilitated through Community Science Network.

Mobile STEM Lab will be continued and upgraded

Modular STEM Lab to be constructed at the Alview Campus

GATE instruction and activities with afterschool workshops facilitated through Community Science Network

Support effective use of technology by continuing training, coaching, or other supports to teachers for effective classroom instruction

All grade levels (except 6th) receive $1,500 to use for an educational field trip that fits with their curriculum.

Full funding for Outdoor Education for all 6th graders.

Three educational assemblies that present messages to promote academic achievement and good citizenship

Two travelling teachers from Modesto Junior College to conduct hands-on lessons in science and social studies for each grade level.

ESL classes for Spanish-speaking parents

After-school tutoring to present small group instruction for mastery of state standards.

Spanish-speaking interpreters for public meetings and parent conferences will be available.

Provide food and babysitting for parents attending DELAC meeting.

Review of Performance

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

Greatest Progress

State assessment (SBAC) scores in English Language Arts (ELA) declined slightly (.3 points) and in math increased by .2 points district-wide. Despite comparatively high achievement, the maintenance of effort indicated by those scores dropped the dashboard indicator from green to yellow. Students, however, demonstrated overall academic growth in both ELA and Math at the Dairyland Campus.

The overall suspension rate declined, keeping the Dashboard ranking in the green category

Chronic absenteeism at both campuses met state goals and also indicated a Dashboard ranking in the green category.

The mobile STEM lab and CSN 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' 1:1 access to technology is functional

The Districts' local indicators with regard to course offering and curriculum were met as ADUSD has current adoptions in all subjects.

ADUSD met all parent engagement goals and had strong support with conference attendance and parent informational meetings.

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

Greatest Needs

We are pleased that none of our state indicators were in the Red or Orange categories in the Fall, 2018, California School Dashboard. We do recognize the need to continue improving results for our student groups, and to increase the rate at which our English Learners are acquiring English proficiency.

To continue to achieve strong Dashboard results, the areas for which the District has determined a need for increased/improved services are as follows:

Providing each student with access to a laptop continues to be a huge improvement for our targeted students, many of whom do not have access to that technology at home.

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

The educational field trips allow us to build background knowledge for our targeted student groups by taking them to places and events they might not otherwise have experienced.

A focused ELA/ELD intervention teacher who can provide small-group instruction that will better engage and support struggling learners and will directly benefit our targeted students.

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

Performance Gaps

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

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.

We are pleased to report that none of our schools have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported 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.

(Not applicable)

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.

(Not applicable)

Annual Update

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, and 8

Local Priorities: Local reading assessments

Annual Measureable Outcomes

Expected	Actual
100% of teachers will be appropriately credentialed and assigned.	All teachers were appropriately credentialed and assigned.
100% of students have access to high-quality, standards-aligned curriculum and instructional materials	100% of students had access to high-quality, standards-aligned curriculum and instructional materials
100% of students, including English learners, will receive daily instruction in academic content and performance standards and, for English Learners, English language development standards adopted by the state board for all pupils.	100% of students, including English learners, 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.
Mean distance from Level 3 in will improve in ELA -- All students: 7 points to 9.6 points above. (Green category) EL: 10.3 points to 5 points below (Green Category) Low Income: 10 points to 8.9 points below (Yellow Category) Hispanic: 10 points to 10.6 points below (Yellow Category) White: 7 points to 36.7 points above (Green Category) Students with Disabilities: 10 points	Academic Indicator, ELA: [https://www.caschooldashboard.org] Mean distance from Level 3 – All students: Maintained by .3 points; 2.4 points above std. (Yellow category) EL: Declined by 8.8 points; 24.1 points below std. (Orange Category) Low Income: Increased by 8.2 points; 10.7 points below std. (Yellow Category)

	Hispanic: Maintained by -.1 point; 20.7 points below std. (Orange Category) White: Increased by 4.7 points; 34.4 points above std. (Green Category) Students with Disabilities: The number of students was 7, so no results were reported.
Mean distance from Level 3 in will improve in Math -- All students: 5 points to 3.5 points below. (Green category) EL: 8 points to 18.1 points below (Green Category) Low Income: 8 points to 17.5 points below (Green Category) Hispanic: 10 points to 22.8 points below (Green Category) White: 5 points to 27.3 points above (Green Category) Students with Disabilities: 10 points	Academic Indicator, Math: [https://www.caschooldashboard.org] Mean distance from Level 3 – All students: Maintained by .2 points; 8.3 points below std. (Yellow category) EL: Declined by 3.7 points; 28.1 points below std. (Orange Category) Low Income: Increased by 4.5 points; 21.1 points below std.(Green Category) Hispanic: Increased by 4.5 points; 28.3 points below std. (Yellow Category) White: Maintained by -2.5 points; 19.8 points above std.(Green Category) Students with Disabilities: The number of students was 7, so no results were reported.
Students will show yearly improvement or maintain high levels on local reading assessments, including Accuracy, Fluency, and Comprehension.	Comprehension Scores: Fluency Scores: Gr. 3 +7% +37 words Gr. 4 +0% -19 words Gr. 5 +3% +50 words Gr. 6 -15% -21 words
The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2017-2018, based on the state assessment scores. The rate of students redesignated as fluent English proficient (FEP) will increase over the 2017-2018 rate of 0%. The English Learner Progress Indicator baseline will be established using the new state assessment (ELPAC)	English Learner Progress Indicator: [https://www.caschooldashboard.org] The rate of English learners demonstrating at least one year of progress annually toward English fluency could not be reported, as the state assessment has changed. The rate of students redesignated as fluent English proficient (FEP) was 7%. The English Learner Progress Indicator increased to 75.4% in 2016, an increase of 6.2% over the 2015 baseline. However, the Fall, 2017, Dashboard was based on 2017 results, and the ELPI had slightly declined by .6% to 74.8%, putting it in the Yellow Category. No data is available for 2018-29 as the assessment data transitions from CEDLT to ELPAC.
Students will be increasingly engaged as measured by a chronic absenteeism rate below 8%.	The 2017-18 Chronic Absenteeism Rate as reported on the California Dashboard [https://www.caschooldashboard.org] was 5.9%.

Students will be significantly engaged as measured by a middle school dropout rate of 0%.	The middle school dropout rate was 0%.
School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease -- All students: .5% to 2.3%. (Green Category) EL: .6% to 2.5%. (Green Category) Low Income: .6% to 3%. (Green Category) Hispanic: .9% to 3%. (Green Category) White: .5% to .8%. (Green Category) Students with Disabilities: 1% to 6.7%	Suspension Rate Indicator: [https://www.caschooldashboard.org] The Suspension Rate Indicator declined: All students: 2.8% to 1.9% (Green Category) EL: 3.1% to 1.8%. (Green Category) Low Income: 3.6% to 2.2%. (Green Category) Hispanic: 3.9% to 2.9%. (Green Category) White: 1.3% to .6. (Green Category) Students with Disabilities: 7.7% to 0% (No color assigned)
School climate will be enhanced as measured by maintaining the expulsion rate at 0%.	The expulsion rate was 0%.
School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.	**Surveys were conducted in May 2019:** **Alview parents who responded:** 98% feel welcome at their child's school. 100% feel that their child is safe at school. 99% feel that the school is meeting their child's needs in ELA; 99% in math; 98% in science and social studies. **Dairyland parents who responded:** 92% feel welcome at their child's school. 95% feel that their child is safe at school. 93% feel that the school is meeting their child's needs in ELA; 92% in math; 90% in science and social studies. **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.
Average class sizes for 4-6 grade students will be maintained below 24.	Average class sizes for 4-6 grade students was 21.8.

Students' access to technology will be maintained at a 1-to-1 ratio in grades K-8.	A 1-to-1 ratio was maintained in grades K-8.
All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students participated in a broad course of study that included ELA, math, ELD (as appropriate), social studies, science, arts, and PE and STEM.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit, hire, and retain highly-qualified instructional staff.	At the end of 2017-2018 three full-time teaching positions became vacant. We hired one highly-qualified teacher and two teacher interns to fill the vacancies (a&b)	a.$1,918,618 (all teachers) b.$64.000 (see goal1, action 8)	a.$ 1,800,308 (all teachers) b.$51,407 .

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, science, social studies, and STEM. b. Provide students with high-quality supplementary instructional materials in ELA, math, ELD, science, social studies, and STEM.	a.The District purchased McGraw-Hill materials for the language Arts program, grades K-8. Embedded in the program are ELA and ELD instructional materials that are California State Standards-aligned. Purchased supplemental social studies materials ("Kids Discover") which is a classroom magazine designed to make social studies curriculum more accessible for English Learner students. We renewed "Go Math"	a. $20,500	a. $3,198 for ELA/ELD supplemental materials and $7,800 for "Kids Discover" = $10,998. $25,000 for core curriculum consumable replenishment.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	subscription with Houghton Mifflin, which provided math instruction based upon CA State Standards. b. Community Science Network provided STEM Professional Development to teachers four times in 2018-19. .	b. $8,000	b. 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve the use of technology in instruction by: a.Identifying online training, coaching, new hardware, or other support teachers may need to support student learning and effective interventions. b.Maintaining a one-to-one student/device ratio in grades 3-8. c. Provide each student with headsets for a 1-1 device so that each can make most effective use of the device.	a.IPads were purchased for each teacher to access new educational applications. b. Replacement laptops were ordered for damaged machines but all were still under warranty. Two replacement laptop labs were purchased for obsolete computers. c. New headphones were purchased for all students	a. $35,000 b. $5,000 c. $5,000	a. $7,750 b. $ 26,192 c. $946

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
d. Hire a full-time technology support person for additional support for using technology effectively.	d. Hired Director of Technology as District Employee.	d. $36,800 / $55,200	d. $36,800 / $55,200

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue replacement/increase of library books, including better facilities, to support students in improving literacy.	Books were purchased to go into the libraries.	$5,000	$4,088

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Paraprofessional at Alview to provide reading support for kindergarten students.	The Paraprofessional worked directly with Kindergarten students at Alview School.	$17,000	$16,627

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Paraprofessional at Dairyland to support push-in instruction for students with Disabilities.	The Paraprofessional worked throughout the day with push-in and pull-out instruction.	$16,000	$15,213

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To build background knowledge and experiences for increased learning, principally for unduplicated students, to enhance their connections to the school community, and to promote positive school climate: a. Provide three (3) educational assemblies per site. b. Provide field trips for all grade levels. c. Provide funds to help send 6th graders to Outdoor Education.	a. Three educational assemblies were held, presenting anti-bullying messages, and also covering music and dance. b. Grades K-2 went to Chaffee Zoo; 1st and 7th graders went to Hilmar Cheese Factory; 3rd grade went to the Monterey Bay Aquarium; 4th grade went to Mission San Juan Bautista; 5th grade went to the Exploratorium in SF; 8th grade took a trip to the State Capitol in Sacramento. c. Monies were budgeted to supplement the District's yearly allotment. A total of 44 sixth graders attended for the week long session.	a. $6,000 b. $8,000 c. $13,500	a. $5,800 b. $7,268 c. $12,256

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with an additional teacher to maintain lower class sizes for grades 4-6.	The additional teacher in 4-6 grades enabled the district to provide a 21.8 average class size in those grades.	Included in Goal 1, Action 1	Included in Goal 1, Action 1

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ a part-time ELA/ELD paraprofessional to support small-group instruction that will	A full-time paraprofessional was hired mid-year to support small-group instruction and to	$10,000	$ 9708

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
better engage and support struggling learners, including those whose academic difficulties often result in behavior problems.	support struggling learners for grades 4-6. We plan to hire a credentialed teacher to fill this role in 2019-20.		

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue traveling teachers for grades K-6 for science and social studies supplementation.	There were a total of 15 traveling teacher visits from Modesto City College Traveling Teacher program to both school sites. K-6 teachers utilized the service, while 7th and 8th grade teachers did not.	$5,000	$3,600

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Data Works staff provided individual coaching for two teachers regarding student engagement strategies. Two teachers attended Kagan workshops for best instructional and student engagement practices.	$5,000	$1,757

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers work after regular school hours to present small group instruction, principally for	All teachers offered after-school tutoring during the year. Some teachers offered more	$30,000	$48,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
unduplicated students, for standards mastery, and to support English learners' access to core curriculum. (Tutoring)	opportunities than others. All eighteen teachers again offered "Super Tutoring" opportunities from early March to mid-April to ensure grade level standards mastery.		

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.	Replenished PE equipment and SPARK materials.	$2,000	$ 861

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the after-school arts program at Dairyland, and Alview. Provide both art teachers with an assistant	The after-school Arts program was added this year at Alview School. An Aide was provided only for the Alview program for classroom management and assistance.	$5,000	$2,500

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by	Dairyland students met from October –April for 20 classroom sessions. A Showcase	$15,000	$15,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
continuing the after-school STEM Academy workshops.	session where several of the students demonstrated their completed catapult/trebuchet projects was held in mid-April.		

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Mobile STEM Lab: Action Discontinued.	The STEM trailer was maintained and incurred no further cost to the district in 2018-19—all costs associated with STEM instruction were the result of implementation from the Community Science Network's "SAM Academy". (see action 17)		

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Direct instruction was provided by a facilitator from the Community Science Network's "SAM Academy as scheduled. Students worked on circuitry and displayed the "solar villages" they constructed at Dairyland's Science Fair night. STEM continues to be an enhancement to NGSS Curriculum.	$70,000	$71,500

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Provide each teacher with 20 or more years experience a stipend of $500. 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	The district provided an additional stipend for each current teacher with service of 20 or more years with the district. Also, to maximize students' access to those highly-trained and effective teachers, the district offered a 'Teacher Attendance Incentive Fund" to be divided equally among any district teachers who do not miss more than three days per school year	a.$2,500 b.$3,000	a.$9,500 b.$3,000

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide each classroom with $100 to purchase special or additional materials that are principally directed toward meeting the needs of Unduplicated Pupils. .	The district allotted each classroom $100 for this purpose.	$1,700	$1,700

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions to reach this goal was conducted as planned with a few exceptions:

In implementing Action #3c, the district determined the initial technology support services were insufficient to support the infrastructure and other needs resulting from achieving a 1-to-1 student/device ratio. As a result, the district discontinued its contract with MCSOS for technology support and hired our own Director of Technology.

The District was fortunate to find the paraprofessional to provide additional support to struggling students to implement Action #9 when we were not able to hire a credentialed teacher.

The afterschool arts teacher at Dairyland did not utilize the services of an Aide in implementing Action #14.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services in support of English Language Arts and mathematics appeared to be effective, as reflected in the state assessment results. As noted in the "Greatest Progress" section, all students overall, and each student group, exceeded expectations for points from standard but did not meet targets for overall growth. Actions principally directed towards improving progress for unduplicated pupils also appeared to be effective with regard to achievement but were still below targets for growth. Further actions with regard to tutoring and 4-6th grade intervention in both ELA and Math were implemented mid-year to support desired growth outcomes for targeted student groups

With regard to local assessments, some grade levels showed little or no progress in comprehension due to higher level end-of-year passages. Weekly timed readings have strengthened fluency in most grade levels. All grades need to continue to focus on the Accelerated Reader program and timed reading practice to enhance overall reading skills and strategies for growth in the 2019-20 school year.

English Learner progress also exceeded anticipated outcomes. The reclassification rate of 7% was nearly double the goal.

A full-time paraprofessional was hired mid-year to support small-group instruction and to support struggling learners in grades 4-6. Based on assessment data, the intervention program was effective. In 2019-20, the district will recruit for a credentialed teacher to fill that role.

Actions to keep the district's schools welcoming and safe appear to have had a more positive impact on parent perceptions than on those of the 6-8 grades students who completed surveys. Satisfaction rates among parents were all above 90%, meeting our expected outcomes.

A higher percentage of students felt "safe at school" than did in the 2018 survey. However, students' satisfaction rates in the areas of school maintenance/cleanliness fell below 80%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action #2b, teachers did not find professional development opportunities that met their needs; more seminars on student engagement are planned for the summer of 2019. Professional development or STEM was provided at no additional cost over and above the District's contract with Community Science Network.

Action #3, planned expenditures were overestimated for teachers and underestimated for student technology needs. Total expenditure figure for complete action, however, was accurate.

Action #9, we were not able to hire a credentialed teacher, but found a highly-qualified paraprofessional mid-year who was effective.

Action #10, teachers did not use as many traveling teachers during the 18-19 school year.

Action #11, The Data Works coaching for the three new teachers was postponed. All three are enrolled in university programs in which student engagement is embedded in overall instruction.

Action #12, Teacher tutoring exceeded expectations. More teachers tutored more days throughout the school year. 100% of teachers all tutored at least two days a week during March-April to help ensure students grade level standards mastery.

Action #13, We did not have the need to replace as much equipment as anticipated. Our teachers were diligent to monitor the usage.

Action #14, The teacher at Dairyland did not utilize the services of an aide and the cost of materials was lower than anticipated.

Action #15a, The teacher longevity stipend was budgeted incorrectly at $500 per teacher. The incentive amount is on a sliding scale dependent on the amount of years over 20; ranging from $1500-$2025

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Results from ELA and Math indicate that subgroups did not grow in their subject matter mastery. Although, they met targets for points away from level 3 (standard), growth numbers for Socio-economically disadvantaged and EL students fell short of goals. As a result, changes for 2019-20 will include hiring a credential teacher to lead an intervention initiative focusing on small group instruction to support those subgroups.

In mid-2019, Dairyland recruited and employed an intervention teacher to work with unduplicated students to support mastery of grade level standards. The interventions were integral in closing the Achievement Gap and the 2019-20 Goal 1 Action 8 will include the intervention teacher. The additional regular classroom teacher will remain in place as part of the general fund and will be moved from grades 4-6 to 7-8 to accommodate smaller class sizes in those grade levels.

Mobile STEM lab has proven a tremendous success. To sustain the lab and use it and other classroom opportunities to provide expanded STEM curriculum and instruction, stakeholders agreed that the district should contract with the Sanger SAM Academy. **(Goal 1, Action 16)**

Since the construction and equipping of the Mobile STEM Lab was completed in 2017-2018, the continuing costs have been reflective only of the services and materials associated with its continued use. **(Goal 1, Action 17).** During Stakeholder meetings throughout 2018-19, however, it became clear that a more

permanent STEM facility is needed to continue to expand STEM instruction and curriculum. As a result, an action of an additional STEM classroom at the Alview Campus is included in 2019-20 actions. **(Goal 1, Action 16 for 2019-20)**

Teacher training and experience are essential contributors to the academic success of our students and the district's upward progress. Because we believe that it is in the best interests of our Unduplicated Pupils to receive instruction from experienced teachers, the district and its stakeholders agree that it should make efforts to retain those teachers. To that end, the district will provide an additional stipend between $1500-$2025 (dependent on years of service) for each current teacher with service of 20 or more years with the district. **(Goal 1, Action 18)** Also, to maximize students' access to those highly-trained and effective teachers, the district will offer a 'Teacher Attendance Incentive Fund" to be divided equally among any district teachers who do not miss more than three days per school year. **(Goal 1, Action 18)**

Academic results show gaps closing, and overall improvement. We believe that providing teachers with additional funds to purchase materials principally directed toward addressing the needs of struggling students, student performance will continue to increase. The district will allot each classroom $100 for this purpose. **(Goal 1, Action 19)**

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: 1, 4, 5, and 6

Local Priorities: None

Annual Measureable Outcomes

Expected	Actual
Facilities Inspection Tool: Maintain "Exemplary" rating on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites.	Both sites again scored "Exemplary" rating on the Facility Inspection Tool or condition and safety of building and grounds.
Academic Indicator, ELA. Mean distance from Level 3 in will improve -- All students: 7 points to 9.6 points above. (Green category) EL: 10.3 points to 5 points below (Green Category) Low Income: 10 points to 8.9 points below (Yellow Category) Hispanic: 10 points to 10.6 points below (Yellow Category) White: 7 points to 36.7 points above (Green Category) Students with Disabilities: 10 points	Academic Indicator, ELA: [https://www.caschooldashboard.org] Mean distance from Level 3 – All students: Maintained by .3 points; 2.4 points above std. (Yellow category) EL: Declined by 8.8 points; 24.1 points below std. (Orange Category) Low Income: Increased by 8.2 points; 10.7 points below std. (Yellow Category) Hispanic: Maintained by -.1 point; 20.7 points below std. (Orange Category) White: Increased by 4.7 points; 34.4 points above std. (Green Category) Students with Disabilities: The number of students was 7, so no results were reported.
Academic Indicator, Math Mean distance from Level 3 in will improve -- All students: 5 points to 3.5 points below. (Green category)	Academic Indicator, Math: [https://www.caschooldashboard.org] Mean distance from Level 3 –

Expected	Actual
EL: 8 points to 18.1 points below (Green Category) Low Income: 8 points to 17.5 points below (Green Category) Hispanic: 10 points to 22.8 points below (Green Category) White: 5 points to 27.3 points above (Green Category) Students with Disabilities: 10 points	All students: Maintained by .2 points; 8.3 points below std. (Yellow category) EL: Declined by 3.7 points; 28.1 points below std. (Orange Category) Low Income: Increased by 4.5 points; 21.1 points below std.(Green Category) Hispanic: Increased by 4.5 points; 28.3 points below std. (Yellow Category) White: Maintained by -2.5 points; 19.8 points above std.(Green Category) Students with Disabilities: The number of students was 7, so no results were reported.
English Learner Progress Indicator: The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2017-2018, based on the state assessment scores. The rate of students redesignated as fluent English proficient (FEP) will increase over the 2017-2018 rate of 0%. The English Learner Progress Indicator baseline will be established using the new state assessment (ELPAC)	English Learner Progress Indicator: [https://www.caschooldashboard.org] The rate of English learners demonstrating at least one year of progress annually toward English fluency could not be reported, as the state assessment has changed. The rate of students redesignated as fluent English proficient (FEP) was 7%. The English Learner Progress Indicator increased to 75.4% in 2016, an increase of 6.2% over the 2015 baseline. However, the Fall, 2017, Dashboard was based on 2017 results, and the ELPI had slightly declined by .6% to 74.8%, putting it in the Yellow Category. No data is available for 2018-19 as the assessment data transitions from CEDLT to ELPAC.
Chronic Absenteeism Rate: Students will be increasingly engaged as measured by a chronic absenteeism rate below 8%.	The 2017-18 Chronic Absenteeism Rate as reported on the California Dashboard [https://www.caschooldashboard.org] was 5.9%.
Middle School Dropout Rate: Students will be significantly engaged as measured by a middle school dropout rate of 0%.	The middle school dropout rate was 0%.
School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease -- All students: .5% to 2.3%. (Green Category) EL: .6% to 2.5%. (Green Category) Low Income: .6% to 3%. (Green Category) Hispanic: .9% to 3%. (Green Category) White: .5% to .8%. (Green Category) Students with Disabilities: 1% to 6.7%	Suspension Rate Indicator: [https://www.caschooldashboard.org] The Suspension Rate Indicator declined: All students: 2.8% to 1.9% (Green Category) EL: 3.1% to 1.8%. (Green Category) Low Income: 3.6% to 2.2%. (Green Category)

Expected	Actual
	Hispanic: 3.9% to 2.9%. (Green Category)
	White: 1.3% to .6. (Green Category)
	Students with Disabilities: 7.7% to 0% (No color assigned)
Expulsion Rate: School climate will be enhanced as measured by maintaining the expulsion rate at 0%.	The expulsion rate was 0%.
School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.	**Surveys were conducted in May 2019:** **Alview parents who responded:** 98% feel welcome at their child's school. 100% feel that their child is safe at school. 99% feel that the school is meeting their child's needs in ELA; 99% in math; 98% in science and social studies. **Dairyland parents who responded:** 92% feel welcome at their child's school. 95% feel that their child is safe at school. 93% feel that the school is meeting their child's needs in ELA; 92% in math; 90% in science and social studies. **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.
Average Class Size: Average class sizes for 4-6 grade students will be maintained below 24**.**	Average class size in grades 4-6 was 21.8.

[Actions / Services](#)

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.	An adequate number of custodial and maintenance crew persons were on the job daily fulfilling their duties. Daily cleaning of all buildings, touched up paint and kept lawns, shrubs and trees watered. Kept lawns mowed, shrubs and trees trimmed. Painted all trip hazards with yellow paint. Energy efficient lighting was installed in outdoor hallways. 95% of parents who responded to the survey agreed their child's school is clean and well-maintained.	$124,000	Materials cost: $5,242 Services cost: $6,210 Salaries: $ 133,242 $144,694 total

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain excellent support services to students, staff, and parents.	An adequate number of office and clerical staff were on the job daily providing excellent services to students, staff, and parents.	$205,558	$206,566

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	95% of parents who responded to the survey agreed that they feel welcome at their child's school.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue character education activities at both schools.	Project Wisdom quotes were read each morning over the public address system on both sites. "Caught Being Good" tickets were distributed by staff members to students who would exhibit positive character traits throughout the day.	No cost	No cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the after-school sports program to engage students in positive school activities.	One football coach, one volleyball coach, two basketball coaches, and two soccer coaches were hired during the year to cover the coaching duties for the 7th and 8th grade programs.	$5,000	$3389

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire an additional teacher to maintain lower class sizes for grades 4-6.	See Goal #1, Action #8	See Goal #1, Action #8	See Goal #1, Action #8

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	See Goal #1, Action #11

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue a Caught Being Good program to encourage students to act appropriately by offering incentives to do so.	We have continued the "Caught Being Good" program in which students receive blue tickets in exchange for random acts of kindness or exhibiting good character traits. The blue tickets went into a prize drawing. The drawings were monthly at Alview and quarterly at Dairyland.	No cost – sponsored by the Parent Club	No cost

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions to support this goal were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As noted in this section under Goal 1, the actions and services in support of English Language Arts and mathematics appeared to be effective for outcomes but not for growth, as reflected in the state assessment results—see actions under goal 1.

The actions and services implemented to provide students with clean, safe campuses resulted in "exemplary" ratings on the Facilities Inspection Tool (FIT).

Actions and services undertaken to provide a positive, clean, safe, and healthy environment also appear to have been effective in helping to significantly reduce the suspension rate. Expulsion and dropout rates remain at zero.

Also, the Chronic Absenteeism rate met anticipated outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1, the cost of services was higher than planned based on additional maintenance and safety projects at both campuses. Salary costs were also higher based on the addition of a new part-time custodian mid-year at the Dairyland campus.

Action 4, the cost of the after school coaches was overestimated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholders agreed that increasing the amount and availability of tutoring services might help academic growth for Unduplicated Students and continue closing achievement gaps. As an incentive, teacher tutoring rates have been significantly increased. (Goal 1, Action 12)

Academic results show gaps closing, and overall improvement. We believe that providing teachers with additional funds to purchase materials principally directed toward addressing the needs of struggling students, student results will continue to increase. The district will allot each classroom $100 for this purpose. (Goal 1, Action 19)

The district also hired an additional part-time custodian at the Dairyland campus to maintain/improve a clean, safe, and healthy school environment. (Goal 2, Action 2)

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: None

Annual Measureable Outcomes

Expected	Actual
Efforts to seek parent input in making decisions for the school district and each individual school site: 60% of parents will respond to the survey.	48% of parents responded to the survey. After a 22% response last year from an online survey, parents were sent a paper/pencil form in May of 2019.

Expected	Actual
20 or more parents will participate in the District English Learner Advisory Committee (DELAC).	In January of 2019, 12% of parents attended an LCAP meeting and informational presentation on the dangers of Social Media and Human Trafficking DELAC meeting attendance increased—100% of committee members participated in December-June meetings.
Promote parent participation -- 85% of parents will participate in one or more school activities.	Observations of parent attendance at Back to School BBQ, daytime school activities, student performances, student awards assemblies, parent/teacher conferences, Science Night, etc. the district estimates this goal was met. 95% of parents attended parent-teacher conferences in the fall of 2018.
Make 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; and promote parent participation in programs for unduplicated pupils: 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	Attendance at SSC and PAC meetings remained constant over the prior year. For the first time in several years, the District experienced 100% attendance at DELAC meetings.
Promote parent participation in programs for unduplicated pupils: The number of parents participating in English language development classes will increase over the prior year.	Parent participation stayed constant over the 2018-19 school year. Babysitting services continued to be an incentive for regular attendance.
Promote parent participation in programs for unduplicated pupils: The number of parents using the English language acquisition computer program will increase over the prior year.	No computer program was purchased this year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Sponsor school activities to encourage parent participation in school activities and in school and district committees.	Communications were sent home in students' Friday Folders inviting parents to events throughout the year. Events in which parents participated were: Back-to-School BBQ. Fall Parent/Teacher conference Monthly awards assemblies were held at Alview. Quarterly awards were presented at Dairyland. Science Fair – Parent Viewing Night One Book Fair at each campus Parent Education Night---PROTECT Spring Parent/Teacher conferences 3rd Grade Mothers' Day Tea. 8th Grade Parent Tea. Kindergarten graduation 8th Grade graduation Parent were encouraged to attend ELAC/DELAC meetings, School Site Council meetings, Parent/Teacher Club meetings, LCAP Stakeholder meeting, ELD classes for adults, LCAP Committee meetings.	$200	$330

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annually survey parents to solicit input on communication, climate, and conditions at both schools.	50.8% of Alview parents and 47% of Dairyland parents responded to the School Climate Survey in May of 2019.	No cost	No cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide food and babysitting 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.	Babysitting services were offered at all Parent ESL classes.	$200	$769

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide computer programs for English language acquisition and mastery for home use.	The computer programs were not made available this year	$500	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer English language development classes for parents.	24 ESL class sessions were provided throughout the school year. The sessions were each 1.5 hours long and there were an average of 8 parents with Spanish as a first language in attendance.	$5,000	$3,600

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a monthly newsletter to all parents in English and Spanish.	Nine newsletters went home with every child during the school year. An ADA compliant website was implemented and kept current so parents could easily access information about the district, district calendar and school activities.	$200	$200 for the Newsletters and $3,735 for contract, and training through Blackboard for the website compliance. Total of $3,935

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide translation services at all public meetings.	A Spanish translator was made available for special district meetings. Spanish translators were also available for Fall and Spring parent/teacher conferences and IEP team meetings.	$3,000	$500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Via the communications sent home by each teacher in the Friday Folders, plus information included in the monthly newsletters, and invitations by the Parent/Teacher Club governing board, parents were invited to be more fully engaged in the education of their students.

All parents with children in grades K-8 were provide access to the district/school satisfaction survey. 48.7% of parents responded to the survey.

All 6th,7th, and 8th grade students were provided access to the school satisfaction survey and 100% of students responded.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In the School Climate Survey, 95% of the parents who responded felt they were welcome at their child's school.

95% of Parents Attended Parent-Teacher Conferences in the Fall

45 Parents attended an LCAP information night in January of 2019

PTC, SSC, DELAC and LCAP Committee meetings have regular attendance.

ESL Classes for adults had increased attendance in 2018-19 due to a bilingual instructor.

Almost 50% of parents participated in the School Climate Survey as opposed to 22% who participated in 2017-18 as the District moved back to a paper/pencil version for data collection.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district spent less than budgeted to provide important translation services at parent/teacher conferences and IEP meetings; many of the meetings and events were in the context of bilingual translators' regular duty day and unable to be isolated as a translation service. In addition, two of the three new teachers as well as the new vice principal are bilingual and fewer translators were needed

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Parents have been reluctant to use ESL programs at home. They appear to be more comfortable with the direct instruction that is offered on the school site and many lack the hardware devices at home to utilize the technology. **(Goal 3, Action 3)**

Providing Spanish interpretation services at meetings and activities in which parents were invited to participate seemed to increase the amount and level of participation, so that budget will be significantly increased. . **(Goal 3, Action 7)**

The district will increase efforts next year in soliciting parent participation on the survey and look at additional ways in which parents might be encouraged to respond. **(Goal 3, Action 2)**

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

On September 11, 2018, the School Board members were given the LCAP Update for Alview-Dairyland Union School for 2018-19 at a regular Board of Trustees meeting. Members were asked to review the information and to ask any questions regarding the updates. They were encouraged to begin to think how they would want to spend monies for 2019-20 to serve our target groups. Clarifying questions were posed by members and answered by Sheila Perry, the Superintendent. Board members were encouraged to put suggestions in writing.

On September 18, 2018, copies of the 2017-18 School Climate Survey Data were distributed to all attendees at the Parent Teacher Club and the data was discussed.

On October 23, 2018, the LCAP Update for Alview-Dairyland Union School for 2018-19 was handed out to all in attendance at the Parent Teacher Club meeting. Verbal and written feedback was solicited.

On November 13, 2018, the LCAP Update for Alview-Dairyland Union School for 2018-19 was given to District Managers in their weekly meeting. This group represents food services, transportation, finances, office staff, maintenance, and school administration. All attendees were encouraged to submit written suggestions or feedback.

On November 14, 2018, the LCAP Update for Alview-Dairyland Union School for 2018-19 was distributed and discussed at the School Site Council meeting. All members were encouraged to give written feedback and input. One of the members sent an email with specific suggestions as a follow-up to that meeting.

On December 6, 2018, the LCAP Update for Alview-Dairyland Union School for 2018-19 was discussed at the DELAC meeting. Written input was solicited.

On January 8, 2019, the District February Newsletter was sent to all households in English and in Spanish announcing the Parent Information and Input Night to be held on January 24, 2019 at 6:30 PM. A brief list of LCAP expenditures for 2018-19 was presented in the Newsletter and parents were alerted to the fact that they could submit written comments to the Superintendent

On January 24, 2019, the LCAP Update for Alview-Dairyland Union School for 2018-19 was presented and discussed at an LCAP parent meeting; written and verbal input was solicited.

. On February 26, 2019, the LCAP Update for Alview-Dairyland Union School District for 2018-19 was again reviewed by the Board of Trustees. The Trustees asked questions and gave suggestions.

On March 6, 2019, the District Managers were again asked to give input into the current LCAP expenditures and they were encouraged to put ideas in writing and present those to the Superintendent.

On April 22, 2019, the LCAP Update for Alview-Dairyland Union School for 2018-19 was again presented to the District management team; all team members were asked for input for planned expenditures in the 2019-20 school year.

On April 22, 2019, the LCAP Update for Alview-Dairyland Union School for 2018-19 was presented to the District budget committee; verbal input was discussed and all committee members were solicited for written input.

On April 25, 2019, at the Alview-Dairyland School Site Council/LCAP Committee/Parent Advisory Committee meeting, the LCAP expenditures for 2018-19 were presented and discussed. Suggestions were made by the Parent Advisory Committee members.

On April 26, 2019, a school climate survey went to all households inviting parents/guardians to provide honest feedback about overall school services.

During the week of April 29th, all 6th-8th grade students took a school climate survey through the online resource, Survey Monkey.

On May 13, 2019 the Student Council members and Classroom Representatives at Dairyland attended a meeting with the Superintendent to review current services and programs funded by the 2018-19 LCAP. The students gave suggestions and recommendations for additions to the services and programs.

On May 13, 2019, the LCAP services and expenditures to date for 2018-19 were presented to the classified staff at Alview and Dairyland Schools. Staff members were encouraged to put into writing any suggestions they might have.

On May 14, 2019, the LCAP Update for Alview-Dairyland Union School District for 2018-19 was again reviewed by the Board of Trustees. The Trustees asked questions and gave suggestions.

On May 20, 2019, the LCAP services and expenditures to date for 2018-19 were presented to the certificated staff for the district at their regularly scheduled Monday meeting. Suggestions were made by the teachers, and they were encouraged to put their suggestions into a written form and submit them.

On May 24, 2019 the bargaining unit for ADUSD discussed the proposals for the 2019-20 LCAP and the unit members where asked for their input.

On May 29, 2019, the DELAC Committee met to solicit input and finalize proposals for the programs/services and expenditures for the 2019-20 LCAP.

On May 30, 2019, the LCAP/Parent Advisory Committee met to finalize proposals for the programs/services and expenditures for the 2019-20 LCAP.

On June 11, 2019, the Board of Trustees met for their regular scheduled meeting to hear the presentation of the LCAP and budget for 2019-20 school year, and to conduct the public hearing.

On June 25, 2019, the Board of Trustees met to vote on the 2019-20 LCAP and the 2019-20 Budget.

Impact on LCAP and Annual Update

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

[Based on the stakeholder consultations described above, the following decisions were made regarding the 2019-20 LCAP:

- Hire an additional 7-8 grade teacher.

- Hire a certificated intervention teacher to provide small group instruction for at-risk students.

- Continue the part-time ELD/ELA teacher to provide small group instruction for intervention/at risk students.

- Continue the additional teacher aide to provide reading support for Kindergarten students.

- Continue the additional teacher aide to assist with push-in for special education and campus supervision at Dairyland.

- Continue GATE STEM instruction and activities with afterschool workshops facilitated by staff from Community Science Workshop Network.

- Invest in a STEM lab at Alview via a portable classroom building.

- Support effective use of technology by continuing training, coaching, or other supports the teachers may need for effective instruction.

- Employ a full-time Director of Technology to support one:one technology at both campuses.

- Continue to allot all grade levels (except 6th) $1,500 to use for an educational field trip that fits with their curriculum.

- Continue full funding for Outdoor Education for all 6th graders.

- Continue three educational assemblies that present messages to stay healthy, work hard, and study to be a success. Cover scientific topics, social sciences, anti-bullying, ecology, etc.
- Continue contract with Modesto Junior College for two travelling teachers to conduct hands-on lessons in science and social studies, for each grade level, revised to K-6.
- Teachers will continue to work after regular school hours (tutoring and super tutoring) to present small group instruction for mastery of state standards.
- A mobile STEM Lab will continue to be utilized throughout the entire school year.
- Continue to contract with a STEM Specialist to provide STEM instruction for all grade levels.
- Spanish-speaking interpreters for public meetings and parent conferences will continue to be available.
- Continue offering food and babysitting for parents attending DELAC meeting.
- Because we believe that it is in the best interests of our Unduplicated Pupils to receive instruction from experienced teachers, the district and its stakeholders agree that it should make efforts to retain those teachers. To that end, the district will provide an additional stipend of $500 for each current teachers with 20 or more years service with the district.
- Stakeholders agree that the needs of our Unduplicated Students are best met by their regular classroom teacher, not from substitutes. To encourage teacher attendance, we will fund an incentive fund of $3000 to be divided among teachers who miss 3 or less days in a school year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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: 1, 2, 4, 5, 6, 7, 8

Local Priorities: Local Reading Assessments

Identified Need:

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

The English Learner Progress Indicator (ELPI) was undetermined in 2018-19 due to the transition from CELDT to ELPAC. The reclassification rate at Dairyland was 7%; 0% at Alview. Academic achievement gaps are closing, but remain, with English Learners, Low Income, and Hispanic students. In ELA, ELs and Hispanics were in the Orange Category; low-income students scored in the yellow range. In Math, ELs scored in the Orange Category, Hispanics scored in the Yellow Range..

Chronic absenteeism rate: 5.9%--declined by 3.9% in the 2017-18 school year.

The overall Suspension Rate Indicator decreased by .8% from the base year and all student groups were evenly distributed in the Green Category—no one group had significant suspension data.

Additional data for CAASPP and ELD progress will be examined when it becomes available in 2019.

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
TEACHERS APPROPRIATELY CREDENTIALED AND ASSIGNED.	95%	95% appropriately credentialed and assigned.	100% of teachers were appropriately credentialed and assigned.	100% of teachers will be appropriately credentialed and assigned.
STUDENTS HAVE SUFFICIENT ACCESS TO HIGH-QUALITY, STANDARDS-ALIGNED CURRICULUM AND	100%	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
INSTRUCTIONAL MATERIALS.				
THE IMPLEMENTATION OF STATE BOARD ADOPTED ACADEMIC CONTENT AND PERFORMANCE STANDARDS FOR ALL STUDENTS	100%	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.	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.	100% of students, including English learners, will receive daily instruction in academic content and performance standards and, for English Learners, English language development standards adopted by the state board for all pupils.
ACADEMIC INDICATOR, ELA (DISTANCE FROM LEVEL 3)	All: 8.1 points below EL: 31 points below Low Income: 30.1 points below Hispanic: 31.4 points below White: 21 points above Students w/Disabilities: 98.3 points below	Mean distance from Level 3 will improve -- **All students**: 7 points to 1.1 points below. (Green category) **EL:** 10 points to 21 points below (Yellow Category) **Low Income**: 10 points to 20.1 points below (Yellow Category) **Hispanic:** 10 points to 21.4 points below (Yellow Category) **White:** 7 points to 28 points above (Green Category) **Students with Disabilities:** 10 points to 88.3 points below	Mean distance from Level 3 in will improve -- **All students**: 7 points to 9.6 points above. (Green category) **EL:** 10.3 points to 5 points below (Green Category) **Low Income**: 10 points to 8.9 points below (Yellow Category) **Hispanic:** 10 points to 10.6 points below (Yellow Category) **White:** 7 points to 36.7 points above (Green Category) **Students with Disabilities**: 10 points	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.")
ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3)	All: 19.9 points below EL: 42.3 points below	Mean distance from Level 3 in will improve -- **All students**: 5 points to 14.9 points below. (Green category) **EL:** 8 points to 34.3 points below (Yellow Category)	Mean distance from Level 3 in will improve -- **All students:** 5 points to 3.5 points below. (Green category) **EL:** 8 points to 18.1 points below (Green Category)	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)

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
LOCAL READING ASSESSMENTS.	Low Income: 38.1 points below Hispanic: 42 points below White: 9.4 points above Students with Disabilities: 125.9 points below	**Low Income**: 8 points to 30.1 points below (Yellow Category) **Hispanic:** 8 points to 34 points below (Yellow Category) **White**: 5 points to 14.4 points above (Green Category) **Students with Disabilities:** 8 points to 117.9 points below	**Low Income**: 8 points to 17.5 points below (Green Category) **Hispanic**: 10 points to 22.8 points below (Green Category) **White**: 5 points to 27.3 points above (Green Category) **Students with Disabilities**: 10 points	**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.")
	Comprehension Scores: Gr. 2 80% Gr. 3 90% Gr. 4 88% Gr. 5 99% Gr. 6 90%	Students will show yearly improvement or maintain high levels on local reading assessments.	Students will show yearly improvement or maintain high levels on local reading assessments, including Accuracy, Fluency, and Comprehension.	Students will show yearly improvement or maintain high levels on local reading assessments, including Accuracy, Fluency, and Comprehension.
ENGLISH LEARNER PROGRESS INDICATOR	69.2%	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2016-2017, based on the state assessment scores.	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2017-2018, based on the state assessment scores.	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2018-2019, based on the state assessment scores.
		The rate of students redesignated as fluent English proficient (FEP) will increase over 2016-2017 rate of 3.7%.	The rate of students redesignated as fluent English proficient (FEP) will increase over the 2017-2018 rate of 0%.	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 increase by 1.5% to 70.7%. (Green Category)	The English Learner Progress Indicator baseline will be established using the new state assessment (ELPAC).	The English Learner Progress Indicator will be determined after the new baseline is established and new ELPI color assigned.

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
ATTENDANCE RATE	96%	Students will be increasingly engaged as measured by a districtwide student attendance rate will increase to 98% or above.	Students will be increasingly engaged as measured by a districtwide student attendance rate maintained at 98% or above.	Students will be increasingly engaged as measured by a districtwide student attendance rate maintained at 98% or above.
CHRONIC ABSENTEEISM RATE	8%	Students will be increasingly engaged as measured by a chronic absenteeism rate below 7%.	Students will be increasingly engaged as measured by a chronic absenteeism rate below 8%.	Students will be increasingly engaged as measured by a chronic absenteeism rate below 4.9% (Green Category)
MIDDLE SCHOOL DROPOUT RATE	0%	Students will be increasingly engaged as measured by a middle school dropout rate of 0%.	Students will be significantly engaged as measured by a middle school dropout rate of 0%.	Students will be significantly engaged as measured by a middle school dropout rate of 0%.
SUSPENSION RATE INDICATOR	**All**: 2.7% **EL**: 2.7% **Low Income**: 3.5% **Hispanic**: 2.3% **White**: 3.6% **Students with Disabilities**: 7.1%	School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease-- **All students**: .5% to 2.2%. (Green Category) **EL:** .5% to 2.2%. (Green Category) **Low Income**: .5% to 3%. (Green Category) **Hispanic:** .5% to 1.8%. (Green Category) **White:** .6% to 3%. (Green Category) **Students with Disabilities:** 1% to 6.1%	School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease -- **All students**: .5% to 2.3%. (Green Category) **EL:** .6% to 2.5%. (Green Category) **Low Income**: .6% to 3%. (Green Category) **Hispanic:** .9% to 3%. (Green Category) **White:** .5% to .8%. (Green Category) **Students with Disabilities:** 1% to 6.7%	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)
EXPULSION RATE	0%	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
SCHOOL CLIMATE SURVEY		School climate will be enhanced as measured by:	School climate will be enhanced as measured by:	School climate will be enhanced as measured by:
	95% Parent Satisfaction	90%+ satisfaction rate on parent surveys.	90%+ satisfaction rate on parent surveys.	90%+ satisfaction rate on parent surveys.
	84% Student Satisfaction	90%+ satisfaction rate on student surveys.	90%+ satisfaction rate on student surveys.	90%+ satisfaction rate on student surveys.
AVERAGE CLASS SIZE	23:1 Average Class Size, Grades 4-6	Average class sizes for 4-6 grade students will be maintained below 24.	Average class sizes for 4-6 grade students will be maintained below 24.	Average class sizes for 4-6 grade students will be maintained below 24.
ACCESS TO TECHNOLOGY	100% 1-1 student/device ratio in grades K-8.	Students' access to technology will be maintained at a 1-to-1 ratio in grades K-8.	Students' access to technology will be maintained at a 1-to-1 ratio in grades K-8.	Students' access to technology will be maintained at a 1-to-1 ratio in grades K-8.
ACCESS TO A BROAD COURSE OF STUDY	100% access	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Recruit, hire, and retain highly-qualified instructional staff.	Recruit, hire, and retain highly-qualified instructional staff.	Recruit, hire, and retain highly-qualified instructional staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,858,132	a. $1,918,618 b. $64,000 (See Goal 1, Action 8)	a. $2,116,592
Source	LCFF Base	a. LCFF Base b. S/C	a. LCFF Base
Budget Reference	1100	1100	1100

Action 2

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All students	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
a. Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, and ELD. b. Provide teachers with professional development in STEM instruction to implement in general education classrooms.	a. Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, science, social studies, and STEM. b. Provide students with high-quality supplementary instructional materials in ELA, math, ELD, science, social studies, and STEM.	a. Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, science, and social studies. b. Provide students with high-quality supplementary instructional materials in ELA, math, ELD, science, social studies, and STEM.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $20,000 b. $5,000	a. $20,500 b. $8,000	a. $25,000 b. $8,000
Source	a. Base b. S/C	a. Base b. S/C	a. Base
Budget Reference	a. 4310 b. 5800	4310	4310

Action   3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improve the use of technology in instruction by: a. Identifying online training, coaching, new hardware, or other support teachers may need to	Improve the use of technology in instruction by: a. Identifying online training, coaching, new hardware, or other support teachers may need to	Improve the use of technology in instruction by: a. Identifying online training, coaching, new hardware, or other support teachers may need to

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
support student learning and effective interventions. b. Maintaining a one-to-one student/device ratio in grades 3-8. c. Contract for technology support services with MCSOS to provide additional support for using technology effectively.	support student learning and effective interventions. b. Maintaining a one-to-one student/device ratio in grades 3-8. c. Provide each student with headsets for 1-to-1 device so each can make most effective use of the device. d. Hire a full-time technology support person for additional support for using technology effectively.	support student learning and effective interventions. b. Maintaining a one-to-one student/device ratio in grades 3-8. c. Headsets will not be included in 2019-20 actions—purchased in 2018-19. d. Retain services of the full-time technology support person.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $27,000 b. $5,000 c. $12,000	a. $35,000 b. $5,000 c. $5,000 d. $36,800/$55,200	a. $5,000 b. $5,000 c. $0 d.$61,110/$36,800
Source	a. S/C b. S/C c. S/C	a. S/C b. S/C c. S/C d. Base/S/C	a. S/C b. S/C d. S/C/Base
Budget Reference	4310/4350/5800	4310/4350/5800	4310/4350/5800

Action   4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue replacement/increase of library books, including better facilities, to support students in improving literacy.	Continue replacement/increase of library books, including better facilities, to support students in improving literacy.	Continue replacement/increase of library books, including better facilities, to support students in improving literacy.

Budgeted Expenditures

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

Action 5

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income	Schoolwide	Alview School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a Paraprofessional at Alview to provide reading support for kindergarten students.	Provide a Paraprofessional at Alview to provide reading support for kindergarten students.	Provide a Paraprofessional at Alview to provide reading support for kindergarten students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,000	$17,000	$18,000
Source	S/C	S/C	S/C
Budget Reference	2100	2100	2100

Action   6

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	Dairyland School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a Paraprofessional at Dairyland to support push-in instruction for students with Disabilities.	Provide a Paraprofessional at Dairyland to support push-in instruction for students with Disabilities.	Provide 2 Paraprofessionals at Dairyland to support push-in instruction for low-performing students and those with Disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,000	$16,000	$34,000
Source	S/C	S/C	S/C
Budget Reference	2100	2100	2100

Action   7

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $5,000 b. $8,000 c. $10,500	a. $6,000 b. $8,000 c. $13,000	a. $6,000 b. $8,000 c. $13,500
Source	a. S/C b. S/C c. S/C	a. S/C b. S/C c. S/C	a. S/C b. S/C c. S/C

Year	2017-18	2018-19	2019-20
Budget Reference	5800	5800	5800

Action 8

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue with an additional teacher to maintain lower class sizes for grades 4-6.	Continue with an additional teacher to maintain lower class sizes for grades 4-6.	a.Continue with an additional teacher to maintain lower class sizes for grades 7-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Include in Goal 1, Action 1	Included in Goal 1, Action 1	Included in Goal 1, Action 1
Source	Base	S/C	a.Base
Budget Reference	Include in Goal 1, Action 1	Included in Goal 1, Action 1	Included in Goal 1, Action 1

Action   9

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	Dairyland, 4-7 grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire an additional part-time ELA/ELD teacher to provide small-group instruction that will better engage and support struggling learners, including those whose academic difficulties often result in behavior problems.	Employ a part-time ELA/ELD paraprofessional to support small-group instruction that will better engage and support struggling learners, including those whose academic difficulties often result in behavior problems.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$41,000	$10,000	$69,000
Source	S/C	S/C	S/C
Budget Reference	1100	2100	2100

Action   10

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Leaners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue traveling teachers for all grade levels for science and social studies supplementation.	Continue traveling teachers for grades K-6 for science and social studies supplementation.	Continue traveling teachers for all grades K-6 for science and social studies supplementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	S/C	S/C	S/C
Budget Reference	5800	5800	5800

Action   11

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.	In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.	In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	S/C	S/C	S/C
Budget Reference	5800	5800	5800

Action   12

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$30,000	$50,000
Source	S/C	S/C	S/C
Budget Reference	1190	1190	1190

Action   13

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.

2018-19 Actions/Services

Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.

2019-20 Actions/Services

Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.

Budgeted Expenditures

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

Action 14

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| **Location(s):** |
| (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |

All Students	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Along with the after-school arts program at Daiyland, add the program to Alview. Provide both art teachers with an assistant.	Maintain the after-school arts program at Daiyland, and Alview. Provide both art teachers with an assistant	Maintain the after-school arts program at Daiyland, and Alview. Provide both art teachers with an assistant

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000	$5,000	$5,000
Source	S/C	S/C	S/C

Year	2017-18	2018-19	2019-20
Budget Reference	1190/2190/4300	1190/2190/4300	1190/2190/4300

Action 15

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by continuing the after-school STEM Academy workshops.	Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by continuing the after-school STEM Academy workshops.	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.

Budgeted Expenditures

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Year	2017-18	2018-19	2019-20
Amount	$12,500	$15,000	$18,000
Source	S/C	S/C	S/C
Budget Reference	4300/5800	4300/5800	4300/5800

Action 16

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by establishing a mobile STEM Lab to be utilized by classroom teachers during the instructional day, and or, after school hours. A new enclosed cargo trailer will be purchased and customized with (2) awning windows, awning door shelves, an 18' awning, a	Action discontinued.	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

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
rear ramp, RV style entry door, (2) 4' florescent lights, dome lights, electrical outlets, and a 12V deep cycle battery. It will be furnished with counter tops, two mobile work benches/carts, hand tools, power tools, and STEM workshop materials.		store STEM equipment and provide venue for bi-weekly STEM instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000		$169,000
Source	S/C		S/C
Budget Reference	6400		6400

Action   17

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$70,000	$95,000
Source		S/C	S/C
Budget Reference		4300/5800	4300/5800

Action   18

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	a. Provide each teacher with 20 or more years experience a stipend of $500. 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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		a. $2,500 b. $3,000	a. $12,500 b. $3,000
Source		a. S/C b. S/C	a. S/C b. S/C
Budget Reference		a. 1100	a. 1100

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Year	2017-18	2018-19	2019-20
		b. 1100	b. 1100

Action 19

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide each classroom with $100 to purchase special or additional materials that are principally directed toward meeting the needs of Unduplicated Pupils.	Provide each classroom with $100 to purchase special or additional materials that are principally directed toward meeting the needs of Unduplicated Pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$1,700	$1,700
Source		S/C	S/C
Budget Reference		4300	4300

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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: 1, 4, 5, and 6

Local Priorities: None

Identified Need:

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

The English Learner Progress Indicator (ELPI) was undetermined in 2018-19 due to the transition from CELDT to ELPAC. The reclassification rate at Dairyland was 7%; 0% at Alview. Academic achievement gaps are closing, but remain, with English Learners, Low Income, and Hispanic students. In ELA, ELs and

Hispanics were in the Orange Category; low-income students scored in the yellow range. In Math, ELs scored in the Orange Category, Hispanics scored in the Yellow Range.

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

Chronic absenteeism rate: 5.9%--declined by 3.9% in the 2017-18 school year. Efforts need to continue to improve attendance.

The overall Suspension Rate Indicator decreased by .8% from the base year and all student groups were evenly distributed in the Green Category—no one group had significant suspension data. Positive behavior reinforcement and strict discipline policies need to continue to further reduce suspension rate.

School Climate Survey results were: 98% of parents stated that they felt their child is safe at their school. 96% of parents stated that they felt the teachers care about their child. 96% of parents stated that the teachers motivate their student to learn. 95% of parents stated that the school keeps them well-informed about their child's academic progress. 95% of parents stated that their child's school is clean and well-maintained.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection Tool: School facilities are maintained in good repair.	Both campuses received "Exemplary" ratings.	Maintain "Exemplary" rating on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites.	Maintain "Exemplary" rating on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites.	Maintain "Exemplary" rating on the Facility Inspection Tool regarding the condition and safety of buildings and grounds at both sites.
Academic Indicator, ELA **(Distance from Level 3)**	**All**: 8.1 points below **EL**: 31 points below **Low Income**: 30.1 points below **Hispanic**: 31.4 points below **White**: 21 points above **Students w/Disabilities**: 98.3 points below	Mean distance from Level 3 in will improve -- **All students**: 7 points to 1.1 points below. (Green category) **EL:** 10 points to 21 points below (Yellow Category) **Low Income**: 10 points to 20.1 points below (Yellow Category) **Hispanic:** 10 points to 21.4 points below (Yellow Category) **White:** 7 points to 28 points above (Green Category) **Students with Disabilities:** 10 points to 88.3 points below	Mean distance from Level 3 in will improve -- **All students**: 7 points to 9.6 points above. (Green category) **EL:** 10.3 points to 5 points below (Green Category) **Low Income:** 10 points to 8.9 points below (Yellow Category) **Hispanic:** 10 points to 10.6 points below (Yellow Category) **White:** 7 points to 36.7 points above (Green Category) **Students with Disabilities**: 10 points	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.")

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Academic Indicator, Math **(Distance from** **Level 3)**	**All**: 19.9 points below **EL**: 42.3 points below **Low Income**: 38.1 points below **Hispanic**: 42 points below **White**: 9.4 points above **Students with Disabilities**: 125.9 points below	Mean distance from Level 3 in will improve -- **All students**: 5 points to 14.9 points below. (Green category) **EL**: 8 points to 34.3 points below (Yellow Category) **Low Income**: 8 points to 30.1 points below (Yellow Category) **Hispanic**: 8 points to 34 points below (Yellow Category) **White**: 5 points to 14.4 points above (Green Category) **Students with Disabilities**: 8 points to 117.9 points below	Mean distance from Level 3 in will improve -- **All students**: 5 points to 3.5 points below. (Green category) **EL**: 8 points to 18.1 points below (Green Category) **Low Income**: 8 points to 17.5 points below (Green Category) **Hispanic**: 10 points to 22.8 points below (Green Category) **White**: 5 points to 27.3 points above (Green Category) **Students with Disabilities**: 10 points	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.")
English Learner Progress Indicator	69.2%	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2016-2017, based on the state assessment scores. The rate of students redesignated as fluent English proficient (FEP) will increase over 2016-2017 rate of 3.7%. The English Learner Progress Indicator will increase by 1.5% to 70.7%. (Green Category)	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2017-2018, based on the state assessment scores. The rate of students redesignated as fluent English proficient (FEP) will increase over the 2017-2018 rate of 0%. The English Learner Progress Indicator baseline will be established using the new state assessment (ELPAC).	The rate of English learners demonstrating at least one year of progress annually toward English fluency will increase over 2018-2019, based on the state assessment scores. The rate of students redesignated as fluent English proficient (FEP) will be maintained at the 2018-2019 rate of 7%. The English Learner Progress Indicator will be determined after the new baseline is established and new ELPI color assigned.
Attendance Rate	96%	Students will be increasingly engaged as measured by a	Students will be increasingly engaged as measured by a	Students will be increasingly engaged as measured by a

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		districtwide student attendance rate will increase to 98% or above.	districtwide student attendance rate maintained at 98% or above.	districtwide student attendance rate maintained at 98% or above.
Chronic Absenteeism Rate	8%	Students will be increasingly engaged as measured by a chronic absenteeism rate below 7%.	Students will be increasingly engaged as measured by a chronic absenteeism rate below 8%.	Students will be increasingly engaged as measured by a chronic absenteeism rate 4.9%. (Green Category)
Middle School Dropout rate	0%	Students will be increasingly engaged as measured by a middle school dropout rate of 0%.	Students will be significantly engaged as measured by a middle school dropout rate of 0%.	Students will be significantly engaged as measured by a middle school dropout rate of 0%.
Suspension Rate Indicator	**All**: 2.7% **EL**: 2.7% **Low Income**: 3.5% **Hispanic**: 2.3% **White:** 3.6% **Students with Disabilities**: 7.1%	School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease-- **All students**: .5% to 2.2%. (Green Category) **EL:** .5% to 2.2%. (Green Category) **Low Income**: .5% to 3%. (Green Category) **Hispanic:** .5% to 1.8%. (Green Category) **White:** .6% to 3%. (Green Category) **Students with Disabilities:** 1% to 6.1%	School climate will be enhanced as measured by the Suspension Rate Indicator, which will decrease -- **All students**: .5% to 2.3%. (Green Category) **EL:** .6% to 2.5%. (Green Category) **Low Income**: .6% to 3%. (Green Category) **Hispanic:** .9% to 3%. (Green Category) **White:** .5% to .8%. (Green Category) **Students with Disabilities:** 1% to 6.7%	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)
Expulsion Rates	0%	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.	School climate will be enhanced as measured by maintaining the expulsion rate at 0%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey	95% Parent Satisfaction 84% Student Satisfaction	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.	School climate will be enhanced as measured by: 90%+ satisfaction rate on parent surveys. 90%+ satisfaction rate on student surveys.
Average Class Size	23: Average Class Size, Grades 4-6	Average class sizes for 4-6 grade students will be maintained below 24.	Average class sizes for 4-6 grade students will be maintained below 24.	Average class sizes for 4-6 grade students will be maintained below 24.

Planned Actions / Services

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

Action   1

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.	Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.	Maintain the interiors and exteriors of all buildings and grounds clean, well-lighted, and free of hazards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$123,530	$124,000	$145,000
Source	Base	Base	Base
Budget Reference	81500	81500	81500

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain excellent support services to students, staff, and parents.	Maintain excellent support services to students, staff, and parents.	Maintain excellent support services to students, staff, and parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$891,213	$205,558	$211,724
Source	Base	Base	Base
Budget Reference	2100	2100	2100

Action   3

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue character education activities at both schools.	Continue character education activities at both schools.	Continue character education activities at both schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source			
Budget Reference			

Action   4

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	Dairyland 7th-8th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue the after-school sports program to engage students in positive school activities	Continue the after-school sports program to engage students in positive school activities	Continue the after-school sports program to engage students in positive school activities

Budgeted Expenditures

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

Action   5

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	Dairyland 4th-6th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire an additional teacher to maintain lower class sizes for grades 4-6.	Hire an additional teacher to maintain lower class sizes for grades 4-6.	Hire an additional teacher to maintain lower class sizes for grades 7-8

Budgeted Expenditures

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

Action   6

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.	In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.	In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners.

Budgeted Expenditures

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

Action 7

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All students	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue a "Caught Being Good" program to encourage students to act appropriately by offering incentives to do so.	Continue a "Caught Being Good" program to encourage students to act appropriately by offering incentives to do so.	Continue a "Caught Being Good" program to encourage students to act appropriately by offering incentives to do so.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost – Sponsored by Parent Club	No cost – Sponsored by Parent Club	No cost – Sponsored by Parent Club

Year	2017-18	2018-19	2019-20
Source			
Budget Reference			

Goal 3

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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: 3

Local Priorities: None

Identified Need:

There is an ongoing need to provide parents with a variety of opportunities to engage in their children's education.

Five parents participated in the Parent Advisory Committee.

Five parents participated in the DELAC.

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Promote parent participation in programs for unduplicated pupils.	Fifteen parents attended classes.	The number of parents participating in English language development classes will increase over the prior year.	The number of parents participating in English language development classes will increase over the prior year.	The number of parents participating in English language development classes will increase over the prior year.
Promote parent participation in programs for unduplicated pupils.	Five parents used the computer program.	The number of parents using the English language acquisition computer program will increase over the prior year.	The number of parents using the English language acquisition computer program will increase over the prior year.	The number of parents using the English language acquisition computer program will increase over the prior year.

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Sponsor school activities to encourage parent participation in school activities and in school and district committees.	Sponsor school activities to encourage parent participation in school activities and in school and district committees.	Sponsor school activities to encourage parent participation in school activities and in school and district committees. Host a Back to School Barbecue to welcome families to the District

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200	$200	$1,200
Source	S/C	S/C	S/C
Budget Reference	4300/5800	4300/5800	4300/5800

Action   2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Annually survey parents to solicit input on communication, climate, and conditions at both schools.	Annually survey parents to solicit input on communication, climate, and conditions at both schools.	Annually survey parents to solicit input on communication, climate, and conditions at both schools.

Budgeted Expenditures

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

Action 3

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200	$200	$700
Source	S/C	S/C	S/C
Budget Reference	5800	5800	5800

Action   4

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide computer programs for English language acquisition and mastery for home use.	Provide computer programs for English language acquisition and mastery for home use.	Provide computer programs for English language acquisition and mastery for home use.

Budgeted Expenditures

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

Action   5

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer English language development classes for parents.	Offer English language development classes for parents.	Offer English language development classes for parents.

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference	2490/2900	2490/2900	2490/2900

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All students	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a monthly newsletter to all parents in English and Spanish.	Provide a monthly newsletter to all parents in English and Spanish.	Provide a quarterly newsletter to all parents in English and Spanish.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200	$200	$0

83

Year	2017-18	2018-19	2019-20
Source	S/C	S/C	N/A
Budget Reference	4300	4300	N/A

Action 7

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide translation services at all public meetings.	Provide translation services at all public meetings.	Provide translation services at all public meetings.

Budgeted Expenditures

84

Year	2017-18	2018-19	2019-20
Amount	$2,000	$3,000	$3,000
Source	S/C	S/C	S/C
Budget Reference	1190	1190	1190

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 589,566	18.49%

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

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

Sixty-five percent of the students in the Alview-Dairyland Union School District qualify for Free and Reduced-Priced Meals. English Learners constitute 41% of our population. The total percentage of Unduplicated Pupils is 65.11%

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

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

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

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

Actions that are principally directed toward providing improved services to Unduplicated Students:

The use of research-based. Engaging, and culturally-responsive instructional practices.

Support teachers in in effective instructional practices for English Language Arts, Math, ELD, Social Studies, and Next Generation Science Standards, including the integration of technology.

Additionally, the best possible professional development for our teachers will ensure that instruction is differentiated to meet their needs.

Build stronger relationships with students and provide a more positive school climate by providing character-building programs and afterschool activities.

Background knowledge is often a barrier to the success of low-income and English Learners, so they will engage in experiences through field trips, assemblies,

and art classes that expand their vocabularies, skills, and knowledge.

Provide a more engaging and supportive atmosphere by increasing their parents' engagement in school and district activities.

Continue tutoring and academic supports afterschool.

Add an intervention teacher to support small-group instruction to ensure grade level standards mastery at Dairyland

The ability to manipulate and use technology will be important to their future success, so we will invest significantly in increasing students' access to technology, and provide excellent technology equipment and instruction.

Also important to their future success, both college and career, will be understanding the interrelations of the STEM subjects (Science, Technology, Engineering, and Math) and the opportunities for ALL students to have careers in those fields. To support this, we will increase STEM instruction, a new STEM classroom at Alview and a mobile STEM lab at Dairyland.

Maintain significantly smaller class sizes in grades 7-8 and additional instructional support in core classes, so our low income students, English Learners, Foster Youth, and Redesignated Fluent English Proficient (RFEP) students will receive increased individual attention and support.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections (a) through (d)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

    For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

    Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

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

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

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

    (2) The total number of cohort members.

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

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

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?