

LCFF Budget Overview for Parents

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

CDS Code: 20651770000000

School Year: 2023-24

LEA contact information:

Sheila Perry

Superintendent/Principal

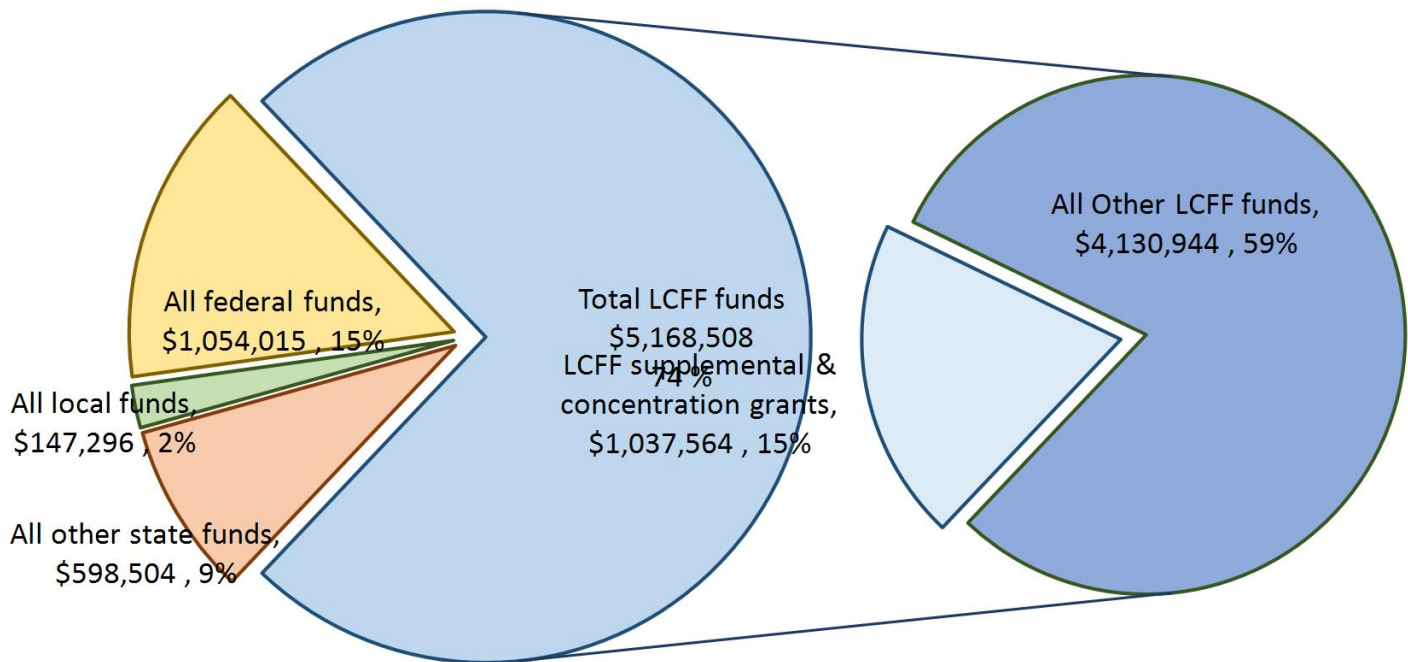
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(559) 665-2394

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

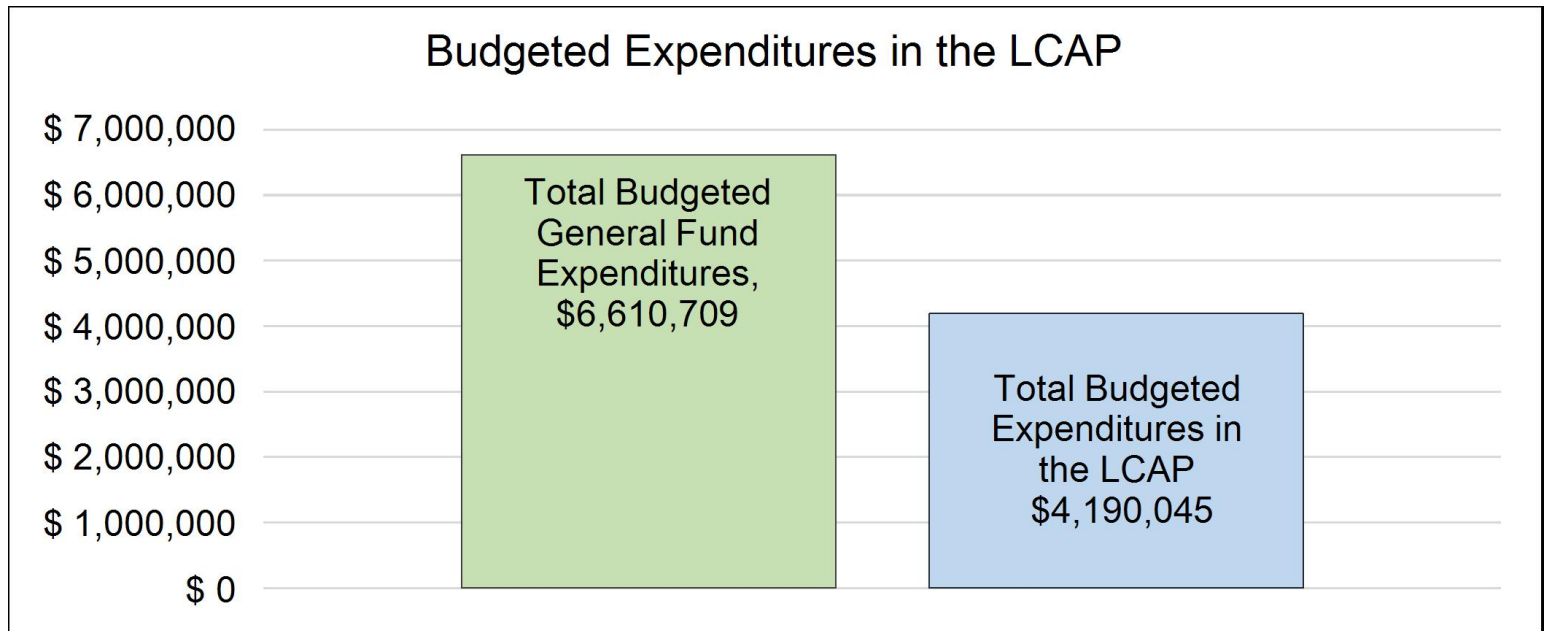


This chart shows the total general purpose revenue Alview-Dairyland Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alview-Dairyland Union School District is \$6,968,323, of which \$5,168,508 is Local Control Funding Formula (LCFF), \$598,504 is other state funds, \$147,296 is local funds, and \$1,054,015 is federal funds. Of the \$5,168,508 in LCFF Funds, \$1,037,564 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Alview-Dairyland Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alview-Dairyland Union School District plans to spend \$6,610,709 for the 2023-24 school year. Of that amount, \$4,190,045 is tied to actions/services in the LCAP and \$2,420,664 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

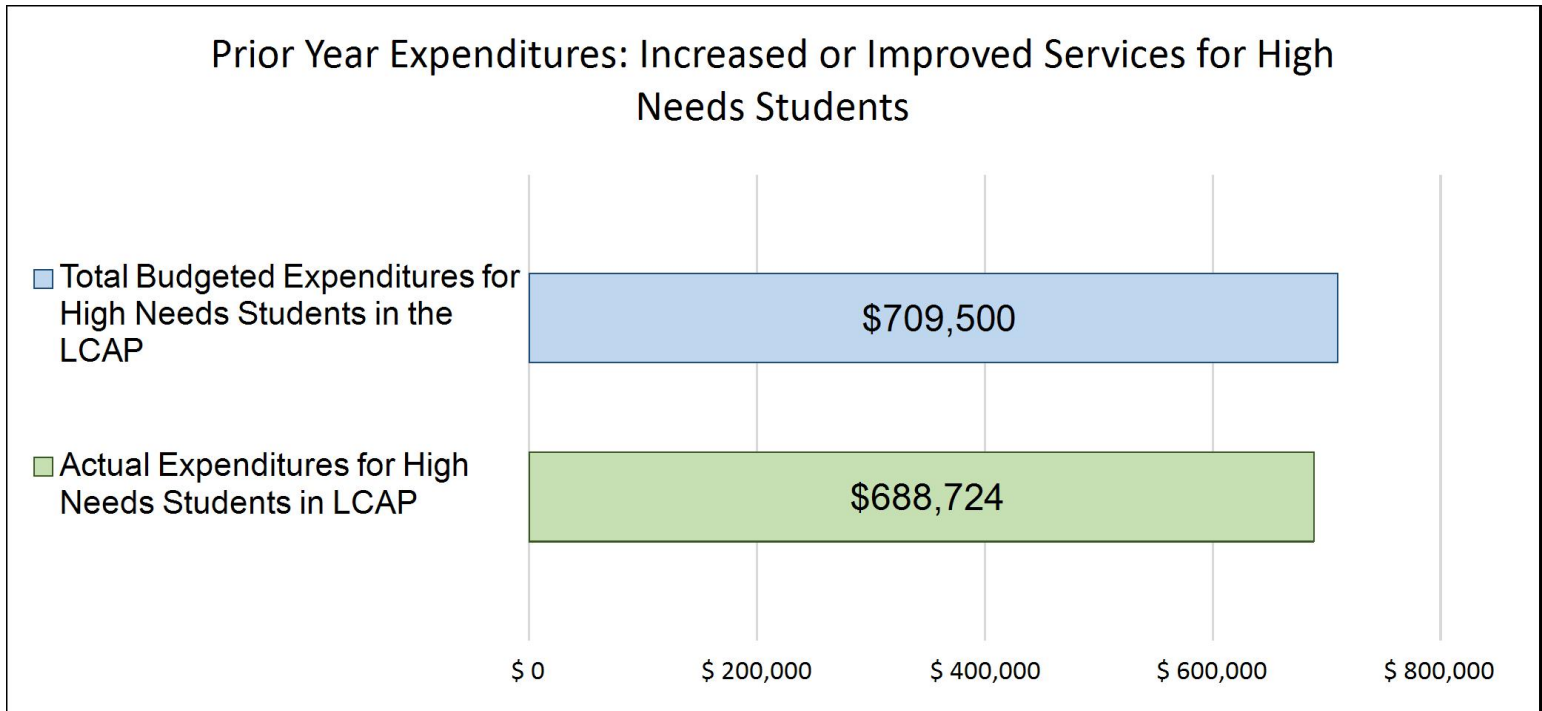
All administrative salaries and the majority of classified salaries, employee benefits, instructional materials, classroom supplies, maintenance, transportation, services, capital outlay, and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Alview-Dairyland Union School District is projecting it will receive \$1,037,564 based on the enrollment of foster youth, English learner, and low-income students. Alview-Dairyland Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alview-Dairyland Union School District plans to spend \$1,233,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

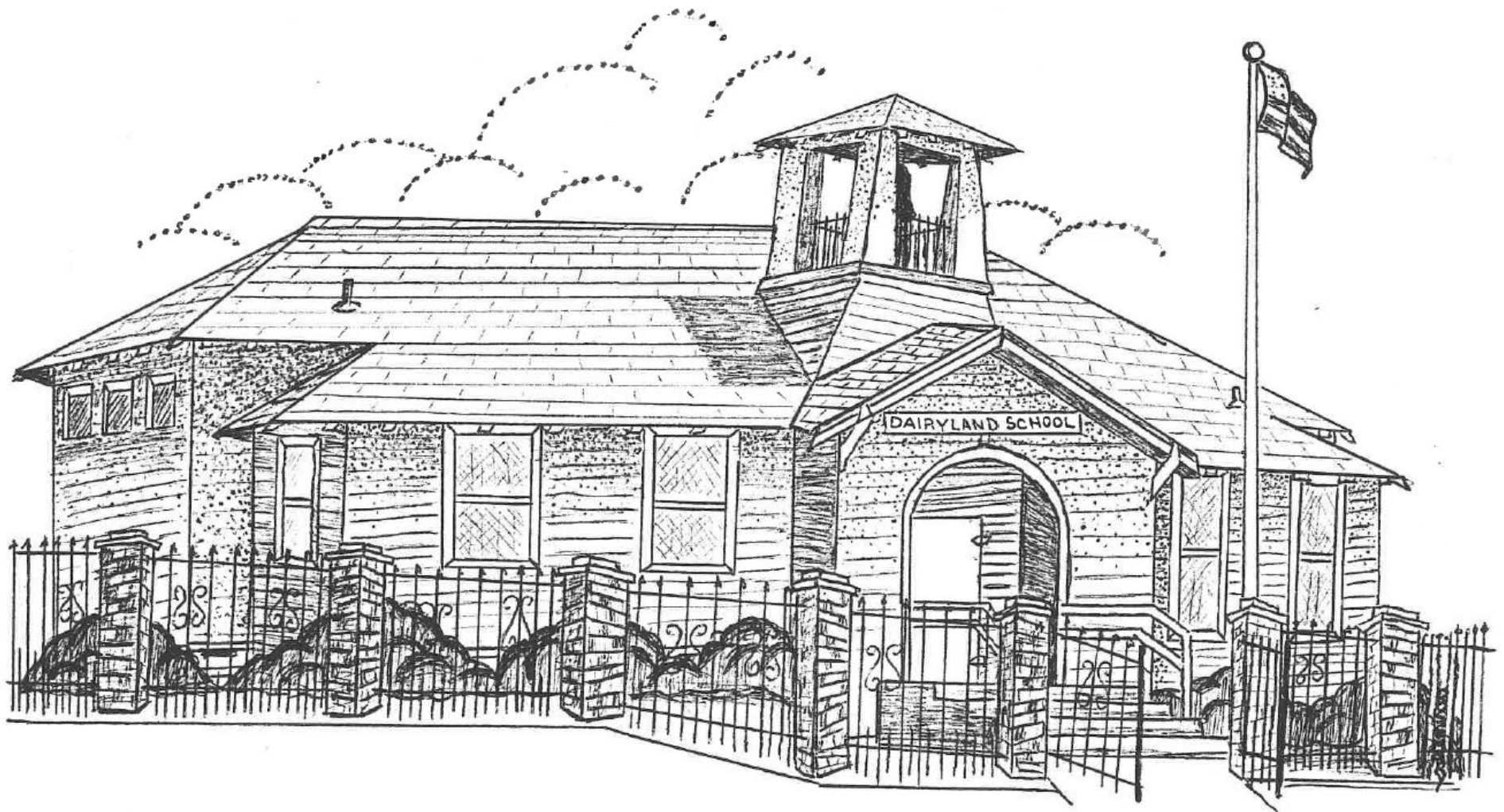


This chart compares what Alview-Dairyland Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alview-Dairyland Union School District estimates it has spent on actions and services that contribute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

The text description of the above chart is as follows: In 2022-23, Alview-Dairyland Union School District's LCAP budgeted \$709,500 for planned actions to increase or improve services for high needs students. Alview-Dairyland Union School District actually spent \$688,724 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-20,776 had the following impact on Alview-Dairyland Union School District's ability to increase or improve services for high needs students:

Approximately \$20,000 less than planned was expended in 2022-23 to increase and improve services. The biggest contributor to the shortfall was the expenditure for the Alview classroom building. The District was able to purchase the building from an alternate source for less than planned.



Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Alview–Dairyland Union School District is a small, TK-8 district in 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 site. Transitional Kindergarten through third grade students attend Alview School, and students in grades 4-8 attend Dairyland. 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 18 classroom teachers, an RSP teacher, a library technician, and several paraprofessionals. Enrollment each year averages 400 students district-wide.

Community and parent involvement is assured by the School Site Council, the PAC/DELAC committee, the Parent-Teacher Club (PTC), and many parent volunteers. A parent-child-teacher compact is distributed and discussed at conferences. A “Back to School Barbecue” prior to the start of the school year welcomes parents and community members to the school. Parent information on student progress and school events is communicated weekly through classroom teachers and quarterly by District administration. Our district offers ESL classes for non-English speaking parents.

Students in grades 4-8 have the opportunity to participate in the Dairyland Band. Other programs include GATE, STEM Science instruction, after-school tutoring, after-school Art and 4-H. Students in grades 7-8 may also participate in school-sponsored sports. In the summer of 2023, the District offered two enrichments opportunities--a "River Camp" recreational experience and a STEM-based "Inventors' Camp".

Our district has had strong community pride since the early 1900's and celebrated its centennial in 2015. Community residents participate in ADUSD traditions and gather at school dinners and events. Local high school teachers and staff recognize Alview-Dairyland students due to their high standards and academic excellence.

Alview-Dairyland Union School District is proud of its accomplishments with regard to school climate, student achievement and special recognition by the California Department of Education and California Business for Education Excellence. The district has received the Title I Achievement Award for 2009 and was recognized as a California Distinguished School for 2011 and most recently in 2021. The California Business for Education Excellence organization recognized the district as an Honor Roll school for 2009 and 2012. For many years, the district has been conducting intervention strategies for its students; the results of which have led to progressively increasing academic achievement for a district that has 60% socioeconomically disadvantaged students and a 37.5% English Learner population. The District's total "unduplicated" pupil count is at 73.03%.

Reflections: Successes

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

Based on data from the 2022 California School Dashboard, the District demonstrated academic achievement in the "Medium" categories for both ELA and Math. Despite the effects of the pandemic, student academic achievement remained one of the highest in Madera County. In order to continue to mitigate learning loss and support student growth to pre-pandemic levels, Alview-Dairyland had a renewed focus on differentiated, engaging, and individualized instruction in 2022-23. The District placed an experienced intervention teacher in the role of Math and ELA small-group instruction and offered teachers financial incentives to facilitate after-school tutoring two-three days per week. In the Spring of 2023, academic data collected through local ELA and Math assessments indicated that a high percentage of students have achieved grade level standards mastery and further mitigated pandemic-related learning loss. Local reading assessment data indicated substantial growth in comprehension rates at Alview School. Results from the 2023 SBAC will be further reviewed to glean the success of intervention, small group instruction and tutoring initiatives.

For school climate, suspension rates declined for all student groups and academic engagement remained similar to the prior year based on attendance rates. In 2022, the District had a .7% suspension rate, down from 1.9% when last measured in 2019. Attendance rates were slightly higher than in 2022. Despite attendance issues that resulted from continued COVID isolation in 2022-23, students took advantage of independent study contracts to complete assignments and adhere to timelines for subject matter mastery. These accomplishments indicated by Dashboard data and local assessments were the result of the District's continued focus on an RTI (Response to Intervention) model as well as explicit direct instruction and rigor. At both Alview and Dairyland, students who need academic supports were placed in small groups for instruction and support to master grade level standards. In addition, in the fall of 2022, all teachers received individualized training in Explicit Direct Instruction and used a variety of lesson delivery methods that center around student engagement.

Parent Engagement has also been a part of the District's success. Parents participated in PTC at a higher rate than in years past and they continue to support the District's LCAP process through School Site Council and PAC meetings. At the last parent-teacher conference week, both schools had a 99% attendance rate. This number is indicative of the degree of parent support that affords the District the opportunity for communication and collaboration with families. Due to actions principally directed to reach EL parents, their attendance increased at DELAC and Parent-Teacher Club. throughout the 2022-23 school year.

Other actions and services that have contributed to academic success, student engagement, and a positive climate include:
The STEM Lab and CSW facilitator have been a strong enhancement to the District's Science curriculum and project-based learning goals.
The additional teacher in grades 7-8 grades has been beneficial in keeping class sizes under 24:1
The additional technical support has been vital in ensuring that students' 1:2 access to technology is functional
After-school tutoring and small-group intervention classes have supported students' learning needs.

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

Reflections: Identified Need

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

In the spring of 2022, the District's Dashboard results indicated "Medium" levels in academic areas. Although those overall results were positive, they were slightly lower than the last measurable data from 2019 and below standard for some student groups. As a result, the District recognizes the need to continue improving outcomes for those specific groups in both ELA and Math. With regard to ELA, three of the District's four student groups scored in the low range: Hispanics at 16 points below standard, ELs at 13 points below standard and Socioeconomically Disadvantaged students at 13.4 below; the only group above standard was white students at 21.7 points above. The same is true for 2022 Mathematics results. Three of four student groups scored in the low range: Hispanics at 29.1 points below standard, English Learners at 22.7 points below and Socioeconomically Disadvantaged at 22.6 points below standard. As with ELA, white students were the only group that scored above standard in Math. These academic outcomes are indicative of a need to further scaffold our Hispanic, English Learner and Socioeconomically Disadvantaged student groups to standard or higher. As a result, the District plans to continue with small group interventions, small class sizes and intensified after-school tutoring to support not only our Hispanic, EL, and Low-Income student groups but all students' learning needs. (Actions 1.5, 1.6, 1.8, 1.9, 1.14, 1.18)

Also, the 2022 Dashboard demonstrated a clear need to improve English Learners' rate of language acquisition. Only 36.8% of English Learners showed progress in the English skills of reading, writing, listening and speaking as measured by the ELPAC assessment. This rate is in the "low" range. The last measurable data for English Learner progress in 2019 was almost 15 percentage points higher at 51.9%. This dramatic decrease in EL progress makes it clear that a stronger focus on English Language Development is a much needed initiative for ADUSD. (Actions 1.5, 1.6, 1.9., 1.18)

At Alview School, an unusually small group of third grade students was the basis for federal and state accountability. As a result, only EL Progress, Chronic Absenteeism, and Suspension Rates were the measure for "Additional Targeted Support and Intervention" (ATSI). Of those three indicators, two were in the "very low" or "very high" categories--EL progress was "very low" and Chronic Absenteeism was "very high". With those results, Alview qualified for ATSI this year. As with District numbers as a whole, the "very low" indicator with regard to EL progress at Alview clearly indicates a need for further English Language Development and Intervention. Although Chronic Absenteeism was "very high" at Alview, the end of the pandemic and changes to quarantine and isolation guidance should contribute to improvements in 2023-24. (Action 1.5)

With regard to school climate, 2022 Dashboard data indicated that suspensions were down based on the last measurable data from 1.9 to .7%. This trend is a direct result of a new focus on alternatives to suspension and positive behavior reinforcement. The "Caught Being

Good" blue ticket and "Project Wisdom" initiatives have proven to be effective in promoting good behavior and lessening the need for disciplinary action. (Actions 2.3 and 2.7)

Additionally, parents and teachers continue to emphasize the benefits their students receive from STEM instruction. Based on the 95% positive response rate on the 2023 School Climate Survey, the District recognizes the need to continue and enhance the STEM program. Also, improved local Science assessment data since the the program's implementation is further evidence of its effectiveness. (Actions 1.12 and 1.13)

With regard to physical education, ADUSD sees the need to enhance both the PE and sports program. Parent and student feedback continue to emphasize the benefits of competitive school sports and the need to provide a structured physical education program at both campuses. At PAC meetings, 100% of parents in attendance verbalized their support of a stronger PE program and expressed the value their students glean from competitive school sports. (Actions 1.11 and 2.4)

To engage our EL parents, the District continues to realize the benefits of offering parent ELD classes; parents that learn English are more adept in communications with school personnel and better able to support their students academically. (Actions 3.3, 3.4 and 3.5)

The effects of the pandemic continue to create insight on the importance of several other factors to support the needs of English Learners and Socioeconomically Disadvantaged student groups. First and foremost is the need for ADUSD students to have access to online technology. In order to equip students with the necessary tools for Distance Learning in the fall of 2020, 64% of students needed hotspots for connectivity. Although students are back for in-person learning, this need for devices and connectivity continues for student access to homework, classroom resources, and assignment submission. In 2022, the District used ECF funding to procure additional laptops to facilitate a 1:2 student to device ratio. Students now have the ability to use school-issued devices at home and at school. In addition, 36% of EL and Low-Income students continue to need District-issued hotspots for internet connectivity. With this amount of student technology, it is clear that the District needs to continue support with regard to staffing, maintenance, and connectivity to continue progress made in technologically-infused blended instruction. (Action 1.3)

Another technological component that teachers have expressed as a need is an upgrade to interactive white boards. The District is using projectors and classroom white boards that are over 12 years old and no longer warrantied/maintained by the manufacturer. Images are often blurry and students are not able to interact with the board or see it clearly during direct instruction. As a result, ADUSD has identified new interactive whiteboards as a need and included them in the overall technology initiative. (Action 1.3).

Another need that continues to be clear is for the District to offer updated and relevant library books. During the pandemic, our low income and EL students consisted of over 75% of those that made appointments to check out library materials. Those students groups have limited access to books in their home settings to support foundational reading skills. In 2022-23, those same students continued to have almost 25% higher library circulation rates than those of the student population as a whole. In addition Low-Income students, in particular, have limited resources to purchase the school supplies needed to access curriculum and support classroom learning needs. The District plans to continue to provide additional funding to ensure that students will have all classroom supplies provided at no cost. (Actions 1.4 and 1.16)

Throughout educational partner meetings, parents and students continued to express the value in enrichment activities that provide background knowledge and promote critical thinking. As a result, the District sees the need to continue field trips, assemblies and outdoor education. (Action 1.7)

With the direct connection between student engagement and standards mastery, the District sees the need to continue professional development for certificated staff to promote strategies that foster engagement and higher level thinking. Teachers also requested further professional development with regard to students' social-emotional well being. It is clear that post-pandemic student needs include a stronger focus on mental health and well-being. Teachers have asked not only for further training on social-emotional learning but to add a counselor on staff with the expertise to address student mental health. (Actions 1.10 and 2.8)

With the 2022 Dashboard results in ELA and Math for three of the District's four students groups, it is also evident that there is a continued need for low adult to student ratios to facilitate interventions and small group instruction. As a result, two additional paraprofessionals at both schools will be utilized to maintain those supports. In addition to paraprofessionals to address the need for a low adult-student ratio, Dairyland School has a need to increase the number of classes in grades 7 and 8 from three to four. As evidenced by the latest state and local assessments, English Learners, Hispanic, and Low-Income students' scores are lower than their peers. Smaller class sizes will provide a lower student to teacher ratio and improved focus on students' academic needs.(Actions 1.5, 1.6, and 1.8)

In addition, it will be important for our low-income and EL students to have optimal instruction by the District's most experienced teachers not only to scaffold their standards mastery but to mitigate pandemic-related learning loss. Those same teachers are also need to be present in classrooms as much as possible by increasing their overall attendance rate and minimizing absences. (Actions 1.15 and 1.17)

As the District looks ahead to projected enrollment in grades TK-3, it will not be possible to maintain class sizes under 20 with existing facilities. Currently, class sizes at the Alview campus are averaging 19.2; that number needs to remain at 20 or less to facilitate optimal learning environments; especially for TK-3 EL students' English acquisition. To ensure class sizes can be kept near that level, the District has a need for more classroom space to be added to the Alview campus. A new building was purchased in the 2022-23 school year. That portable building arrived in June of 2023 but still needs to be equipped and furnished to become fully functional. (Action 1.14)

In addition, the need to provide a safe and clean learning environment for all students continues to be a priority and a District goal. As a result, sanitization protocols that were initiated at the height of the pandemic will continue to be implemented. (Action 2.1)

Finally, SBAC scores and school Dashboard data indicate a need for the District to enhance its Mathematics program to support strategic and critical thinking. Spring 2023 interim assessment results showed a discrepancy between EL/Low-Income students' and the overall student population in their ability to solve situational math problems. This data indicates a need for a supplemental curriculum as well as instructional and assessment enhancements to identify and address gaps in grade level Math mastery among student groups. (Action 1.19)

All identified needs listed above are addressed in the goals, actions, services, and corresponding expenditures of this plan.

LCAP Highlights

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

- In order to provide ADUSD students with an optimal learning environment and improved/increased services for English Learner and Low-Income students, the following actions and services are the key features of the 2023-24 LCAP:
- Additional intervention teacher to provide EL small group instruction and mitigate overall student learning loss (ELOG/ESSER)
- Additional 7th-8th grade teacher to reduce class size
- Two Additional teacher aides to provide EL and overall academic supports as well as campus supervision for Alview students
- Two additional teacher aides to assist with push-in for academic supports and campus supervision at Dairyland
- STEM project-based learning facilitated through Community Science Workshop Network
- After-school STEM instructional opportunities
- Modular Classroom building to be furnished and equipped at the Alview Campus to reduce class size.
- GATE instruction and activities with afterschool workshops facilitated through Community Science Workshop Network
- At least one educational field trip for each grade level to enhance curriculum
- Full funding for Outdoor Education for all 6th graders
- Three educational assemblies at each school site that promote academic achievement and good citizenship
- ELD classes for Spanish-speaking parents
- After-school tutoring to support standards mastery and implement learning loss mitigation (ELOP)
- Continued sanitizing and disinfecting practices between recess and lunches at both campuses
- Continued technology support to ensure effectiveness of 1:2 student to device ratio
- Enhanced technology to support optimal direct instruction with updated interactive boards in all classrooms
- Employment of a part-time counselor to support students' social/emotional learning needs and overall mental health
- Purchase of "ClassTime", a supplemental program to enhance students' mathematical strategic thinking
- Continued professional development for certificated staff on student engagement and social/emotional learning

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Educational Partners have been engaged throughout the development of the LCAP throughout the 2022-23 school year:

ADUSD Board Meetings: 10/12/22, 12/13/22, 1/24/23, 3/29/23, 5/09/23, and 5/23/23.

Parent-Teacher Club Meetings: 8/23/22, 9/20/22, 11/2/22, 1/17/23, 3/21/23 and 5/16/23

District Budget Committee: 4/25/23

School Site Council 9/14/22, 4/19/23

Parent Advisory Committee (PAC): 9/14/22, 4/19/23 and 5/18/23

Management Staff (including administrators): 11/8/22, 1/25/23, 4/12/23, 5/3/23

Consultation with SELPA: 4/12/23

DELAC Committee: 11/8/22 and 5/3/23

CTA Representatives and Certificated Staff: 2/7/22, 4/17/23, 5/8/23

Classified Staff: 5/30/23

LCAP Parent Information Night: 1/26/23

School Climate Survey: 5/5/23

Student Survey: 4/28/23

Student Advisory Committee Meeting: 5/9/23

During the 2022-23 school year, parents, students, certificated and classified staff members (both classified and certificated staff are represented by Alview-Dairyland Teachers' Association) were solicited through informational meetings, consultation, and survey data. Through ongoing communications with certificated staff, the effectiveness of actions to achieve LCAP goals were reviewed and further needs were identified. With management staff, meetings were held to review the impact of actions toward goals. In addition, parents were solicited throughout the year for feedback on the effectiveness of the District's initiatives through newsletters, "ClassDojo" requests and a school climate survey. Student input was also gleaned through an online questionnaire. Results of parent and student survey data and ongoing Parent Teacher Club meetings were also used to gather parent and student input for 2022-23 metrics and establish 2023-24 goals and actions. Additionally, the Parent Advisory Committee (PAC) met on several occasions to discuss actions and expenditures for the current year and plan for goals and associated actions in 2023-24. The District's Board of Trustees reviewed the feedback from educational partners during several meetings and discussed current and future goals/actions that would best serve the needs of all ADUSD students; particularly our English Learners and Socioeconomically Disadvantaged population.

At the March 29, 2023 Study Session, the Board of Trustees reviewed and discussed the current LCAP goals and agreed to keep the same three broad goals as a basis to build corresponding actions and services.

On April 19, 2023, the School Site Council and PAC met jointly to review Supplemental/Concentration Grant expenditures as well as projected actions and services for 2023-24. At a May 3rd DELAC meeting, the first draft of the 2023-24 LCAP was presented and reviewed. On May 18, 2023, the PAC met to review the draft and finalize plans for those actions and services that would be principally directed to meet the needs of ADUSD's Low-Income Students and English Learners. Questions from the group involved clarifying issues with regard to logistics and scheduling; there were no objections or questions for which written responses were requested.

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

In April, the District distributed a School Climate Survey to solicit parent responses about school safety, cleanliness, academic engagement, and overall school environment. 91% of Alview-Dairyland families participated in the survey and provided multiple choice responses as well as additional comments.

Teachers, Management, and Classified staff members met individually with District Leadership during the weeks of April 17th, May 8th, and May 30th to review Supplemental/Concentration grant expenditures and proposed actions and services.

On May 9th, the Board of Trustees reviewed year-to-date LCAP expenditures and provided input on plans for 2023-24 actions and services.

On June 13th, a public hearing was held for the 2023-24 LCAP during which attendees had a further opportunity to ask questions and provide suggestions. The Board of Trustees approved the 2023-24 LCAP on June 27, 2023.

A summary of the feedback provided by specific educational partners.

At the parent LCAP meeting in January, parent feedback was positive when asked about current LCAP initiatives. Parents were supportive of activities and educational enhancements funded by Supplemental and Concentration Grants. They expressed concern about overall school safety and provided positive feedback about the District's "Access Control" project in which key fobs were created to ensure locked doors at both campuses throughout the school day.

During PTC, School Site Council, and PAC/DELAC meetings, parents overwhelmingly provided positive feedback about the STEM program both during and after school. Several parents commented on STEM instruction as their child's most desirable school activity and an integral part of promoting hands-on college/career readiness. One parent asked for additional robotics and engineering to be incorporated into the program. Parents also noted that field trips, school assemblies, after-school educational enhancements, and parent ESL classes were valuable additions to school program offerings. These educational partners also expressed support for the District's continued focus on small-group intervention and reviewed the implementation plan for the new modular building at the Alview campus to ensure small class sizes. Several commented on the need to furnish and equip the building before the start of the 2023-24 school year. At both the April and May PAC as well as teacher meetings, technology discussions included the need to continue 1:2 student to device ratios and upgrade older whiteboards/projectors with new interactive classroom electronic boards for optimal direct instruction.

Several parents, both in-person and through survey data, suggested that the District needs to enhance its sports program to include stronger physical education instruction and more competitive after-school sports for grades 7-8.

In consultation with the local SELPA Director, the District was encouraged to provide more professional development for paraprofessionals who serve students with exceptional needs. In addition, the SELPA executive director suggested more training for District personnel on IEP development and the Student Success Team meeting process.

In April/May of 2023, teachers, management, board members and classified staff members also gave positive feedback when asked about furnishing and equipping a new building at Alview for optimal class size. All agreed that more classroom space is needed to ensure the District's students with the greatest educational needs are served in classrooms of no more than 20 students. During those same meetings, staff members agreed that the most effective way to mitigate potential learning loss is to continue to offer after-school tutoring and provide small-group intervention classes to address learning needs. Also, at those meetings, teachers expressed the need for continued professional development not only on student engagement but social-emotional learning. In addition, they indicated a need for a part-time

counselor to work with students whose mental health needs call for support outside of the classroom as well as a method to help EL and Low-Income Students strengthen their strategic mathematical thinking.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

In almost all opportunities for input, The District's educational partners expressed the value they placed on the services and enhancements that have been funded through Supplemental/Concentration grants. Based on that information, it is clear that the District needs to maintain most of the initiatives from the 2022-23 plan. The biggest expenditure from last year's plan was the additional classroom building at Alview. (Action 1.14) That expenditure, however, was solely for the building. In all meetings, parents, staff, and the ADUSD Board of Trustees agreed that the new building needs to be completed with all equipment and furnishings necessary to make it operational for use early in the 2023-24 school year. (electricity, restrooms, phone/data lines, etc.) As a result, those expenditures have been added to this year's actions items. In all meetings, it has been clear that educational partners see the value in small class sizes with the continued focus on the new Alview building and the additional teacher at Dairyland.

In addition, based on parent feedback, the 2023-24 LCAP includes the addition of a PE support staff member to enhance the Districts' physical education and after-school sports program. (Action 1.11)

In school climate surveys, parents and students overwhelmingly supported the District's STEM initiative. 95% of Alview-Dairyland's parents and 87% of students identified STEM as an integral component of the Science curriculum. As a result, the STEM initiative will continue and will also include an after-school "STEM Club" and Summer Camp that includes more engineering and robotics projects (Actions 1.12 and 1.13). In addition, based on school climate survey feedback from parents and students on safety protocols, the District will continue to fund safety and sanitization procedures at current levels. (Action 2.1)

Parent input continues to include a focus on after-school sports and physical education. Based on that feedback, the District plans to expand the after-school sports program and recruit a PE consultant. (Actions 1.11 and 2.4)

After input from teachers and staff, the LCAP this year includes an additional technology component--new interactive white boards in classrooms to support engaging direct instruction. Also, based on teacher feedback, professional development will be continued in engagement and social-emotional learning with an additional component; a part-time counselor to further support students' mental health needs. (Actions 1.3, 1.10 and 2.8)

Although all educational partners strongly support after-school tutoring and an additional intervention teacher to achieve academic growth and mitigate learning loss, neither will be funded from Supplemental and Concentration grants. Both initiatives will continue to be implemented but will be funded by other sources; after-school tutoring from the Expanded Learning Opportunity Program and the intervention teacher from federal ESSER funds. (Actions 1.18 and 1.19)

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

After consulting with educational partners, this broad goal was continued from prior years as the focus of the District's mission. From Transitional Kindergarten through Eighth Grade, all agree that our mission is to ensure that ADUSD students leave the District prepared for the next steps in their educational and career endeavors. Dashboard results for academic achievement indicate a slight downturn over the last three years of student mastery in ELA and Mathematics standards. To ensure that students meet grade level standards and have academic success in high school and beyond, the District agrees with educational partners that a continued focus on engagement and rigor as well as a broad course of study are integral factors for ensuring a strong elementary educational foundation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator, ELA: Students will continue to show growth in ELA Dashboard results.	SBAC Results from CA School Dashboard/DataQuest 2019: ACADEMIC INDICATOR, ELA (DISTANCE FROM LEVEL 3) Mean distance from Standard-- All Students: 9.8 above (Green Category) EL: 15.1 below (Yellow Category)	(Mean Distance from standard is unavailable) SBAC results from DataQuest 2021: Academic Indicator, ELA: Difference in % Met/Exceeded from 2019 to 2021 by student groups is as follows: All Students: -4.51%	SBAC Results from CA School Dashboard/DataQuest 2022 ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2021-2022 by student groups is as follows: All Students: +2.35% Hispanic: +13.1% Low Income: +4.77% EL: +5.01%		EL, Low Income, and Hispanic students will all grow significantly in ELA so that no student group is below standard; all will meet/exceed standard SBAC scores Mean distance from Standard-- All Students: 15 above (Green Category) EL: 2 above (Green Category)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low Income: 5.3 below (Yellow Category)</p> <p>Hispanic: 16 below (Orange Category)</p> <p>White: 32.1 points above (Green Category)</p> <p>Students with Disabilities: The number of students was 9, so no results were reported</p>	<p>Hispanic: +2.5%</p> <p>Low Income: -4.26%</p> <p>EL: +5.28%</p> <p>White: -10.54</p> <p>Students with Disabilities: The number of students was less than 10 so no results were reported.</p>	<p>White: +6.08%</p> <p>Mean distance from Standard Level 3 (To compare with 2019 data):</p> <p>All Students: .9 points above</p> <p>EL: 13 below</p> <p>Low Income: 13.4 below</p> <p>Hispanic: 16 below</p> <p>White: 21.7 points above</p> <p>Students with Disabilities: 57.9 below</p>		<p>Low Income: 5 above (Green Category)</p> <p>Hispanic: 5 above (Green Category)</p> <p>White: 40 points above (Blue Category)</p> <p>Students with Disabilities: 10 point growth over 2019</p>
<p>Academic Indicator, Mathematics:</p> <p>Students will continue to show growth in Mathematics Dashboard results.</p>	<p>SBAC Results Results from CA School Dashboard/DataQuest 2019:</p> <p>ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3)</p> <p>Mean distance from standard--</p> <p>All students: 8.2 above (Blue Category)</p> <p>EL students: 13.1 below (Green Category)</p>	<p>(Mean Distance from standard is unavailable)</p> <p>SBAC results from DataQuest 2021:</p> <p>Academic Indicator, MATH</p> <p>Difference in % Met/Exceeded from 2019 to 2021 by student groups as follows:</p> <p>All Students: -10.13%</p> <p>Hispanic: -6.84%</p> <p>Low Income: -11.43%</p> <p>EL: -6.19%</p>	<p>SBAC Results Results from CA School Dashboard/DataQuest 2022:</p> <p>ACADEMIC INDICATOR, MATH</p> <p>Difference in % Met/Exceeded from 2021-2022 by student groups is as follows:</p> <p>All Students: +6.81%</p> <p>Hispanic: -2.06%</p> <p>Low Income: +4.37%</p> <p>EL: +1.37%</p> <p>White: +1.17%</p>		<p>EL, Low Income, and Hispanic students will all grow significantly in Math so that no student group is below standard; all will meet/exceed standard SBAC scores.</p> <p>Mean distance from standard--</p> <p>All students: 15 above (Blue Category)</p> <p>EL students: 5 Above (Green Category)</p> <p>Low Income: 10 Above (Green Category)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low Income: 4.5 below (Green Category)</p> <p>Hispanic: 15.3 below (Green Category)</p> <p>White: 29.2 above (Green Category)</p> <p>Students with Disabilities: The number of students was 9, so no results were reported.</p>	<p>White: -10.95%</p> <p>Students with Disabilities: The number of students was less than 10 so no results were reported.</p>	<p>Mean distance from standard Level 3 (To compare with 2019 data):</p> <p>All students: 13.6 below</p> <p>EL students: 22.7 below</p> <p>Low Income: 22.6 below</p> <p>Hispanic: 22.7 below</p> <p>White: 2.4 above</p> <p>Students with Disabilities: 56.5 below</p>		<p>Hispanic: 7 Above (Green Category)</p> <p>White: 40 above (Blue Category)</p> <p>Students with Disabilities: 10 point growth over 2019</p>
All Teachers will be appropriately credentialed and assigned.	All teachers were appropriately credentialed and assigned.	All teachers were appropriately credentialed and assigned.	All teachers were appropriately credentialed and assigned.		100% of teachers will continue to be appropriately credentialed and assigned.
All students will have access to high-quality standard-aligned curriculum and instructional materials.	100% of students had access to high-quality, standards-aligned curriculum and instructional materials.	100% of students had access to high-quality, standards-aligned curriculum and instructional materials.	100% of students had access to high-quality, standards-aligned curriculum and instructional materials.		100% of students will continue to have access to high-quality, standards-aligned curriculum and instructional materials.
Local Reading Assessment will show student growth in fluency, accuracy, and comprehension.	RESULTS Local Reading Assessment Data from Spring 2021:	RESULTS Local Reading Assessment Data from Spring 2022:	RESULTS Local Reading Assessment Data from Spring 2023:		Student reading comprehension scores will meet or exceed 85% in all grade levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Comprehension Scores Gr. 2: 72.5% Gr. 3: 80% Gr. 4: 84% Gr. 5: 88% Gr. 6: 89%	Comprehension Scores Gr. 2: 69% Gr. 3: 85% Gr. 4: 86% Gr. 5: 92% Gr. 6: 89%	Comprehension Scores Gr. 2: 90% Gr. 3: 86% Gr. 4: 78% Gr. 5: 84% Gr. 6: 87%		
School Climate will be enhanced as evidenced by suspension rate data.	Results from CA School Dashboard/DataQuest 2019: SUSPENSION RATE INDICATOR-- All students: 1.9%. (Yellow Category) EL: 1.7%. (Yellow Category) Low Income: 2.1%. (Yellow Category) Hispanic: 2.5%. (Green Category) White: 1.1%. (Yellow Category) Students with Disabilities: (No color assigned)	Results from DataQuest 2021: SUSPENSION RATE INDICATOR-- All Students: 0%	Results from CA School Dashboard/DataQuest 2022: SUSPENSION RATE INDICATOR-- All students: .7%. EL: 1.2%. Low Income: 1%. Hispanic: .8%. White: 0%. (Yellow Category) Students with Disabilities: 0%		Alternatives to suspension will be implemented to lower student suspension rates to under 1% for all student groups.
Student Engagement will be enhanced as measured by student chronic absenteeism rate.	Results from CA School Dashboard/DataQuest 2019:	Results from DataQuest 2021: CHRONIC ABSENTEEISM RATE 8.8%	Results from DataQuest 2022: CHRONIC ABSENTEEISM RATE 18.1%		Chronic Absenteeism will drop to 2% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CHRONIC ABSENTEEISM RATE 3.3% (Green Category)				
Student Climate will continue to be positive as demonstrated by the middle school dropout rate.	Results from CA School Dashboard/DataQuest 2019: Students were significantly engaged as measured by a middle school dropout rate of 0%.	Results from DataQuest 2021: Students were significantly engaged as measured by a middle school dropout rate of 0%.	Results from DataQuest 2022: Students were significantly engaged as measured by a middle school dropout rate of 0%.		Middle School dropout rate will continue at 0%.
Student Climate will continue to be positive as demonstrated by school expulsion rate.	Results from CA School Dashboard/DataQuest 2019: School climate was measured by maintaining the expulsion rate at 0%.	Results from DataQuest 2021: School climate was measured by maintaining the expulsion rate at 0%.	Results from DataQuest 2022: School climate was measured by maintaining the expulsion rate at 0%.		Expulsion rate will be maintained at 0%.
School Climate will continue to be measured by surveys distributed to parents and students at both school campuses.	Surveys were conducted in May 2021: Alview parents who responded: 97% felt welcome at their child's school. 94% felt that their child is safe at school.	Surveys were conducted in May 2022: Alview parents who responded: 92% felt welcome at their child's school. 99% felt that their child is safe at school.	Surveys were conducted in May 2023: Alview parents who responded: 95% felt welcome at their child's school. 98% felt that their child is safe at school.		Parent school climate surveys will glean a 98% positivity response in all measured areas. Student school climate surveys will glean at least a 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>98% felt that the school is meeting their child's needs in ELA and math; 94% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 98% felt welcome at their child's school. 97% felt that their child is safe at school. 98% felt that the school is meeting their child's needs in ELA; 99% in math; 97% felt that STEM is an integral Science curriculum component.</p> <p>Student surveys were conducted in May 2019: Students who responded (6-8 grades): 87% feel welcome at their school. 80% feel safe at school.</p>	<p>92% in ELA and 98% in Math felt that the school is meeting their child's academic needs 95% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 92% felt welcome at their child's school. 83% felt that their child is safe at school. 88% in ELA and 91% in Math felt that the school is meeting their child's academic needs. 88% felt that STEM is an integral Science curriculum component.</p> <p>Students who responded (6-8 grades): 84% feel welcome at their school. 82% feel safe at school. 89% feel that the school is meeting their</p>	<p>99% in ELA and 98% in Math felt that the school is meeting their child's academic needs 95% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 93% felt welcome at their child's school. 98% felt that their child is safe at school. 97% in ELA and 95% in Math felt that the school is meeting their child's academic needs. 95% felt that STEM is an integral Science curriculum component.</p> <p>Students who responded (6-8 grades): 81% feel welcome at their school. 80% feel safe at school. 92% feel that the school is meeting their</p>		positivity response in all measured areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	89% feel that the school is meeting their needs in ELA; 86% in math; 82% in science and social studies.	needs in ELA; 87% in math; 94% in science and social studies.	needs in ELA; 88% in math; 87% in science and social studies.		
The District will continue to maintain small average class sizes.	2020-21 Average Class Sizes: Alview: 18 Dairyland: 24.2	2021-22 Average Class Sizes: Alview: 19.25 Dairyland: 26	2022-23 Average Class Sizes: Alview: 19.2 Dairyland: 26.3		Average class size will be maintained at less than 20 at Alview and less than 25 at Dairyland.
All ADUSD students will have access to technology as measured by student: device ratio.	2020-21 Student to Device Ratio 1:2; one for classroom/ one for home use	2021-22 Student to Device Ratio 1:2; one for classroom/ one for home use	2022-23 Student to Device Ratio 1:2; one for classroom/ one for home use		Student to device ratio will be maintained at 1:2 to facilitate technology-infused instruction at home and school.
Students will have access to a broad course of study.	All students participated in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE	All students participated in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE	All students participated in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE		Students will have a broad course of study, primarily in core subjects, enhanced with art, music, P.E. and STEM.
The District will continue to implement state-adopted academic content and performance standards for all students.	100% of state-adopted content and performance standards are implemented in all curricular areas.	100% of state-adopted content and performance standards are implemented in all curricular areas.	100% of state-adopted content and performance standards are implemented in all curricular areas.		State adopted content and performance standards will continue to be implemented in all curricular areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners will continue to make progress in language acquisition as measured by the English Learner Performance Index (ELPI) and the reclassification rate.	Results from CA School Dashboard/DataQuest 2019: 51.9% of English Learners demonstrated progress in English Acquisition and 7% of ELs were reclassified to RFEP status (Fully English Proficient)	ELPAC results from DataQuest 2021: Summative Results % Proficient 2021 / % Proficient 2019: 13.98 / 16.08 (-2.10) In 2021-22, 7.7% of ELs were reclassified to RFEP status (Fully English Proficient)	Results from CA School Dashboard/DataQuest 2022: 36.8% of English Learners demonstrated progress in English Acquisition and 6.7% of ELs were reclassified to RFEP status (Fully English Proficient)		65% of English Learners will demonstrate progress in acquiring English as measured by ELPAC scores/ELPI. At least 15% of English Learners will meet criteria to become reclassified to Fully English Proficient (RFEP)
Students with exceptional needs will participate in after-school tutoring and classroom intervention groups to meet IEP goals and master grade level standards.	In 2020-21, 82% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom intervention settings.	In 2021-22, 93% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom intervention settings.	In 2022-23, 85% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom intervention settings.		Over 90% of students with exceptional needs will participate in after-school tutoring and 100% of those identified students will continue to work in small-group classroom intervention settings.
Students will be increasingly engaged as measured by School Attendance Rates.	In 2020-21, Alview School's Attendance Rate was 96.07%; Dairyland's Rate was 96.99%.	In 2021-22, Alview School's Attendance Rate was 93.37%; Dairyland's Rate was 95.37%.	In 2022-23 Alview's Attendance Rate was 93.68; Dairyland's Rate was 95.36%.		Each school will have an attendance rate of at least 97.5%.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Instructional Staff	Recruit, hire, and retain highly-qualified instructional staff	\$2,095,140.00	No
1.2	High-quality standards-aligned curriculum.	Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, science, and social studies as well as high-quality supplementary instructional materials in ELA, math, ELD, science, social studies, and STEM	\$30,000.00	No
1.3	Improved Use of Technology	Improve the use of technology in instruction by: a. Maintaining a one-to-two student/device ratio in all grade levels b. Retaining services of the full-time technology support person c. The purchase of new interactive whiteboards for each classroom to support direct instruction	\$230,000.00	Yes
1.4	Library books and materials	Continue replacement/increase of library books, including current titles, to support students in improving literacy	\$5,000.00	Yes
1.5	Additional paraprofessional support (Alview)	Provide 2 Paraprofessionals at Alview to provide reading support for the District's Structured English Immersion Program for all EL students	\$80,000.00	Yes
1.6	Additional Paraprofessional Support (Dairyland)	Provide 2 Paraprofessionals at Dairyland to facilitate push-in instruction for low-performing students, those with Disabilities, and support Structured English Immersion for all EL students	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Build background knowledge for increased learning	For Low Income, EL, and Foster Youth, the District will build background knowledge to increase learning and provide experiences that enhance connections to the school community and promote a positive school climate by: a. Providing three (3) educational assemblies per site. b. Providing field trips for all grade levels. c. Providing funds to help send 6th graders to Outdoor Education	\$36,000.00	Yes
1.8	Maintain low class sizes	Continue with an additional teacher to maintain lower class sizes for grades 7-8	\$85,000.00	Yes
1.9	Small-Group Intervention	Employ an intervention teacher at Dairyland to support small-group instruction for struggling students in grades 4-6	\$128,000.00	No
1.10	Professional Development	In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners. In addition, provide professional development for teachers to identify students' social emotional learning needs and provide support for students' mental health	\$5,000.00	Yes
1.11	High Quality P.E. Instruction	Support high-quality physical education to students by obtaining the services of a P.E. consultant and replenish equipment for grades 4-8	\$12,000.00	No
1.12	After-School STEM	Maintain EL and Low Income students' access to science, technology, engineering, and math instruction and career opportunities by continuing and expanding the after-school STEM workshops at Dairyland and a Alview	\$24,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	High-Quality STEM Instruction	Expand EL and Low Income students' access to science, technology, engineering, and math instruction and career opportunities by contracting with the Community Science Workshop Network for continuing regular school hours STEM curriculum and instruction. Program to be expanded to include two STEM instructors	\$105,000.00	Yes
1.14	Maintain small class sizes at Alview	With projected enrollment increases, ensure that class sizes remain small by furnishing/equipping a new modular building to accommodate the needs of students in grades K-3	\$475,000.00	Yes
1.15	Retain highly-qualified teachers	Provide each teacher with 20 or more years of experience a stipend between \$1500-\$2500 (dependent on years over 20)	\$15,000.00	Yes
1.16	Classroom Supplies	Provide each classroom with \$100 to purchase special or additional materials that are principally directed toward meeting the needs of EL and Low-Income students	\$2,000.00	Yes
1.17	Attendance Incentive	Without regard to sick days, provide an incentive for certificated and classified staff to miss two or less work days during the school year	\$30,000.00	Yes
1.18	Increase instructional time to mitigate learning loss	Provide teachers with an hourly stipend to provide after-school tutoring 3 days per week	\$95,000.00	No
1.19	Purchase Math Support Program, "ClassTime" to scaffold EL and Low	Provide support curriculum to promote strategic thinking in mathematics	\$14,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Income students' math standards mastery			

Goal Analysis [2022-23]

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

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

Most planned actions for the 2022-23 LCAP Goal 1 were implemented with fidelity. The biggest initiative, the Alview modular building (Action 1.14) was purchased but not delivered until after school began. As a result, it was not able to be used in 2022-23. All other actions planned for goal one were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 1, there were four material discrepancies from the planned actions:

1. Less than estimated was spent on Action 1.2 for standards-aligned curriculum. For both Math and ELA, all materials were included in current subscriptions and were provided at no cost from publishers. As a result, \$50,000 less than planned was spent.
2. More than planned was spent on PE equipment but the District was unsuccessful in hiring a PE consultant. Approximately \$4600 more than planned was spent to upgrade equipment. (Action 1.11)
3. The District was able to find a portable building for the Alview campus that was \$199,000 versus the planned \$235,000; \$36,000 less was allocated than budgeted. (Action 1.14) In addition, the building was not able to be delivered in the 2022-23 school year; the funds were encumbered, but not spent, and the building was not able to be used.
4. Estimated costs for teachers in actions 1.8 and 1.9 were approximately \$28,000 higher than planned due to salary increases and the addition of fixed costs.

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

Goal 1 represents the core mission of the district--providing students with academic and enhanced educational opportunities to prepare them for high school and beyond. The actions included in goal one all proved to be effective in that endeavor; most of the actions remain in the 2023-24 plan for that reason. The only metric for which actions did not have a positive impact was the chronic absenteeism rate. Pandemic-related student illnesses negatively affected District initiatives to improve attendance.

As evidenced by most other metrics, the actions in goal 1 had a positive impact in many areas.

Actions 1.1 and 1.2: A highly effective instructional staff and standards-aligned curriculum were effective in providing students with a broad course of study and growth in ELA outcomes for Hispanic, EL, and Low-Income students. In ELA Hispanic students grew by 13%, EL

students grew by 5%, and Low-Income students grew by 4.77% on 2022 SBAC assessments. Despite that growth, all student groups are still below 2019 pre-pandemic assessment data which reaffirms the need for continuation of these actions.

Action 1.3: Improved technology support was effective in providing students with access to devices with uninterrupted implementation. During the 2022-23 school year, 54% of teachers implemented online curricular resources and assignment submission for devices both at school and home. The enhanced support was integral in the increased technological initiatives. 100% of students had access and support for 2 devices throughout the school year.

Action 1.4: Additional library books and materials provided students with relevant, updated text offering that increased A.R. reading by 8% in 2022-23 over the prior year. This action also was effective in ensuring that EL and Low Income students had access to library materials since 76% of all students that utilized library services during the pandemic were representative of those student groups.

Actions 1.5 and 1.6: Additional paraprofessionals at both campuses facilitated EL support, small group instruction and intervention that contributed to ELA growth for Hispanics and EL students as referenced above on 2022 SBAC assessments.

Action 1.7: Through assemblies, field trips and camps, students were provided with a greater background from which to base learning experiences. Those enhancements contributed to positive learning outcomes as evidenced by a 4% increase in reading comprehension rates on local 2023 RESULTS assessments. These activities also contributed to positive school climate metrics which included lower suspension and drop-out rates of .7% and 0% respectively.

Actions 1.8: Lower class sizes afforded the District the opportunity to maintain less than 20 per class at Alview and less than 27 at Dairyland in the 2022-23 school year.

Action 1.9: An intervention teacher was effective in contributing to ELA growth with Hispanic and EL student groups. Intervention groups consisted of 91% Low-Income and 83% EL students in 2022-23.

Action 1.10: Professional development was effective in increasing teacher engagement rates by 3.2% in 2022-23 over prior year as measured by the District's DataWorks rubric.

Action 1.11: High quality P.E. instruction afforded the District to implement a well-equipped Physical Education program.

Actions 1.12 ,1.13: The continuation of STEM instruction and after-school STEM Club have continued to enhance students' educational experiences with hands-on, project-based learning that will serve them well in higher education and/or the vocational job market. In addition, the infusion of technology in every aspect of the curriculum across all grade levels has helped prepare students for high school and beyond. As evidenced by School Climate Survey data from the spring of 2023, on average, over 95% of parents and 87% of students felt that the STEM program was an integral part of the District's Science curriculum.

Action 1.14: The additional Alview classroom was not utilized in 2022-23. The funds for the building were encumbered but it was not delivered until after school was out; it will be equipped and furnished to serve students in the 2023-24 school year.

Action 1.15: 1.9 and 1.18: Retention of High-Qualified Teachers, An Intervention Teacher, and After-School Tutoring appeared to be effective in mitigating learning loss and even providing growth in ELA for all student groups as evidenced by 2022 SBAC results. The same was true in Math with the exception of Hispanic students. Almost all results, however, are still below 2019 pre-pandemic levels which reinforces the District's need to continue these actions.

Action 1.16: Teachers were provided with additional classroom funding which was effective in supporting Low-Income students in their need to have necessary supplies throughout the school year. 0% of Low-Income or EL students had to purchase any supplies required for school work or activities.

Action 1.17: Teachers and classified staff received a portion of \$5000 that was set aside for those that used three or less personal days in 2022-23. This action did not prove to be effective in that employee absence rates increased by 15% in 2022-23. Since the amount paid was

dependent on the number of employees that qualified, they cited the initiative lacked a clear incentive. For 2023-24, the amount will be increased and employees that use two or less personal days will be awarded a pre-determined amount.

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

No significant changes were made to goal one, its metrics or desired outcomes. Goal one is paramount in the District's mission. Some actions, however, have been enhanced and a new one has been added for 2023-24.

Action 1.14 (new building at Alview) has been increased to include equipment and furnishings necessary to make it functional for classroom instruction. The only planned expenditure from 2022-23 was for the building itself. The District will need to invest approximately \$475,000 to add electricity phone, data, fire alarm, furnishings, restroom facilities etc. to make the space functional.

In addition, during the 2022-23 school year, the shortage of classified and certificated substitutes made it challenging to ensure that students were supported by qualified staff during employee absences. Also, the District continues to see evidence of the strong connection between regular staff and student achievement versus that same achievement when employees are absent. As a result, the attendance incentive action for 2023-24 is being expanded to include paraprofessional staff and the dollar amount is increasing from \$5,000 to \$30,000.

With regard to a new action, the District has added a new Math initiative. To further ensure that desired outcomes are achieved in 2023-24, the addition of "ClassTime", a program to support strategic mathematical thinking and problem solving; most notably for the District's EL and Low-Income students, was added as action number 19.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	ADUSD is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities are clean and maintained in good repair as measured by the Facilities Inspection Tool and ongoing sanitization practices.	Both Schools scored a rating of "Good" on the Facilities Inspection Tool in December of 2020.	Both schools scored a rating of "Good" on the Facilities Inspection Tool in December 2021.	Both schools scored a rating of "Good" on the Facilities Inspection Tool in December 2022.		Both schools will have an overall score of "Exemplary" as measured by the Facilities Inspection Tool.
Students will show academic growth in ELA as measured by Dashboard Indicator.	SBAC Results from CA School Dashboard/DataQuest 2019: ACADEMIC INDICATOR, ELA (DISTANCE FROM LEVEL 3)	(Mean Distance from standard is unavailable) SBAC results from DataQuest 2021: Academic Indicator, ELA:	SBAC Results from CA School Dashboard/DataQuest 2022 ACADEMIC INDICATOR, ELA		EL, Low Income, and Hispanic students will all grow significantly in ELA so that no student group is below standard; all will meet/exceed standard SBAC scores

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mean distance from Standard-- All Students: 9.8 above (Green Category) EL: 15.1 below (Yellow Category) Low Income: 5.3 below (Yellow Category) Hispanic: 16 below (Orange Category) White: 32.1 points above (Green Category) Students with Disabilities: The number of students was 9, so no results were reported.	Difference in % Met/Exceeded from 2019 to 2021 by student groups is as follows: All Students: -4.51% Hispanic: +2.5% Low Income: -4.26% EL: +5.28% White: -10.54 Students with Disabilities: The number of students was less than 10 so no results were reported.	Difference in % Met/Exceeded from 2021-2022 by student groups is as follows: All Students: +2.35% Hispanic: +13.1% Low Income: +4.77% EL: +5.01% White: +6.08% Mean distance from Standard Level 3 (To compare with 2019 data): All Students: .9 points above EL: 13 below Low Income: 13.4 below Hispanic: 16 below White: 21.7 points above Students with Disabilities: 57.9 below		Mean distance from Standard-- All Students: 15 above (Green Category) EL: 2 above (Green Category) Low Income: 5 above (Green Category) Hispanic: 5 above (Green Category) White: 40 points above (Blue Category) Students with Disabilities: 10 point growth over 2019
Students will show academic growth in Mathematics as measured by Dashboard Indicator.	SBAC Results from CA School Dashboard/DataQuest 2019: ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3)	(Mean Distance from standard is unavailable) SBAC results from DataQuest 2021: Academic Indicator, MATH Difference in % Met/Exceeded from	SBAC Results Results from CA School Dashboard/DataQuest 2022: ACADEMIC INDICATOR, MATH Difference in % Met/Exceeded from		EL, Low Income, and Hispanic students will all grow significantly in Math so that no student group is below standard; all will meet/exceed standard SBAC scores.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mean distance from standard-- All students: 8.2 above (Blue Category) EL students: 13.1 below (Green Category) Low Income: 4.5 below (Green Category) Hispanic: 15.3 below (Green Category) White: 29.2 above (Green Category) Students with Disabilities: The number of students was 9, so no results were reported.	2019 to 2021 by student groups as follows: All Students: -10.13% Hispanic: -6.84% Low Income: -11.43% EL: -6.19% White: -10.95% Students with Disabilities: The number of students was less than 10 so no results were reported.	2021-2022 by student groups is as follows: All Students: +6.81% Hispanic: -2.06% Low Income: +4.37% EL: +1.37% White: +1.17% Mean distance from standard Level 3 (To compare with 2019 data): All students: 13.6 below EL students: 22.7 below Low Income: 22.6 below Hispanic: 22.7 below White: 2.4 above Students with Disabilities: 56.5 below		Mean distance from standard-- All students: 15 above (Blue Category) EL students: 5 Above (Green Category) Low Income: 10 Above (Green Category) Hispanic: 7 Above (Green Category) White: 40 above (Blue Category) Students with Disabilities: 10 point growth over 2019
Students will be increasingly engaged as measured by School Attendance Rates.	In 2020-21, Alview School's Attendance Rate was 96.07%; Dairyland's Rate was 96.99%	In 2021-22, Alview School's Attendance Rate was 93.37%; Dairyland's Rate was 95.37%	In 2022-23 Alview's Attendance Rate was 93.68; Dairyland's Rate was 95.36%.		Each school will have an attendance rate of at least 97.5%.
School engagement will be measured by	Results from CA School	Results from DataQuest 2021:	Results from DataQuest 2022:		Chronic Absenteeism will drop to 2% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard chronic absenteeism rate.	Dashboard/DataQuest 2019: CHRONIC ABSENTEEISM RATE 3.3% (Green Category)	CHRONIC ABSENTEEISM RATE 8.8%	CHRONIC ABSENTEEISM RATE 18.1%		
School Climate will be measured by Dashboard suspension rates.	Results from CA School Dashboard/DataQuest 2019: SUSPENSION RATE INDICATOR-- All students: 1.9%. (Yellow Category) EL: 1.7%. (Yellow Category) Low Income: 2.1%. (Yellow Category) Hispanic: 2.5%. (Green Category) White: 1.1%. (Yellow Category) Students with Disabilities: (No color assigned)	Results from DataQuest 2021: SUSPENSION RATE INDICATOR-- All Students: 0%	Results from CA School Dashboard/DataQuest 2022: SUSPENSION RATE INDICATOR-- All students: .7%. EL: 1.2%. Low Income: 1%. Hispanic: .8%. White: 0%. (Yellow Category) Students with Disabilities: 0%		Alternatives to suspension will be implemented to lower student suspension rates to under 1% for all student groups.
School Climate will be measured by middle school drop-out rate.	Results from CA School Dashboard/DataQuest 2019: Students were significantly engaged	Results from DataQuest 2021: Students were significantly engaged as measured by a	Results from DataQuest 2022: Students were significantly engaged as measured by a		Middle School dropout rate will continue at 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as measured by a middle school dropout rate of 0%.	middle school dropout rate of 0%.	middle school dropout rate of 0%.		
School Climate will be measured by expulsion rate.	School climate was measured by maintaining the expulsion rate at 0%.	Results from DataQuest 2021: School climate was measured by maintaining the expulsion rate at 0%.	Results from DataQuest 2022: School climate was measured by maintaining the expulsion rate at 0%.		Expulsion rate will be maintained at 0%.
Parent and Student satisfaction and overall school climate will be measured by parent and student surveys,	<p>Surveys were conducted in May 2021: Alview parents who responded: 97% felt welcome at their child's school. 94% felt that their child is safe at school. 98% felt that the school is meeting their child's needs in ELA and math; 94% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 98% felt welcome at their child's school.</p>	<p>Surveys were conducted in May 2022: Alview parents who responded: 92% felt welcome at their child's school. 99% felt that their child is safe at school. 92% in ELA and 98% in Math felt that the school is meeting their child's academic needs 95% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 92% felt welcome at their child's school.</p>	<p>Surveys were conducted in May 2023: Alview parents who responded: 95% felt welcome at their child's school. 98% felt that their child is safe at school. 99% in ELA and 98% in Math felt that the school is meeting their child's academic needs 95% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 93% felt welcome at their child's school.</p>		<p>Parent school climate surveys will glean a 98% positivity response in all measured areas.</p> <p>Student school climate surveys will glean at least a 90% positivity response in all measured areas.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>97% felt that their child is safe at school. 98% felt that the school is meeting their child's needs in ELA; 99% in math; 97% felt that STEM is an integral Science curriculum component.</p> <p>Students who responded in 2019: Students who responded (6-8 grades): 87% feel welcome at their school. 80% feel safe at school. 89% feel that the school is meeting their needs in ELA; 86% in math; 82% in science and social studies.</p>	<p>83% felt that their child is safe at school. 88% in ELA and 91% in Math felt that the school is meeting their child's academic needs 88% felt that STEM is an integral Science curriculum component.</p> <p>Students who responded (6-8 grades): 84% feel welcome at their school. 82% feel safe at school. 89% feel that the school is meeting their needs in ELA; 87% in math; 94% in science and social studies.</p>	<p>98% felt that their child is safe at school. 97% in ELA and 95% in Math felt that the school is meeting their child's academic needs. 95% felt that STEM is an integral Science curriculum component.</p> <p>Students who responded (6-8 grades): 81% feel welcome at their school. 80% feel safe at school. 92% feel that the school is meeting their needs in ELA; 88% in math; 87% in science and social studies.</p>		
School climate/learning environment will be measured by average class size.	2020-21 Average Class Sizes: Alview: 18 Dairyland: 24.2	2021-22 Average Class Sizes: Alview: 19.25 Dairyland: 26	2022-23 Average Class Sizes: Alview: 19.2 Dairyland: 26.3		Average class size will be maintained at less than 20 at Alview and less than 25 at Dairyland.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain School Facilities' Safety and Cleanliness	Maintain "Good-Exemplary" ratings on the Facility Inspection Tool regarding the condition, safety, and cleanliness of buildings and grounds at both sites. Continue disinfection protocols that include bi-weekly deep-cleaning and daily misting of classroom surfaces, restrooms, play equipment and buses.	\$374,405.00	No
2.2	Maintain excellent support services to students, staff, parents	Keep an adequate number of office and clerical staff on the job daily providing excellent services to students, staff, and parents.	\$219,000.00	No
2.3	Continue character education activities at both schools	Continue to read Project Wisdom quotes each day during morning announcements at both campuses. Readings are based in character-building anecdotes and exemplary biographical excerpts.	\$0.00	No
2.4	Continue the after-school sports program	One football coach, one volleyball coach, two basketball coaches, and two soccer coaches will be hired during the year to cover the coaching duties for the 7th and 8th grade programs.	\$3,500.00	Yes
2.5	Retain an additional teacher to maintain lower class sizes	Continue with an additional teacher to maintain lower class sizes for grades 7-8. See goal #1, Action 8	\$0.00	No
2.6	Professional Development	In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners. See Goal 1, Action 10	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Positive Behavior Reward Program	Continue a Caught Being Good program to encourage students to act appropriately by offering incentives to do so. (Funded by Alvieu-Dairyland Parent Teacher Club)	\$0.00	No
2.8	Hire a Part-Time Counselor to support students social-emotional needs	Provide a counselor to meet with students on a weekly basis to promote mental health and wellness.	\$40,000.00	Yes

Goal Analysis [2022-23]

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

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

Most actions from 2022-23 were implemented with fidelity. The safety and cleanliness protocols were maintained to earn a "good" rating on the Facilities Inspection Tool. Staffing levels were maintained in custodial and support services to provide students with a safe, clean, and supportive experience at both campuses. The "Caught Being Good" program continued to work well for character building. After-School Sports were enhanced to include the soccer program referenced in Action 2.4.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were very small material differences between budgeted and estimated actual expenditures for goal #2. The only difference in planned versus actual expenditures was from action 2.1; some expenses from the prior year included equipment (sanitizing/misting machines, etc.) that were not ongoing in 2022-23. That led to a \$63,000 shortfall in actual versus planned expenditures. Most actions and corresponding expenses specific to this goal were based on personnel and all positions were maintained at the estimated rate throughout the school year.

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

As evidenced by several metrics, the actions included in goal 2 were integral in making progress toward achieving desired outcomes. Actions 2.1 and 2.2: The office support and custodial staff contributed to students' and parents' positive 2022-23 survey responses with regard to clean, safe, welcoming, and well-maintained schools. At Alvieu School, 95% of parents felt welcome and 98% responded that their children were safe at school. At Dairyland, 93% of parents felt welcome and 98% felt that their children were safe at school. An action that was not included in the 2022-23 LCAP was the addition of access controls at both campuses; that initiative was funded through federal safety grants. With the addition of locked doors and key fobs, parent responses about safety grew over 10% from the previous year. In addition, the "Good" rating on the Facilities Inspection Tool also proved to be a strong indicator of the importance of a well-staffed maintenance department.

Actions 2.3 and 2.7: The character education and positive behavior rewards were effective in contributing to student engagement as measured by low suspension, expulsion and drop-out rates in 2022-23. The suspension rate was at .7% and expulsion/drop-out rates were both at 0%.

Action 2.4: The after-school sports program was implemented after a two-year break. 82% of students that participated in volleyball, football, basketball and soccer were either EL and/or Low Income. Those students provided feedback to staff about their readiness to compete in similar sports at the high school level.

Action 2.5: The assessment growth for EL and Low-Income groups in ELA as measured by 2022 SBAC data is indicative of the success of small class sizes. The same is true at a lower percentage in Math for those same student groups. In ELA, Low Income and EL students grew at a rate close to 5%. In Math Low-Income students grew at a rate of 4.37% while ELs grew at only 1.37%. After the 2020-2021 year of Distance Learning, small class sizes have been effective the last two years in mitigating further learning loss than what would have occurred without this action.

Action 2.6: The additional professional development for teachers on social-emotional learning and classroom engagement also were integral in students' positive feedback about their learning environment. As evidenced by the 2023 school climate survey, over 80% of students felt that the District is meeting their learning needs. Also, after 1:1 teacher coaching on explicit direct instruction, overall student engagement increased by 3.2% over the prior school year as measured by the District's DataWorks rubric.

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

All actions will be continued in 2023-24 to ensure the District achieves Goal #2 which is to provide a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities. Based on strong positive parent survey data with regard to the specifics of Goal #2, the District will continue to implement the same actions as planned in the last school year.

During the 2022-23 school year, the District partnered with local agencies to provide counseling referrals for students who needed mental health support. Twelve students were referred throughout the school year; 83% of whom were English Learner and/or Low-Income students. As a result the District sees a need to hire a part time counselor for 2023-24 to meet with students on a weekly basis to support their social/emotional/behavioral needs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will make efforts to seek input from parents for decision making at each school site as measured by SSC, PTC and PAC meeting participation	In 2020-21, SSC meetings and PTC Board meetings were held quarterly. PAC meetings were held in the 4th quarter for LCAP and ELOP planning.	In 2021-22, SSC meetings and PTC meetings were held quarterly. PAC/DELAC meetings were held twice specifically for LCAP planning. A general LCAP parent informational meeting was held in February, 2022.	In 2022-23, SSC meetings and PTC meetings were held quarterly. PAC/DELAC meetings were held twice specifically for LCAP planning. A general LCAP parent informational meeting was held in January 2023.		Parent meetings will be held more frequently--Parent Teacher Club meetings will increase attendance from board-only to members at large on a quarterly basis. PAC and LCAP Committee meetings will be held six times throughout the year. Participation in PTC, PAC and LCAP Committees will increase by 50% over 2019-20 attendance rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will promote participation in programs for English Learners as measured by DELAC Committee attendance.	In 2021-22, quarterly DELAC meetings were held with 80% attendance.	In 2021-22, quarterly DELAC meetings were held with 60-80% attendance.	In 2022-23, DELAC meetings were held with 95-100% attendance.		DELAC meetings will be held more frequently--six times throughout the school year with 90% attendance.
The District will promote parent participation at school events and assemblies.	There were no assemblies in 2020-21 but 100% of parents attended a third grade Mother's Day event, kindergarten and eighth grade graduation ceremonies.	Parents were invited back to school events and assemblies in March of 2022. Approximately 40% of Alview parents participated in awards assemblies from March-June while 100% of parents attended kindergarten and 8th grade graduation ceremonies.	In 2022-23, approximately 54% of Alview parents participated in awards assemblies from September-June while 100% of parents attended kindergarten and 8th grade graduation ceremonies. For holiday performances, 90% of Alview parents and 65% of Dairyland parents were in attendance.		Parent participation will increase to 80% for awards assemblies, holiday programs, back-to-school nights, LCAP informational meetings, etc.
The District will promote parent participation in School Climate Survey responses.	92% of parents returned School Climate Surveys in April of 2021.	88% of parents returned School Climate Surveys in May of 2022.	91% of District families returned School Climate Surveys in May of 2023.		95% of parents will complete and return School Climate Surveys.
ESL parents participation in Adult English Classes will increase.	There were no Adult English Classes offered in 2020-21.	On average, 12 parents attended weekly ELD classes throughout the 2021-22 school year.	On average, 8-10 parents attended weekly ELD classes throughout the 2022-23 school year.		At least 25 parents will participate in Adult ELD Evening Classes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will use ClassDojo to communicate with teachers about classroom events and individual student progress. ClassDojo will also be accessed by parents for District announcements with regard to activities and scheduling.	96% of parents and 100% of teachers utilized ClassDojo as a communication tool.	98% of parents and 100% of teachers utilized ClassDojo as a communication tool.	98% of parents and 100% of teachers utilized ClassDojo as a communication tool.		98% of parents will utilize ClassDojo as a means of school-parent-teacher communication.
Parents will participate in annual conferences to discuss student progress and collaborate with teachers to support learning needs. Parents of students with special needs will be consulted individually to solicit input for how the District can serve their unique needs and support their IEP goals.	97% of parents participated in conferences in the fall of 2020.	98% of parents participated in conferences in the fall of 2021.	99.7% of parents participated in conferences in the fall of 2022.		98% or more of parents will participate in fall parent-teacher conferences. 100% of parents of students with unique needs will attend individual conferences.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Sponsor school activities to	Parents will be encouraged to participate in the following school events and/or committees:	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	encourage parent participation.	Back-to-School BBQ. Fall Parent/Teacher conferences Alview Monthly awards assemblies Dairyland quarterly awards assemblies One Book Fair at each campus Parent Education Nights--Internet Safety, Suicide Prevention, Campus Safety, Human Trafficking Awareness Spring Parent/Teacher conferences 3rd Grade Mothers' Day Tea Kindergarten graduation 8th Grade graduation DELAC meetings School Site Council meetings Parent/Teacher Club meetings Parent Advisory Council meetings ELDclasses for adults		
3.2	School Climate Survey	Annually survey parents to solicit input on communication, climate, and conditions at both schools (funded by general supply budget)	\$0.00	No
3.3	Offer incentives and eliminate barriers to parent engagement	Provide babysitting for ELD classes and other parent advisory meetings to promote participation by low income parents, parents of English Learners, and parents of students with exceptional needs	\$1,000.00	Yes
3.4	ELD Support for Parents	Provide computer programs for English language acquisition and mastery for home use	\$0.00	No
3.5	English Acquisition Support for Parents	In partnership with other local districts, offer English Language Development (ELD) classes for parents on a weekly basis. Associated	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		cost is for food and paraprofessional support; classes are offered at no cost by local community college		
3.6	Offer regular parent meetings to promote student well-being	The District will host regular parent meetings to present pertinent information on school safety, student mental health, internet security, drug abuse, etc.	\$2,000.00	No

Goal Analysis [2022-23]

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

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

Most actions in Goal #3 were implemented with fidelity. The year began with the Back to School Barbecue during which approximately 540 parents were in attendance. Fall conferences had 99.7% attendance and Parent-Teacher Club quarterly attendance was up by 11% over prior year. In 2022-23, monthly Alview "Library Club" assemblies were back and very well-attended. The only action that was not implemented was the Science Fair Parent Viewing Night. Dairyland changed the Science Fair format this year so that students had projects that were classroom-based without display boards. As a result, there was no "Parent Viewing Night". With regard to babysitting for PAC/DELAC and Parent ELD classes, the District was able to use high school student volunteers and no resulting cost was associated with that service/action. All other planned actions, however, were implemented.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The only material differences in planned versus actual expenditures were in actions 3.3 and 3.4. Babysitting services were provided by high school volunteers at no cost. For action 3.4, parents that needed computer support for ELD classes were provided an existing school laptop and no new expenditures were associated with that action.

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

As evidenced by several metrics, the actions included in goal 3 all proved to be integral in making progress toward its desired outcomes. Action 3.1: By providing multiple opportunities for involvement such as the Back-to-School Barbecue, conferences, LCAP information night, PTC meetings/events, and monthly assemblies, parent engagement and participation were back to pre-pandemic levels. Parents had multiple opportunities for input and feedback in a variety of settings. In 2022-23, over 500 parents attended the barbecue, 99.7% attended

conferences, several parents came to the LCAP information night and PTC attendance was up 11% overall. DELAC meetings were the most well-attended in the last four years with 90-100% of members present.

Action 3.2: Based on the the analysis of the 2022-23 School Climate Survey, the results indicate that 93% of parents feel their input is welcome and 96% of parents overall expressed that the District is meeting their children's academic needs.

Action 3.3: The babysitting and snack incentives did not prove to be effective in improving attendance rates at parent ESL classes, but did aid in increasing attendance at PTC and DELAC meetings.

Action 3.4: The computer-based program for ESL classes was dispersed on a limited basis and did not appear to be a factor in supporting parents' with English acquisition. The majority of parents in the ESL class were not comfortable with the technology and did not express interest in utilizing the resource.

Action 3.5: The weekly parent ELD classes had a downturn in attendance and only averaged between 8-10 parents at weekly meetings.

Action 3.6: The translation services were effective at PTC meetings for EL parents as evidenced by increased participation rates.

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

Based on the declining participation in parent ELD classes, the District had decided to go in a new direction for 2023-24. The local community college is offering a structured program for ELD classes at the neighboring Chowchilla Districts. Alview-Dairyland plans to partner with the districts to provide a more engaging ELD educational experience along with paraprofessional support, meals, and babysitting to incentivize attendance. Through the college program, there will be more opportunities to engage, monitor and assess progress in English acquisition. Also, the Parent Teacher Club will be providing their own translation services in 2023-24; the District will no longer be responsible for that service. As a result, the 2022-23 action 3.6 has been eliminated and replaced with parent meetings/informational nights.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,037,564.00	\$106,592.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.33%	4.02%	\$147,597.00	30.35%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Sixty percent of the students in the Alview-Dairyland Union School District are socio-economically disadvantaged. English Learners constitute 38% of our population. At this time, the District has very few Foster Youth in attendance. The total percentage of Student Groups for which the District plans to increase/improve services is 64% (combined EL and Low-Income students). While all students may receive some of the services, expenditures of supplemental and concentration funds are principally directed toward meeting the needs and improving the outcome of Low Income, English Learners and Foster Youth. The 31.28% proportionality percentage for increased or improved services is reflected in providing additional supports, enrichment opportunities and interventions for those students as well as continuing to focus professional development on evidence-based approaches to best support their needs. The following are actions principally directed to increase services for Foster Youth, English Learners, and Low-Income Students:

Goal 1, Action 3: Improved Use of Technology

- Foster Youth, English Learners, and Low-Income Students have limited access to technology and related skills. In the fall of 2020, when students had to switch to distance learning, 64% of students, most of whom were Low-Income and EL, did not have access to the internet, devices at home, or the necessary background knowledge to utilize technological resources. In 2021-22, despite students' return to in-person learning, teachers utilized home laptops for assignments and extended learning opportunities. In 2022-23, the District continued to provide home laptops for all students and hotspots for 36% of our Low-Income/EL students. For twenty-

first century college and career readiness, a strong technological background will be foundational to success. Without providing the technology and support, many EL and Low-Income students would not have access to those key technological tools and internet access at home. Also, all ADUSD classrooms have electronic whiteboards and projectors that are twelve years old. In 70% of classrooms, images are unclear and interaction with the white boards has become intermittent.

- The District will maintain a 1:2 student to device ratio to provide students with access to maximize their technology skills at home and at school. In addition, the District will continue to employ a full-time Director of Technology to maintain devices and support students' learning needs. ADUSD will also purchase new interactive whiteboards for direct instruction to enhance visual cues and make Math, ELA, and Science curriculum more engaging and accessible in real time.
- The effectiveness of this action will be measured by teacher engagement rates as well as EL and Low Income students' access to online curricular resources and assignment submission via platforms such as Google Classroom, etc. that are the result of the 1:2 student to device ratio.

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

- English Learners, and Low-Income Students continue to demonstrate lower rates of ELA and Mathematics mastery as measured by both state and local assessments. Despite growth in EL students' assessment results, ADUSD Dashboard data from 2022 references a significant gap in standards mastery between EL/Low Income students and the student population as a whole. In ELA, Low-Income students scored 13.5 points lower and EL students scored 13.1 percentage points lower than students as a whole. In Math, Low-Income students scored 9 percentage points and EL students scored 9.1 percentage points lower than the overall student population.
- Foster Youth, English Learners, and Low-Income Students have limited access to books in their home setting that enhance foundational reading skills and provide access to literary classics. Having a solid foundation in early literacy skills is critical to those students' future reading performance. During the school closure in 2020-21, students had the opportunity to make appointments at school libraries to check out books. Of those that made appointments, 76% were either English Learners or Low-Income students who indicated that they relied on school resources for grade-level books. In 2022-23, library circulation rates were also 23.7% higher for those student groups than the student population as a whole; further evidence of the need to maintain relevant literary resources.
- According to children's literacy nonprofit "Reading Partners", students who can't read proficiently by fourth grade are four times more likely to drop out of high school. Literacy is a key component of future success for students as they progress to higher education and beyond.
- The District will replenish library books and purchase new, relevant titles to engage students in literacy and promote a life-long interest in reading.
- The effectiveness of this action will be measured by EL and Low Income student participation in the Accelerated Reading program at both campuses as well as library circulation data.

Goal 1, Action 5: Provide two Paraprofessionals at Alview to provide reading support for TK/kindergarten students and English Learners.

- English Learners, in most cases, enter TK or kindergarten with no English knowledge or background. In order for them to access ELA curriculum in their kindergarten year, EL students need support for English immersion. In 2022-23 18% of students entering

kindergarten at Alview had no English language background. EL students need more one:one support for language acquisition and overall academic support.

- In addition, Alview's students did not meet growth targets as measured by the state's "ELPI" criteria and qualified for "ATSI"-- Additional Targeted Support and Improvement. More paraprofessional support is needed across all grade levels at Alview to facilitate EL intervention groups and expedite English acquisition.
- The District will provide additional bilingual paraprofessionals at Alview in kindergarten and third grade to support English Learners and scaffold them to language mastery with ELD curriculum in small group settings.
- The effectiveness of this action will be measured by students' English language mastery rates and ability to access grade level curriculum.

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

- English Learners, and Low-Income Students continue to demonstrate lower rates of ELA and Mathematics mastery as measured by both state and local assessments. Despite growth in EL students' assessment results, ADUSD Dashboard data from 2022 references a significant gap in standards mastery between EL/Low Income students and the student population as a whole. In ELA, Low-Income students scored 13.5 points lower and EL students scored 13.1 percentage points lower than students as a whole. In Math, Low-Income students scored 9 percentage points and EL students scored 9.1 percentage points lower than the overall student population.
- For success in college, career, and beyond, clear understanding of core subjects is vital.
- The District will provide two additional paraprofessionals at the Dairyland campus to work with both student groups in a small-group, RTI instructional setting to reinforce curriculum, support learning needs, and ensure grade level mastery.
- The effectiveness of the additional support will be measured by formative and summative assessments, both state and local; as well as teacher observation and input.

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

- English Learners, and Low-Income Students continue to demonstrate lower rates of ELA and Mathematics mastery as measured by both state and local assessments. Despite growth in EL students' assessment results, ADUSD Dashboard data from 2022 references a significant gap in standards mastery between EL/Low Income students and the student population as a whole. In ELA, Low-Income students scored 13.5 points lower and EL students scored 13.1 percentage points lower than students as a whole. In Math, Low-Income students scored 9 percentage points and EL students scored 9.1 percentage points lower than the overall student population.
- Background knowledge is often a barrier to the success of Foster Youth, Low-income and English Learners. Many Low Income and EL students have limited experiences from which to draw and apply to future opportunities in higher education and career settings. A study by Tenaha O'Reilly, Zuowei, Wang, and John Sabatini entitled "How Much Knowledge Is Too Little....When a Lack of Knowledge Becomes a Barrier to Comprehension", concludes that a student's knowledge threshold may not only indicate their ability to understand new concepts but can also be an essential component of reading comprehension. In our efforts to glean input,

all educational partners from School Site Council, PAC/DELAC, and Parent Teacher Club agreed and provided positive feedback for the intrinsic value of the background knowledge gleaned through field trips, assemblies, and outdoor school experiences.

- The District will provide opportunities for EL and Low-Income student groups to engage in experiences through field trips, assemblies, and outdoor school that expand their vocabularies, skills, and knowledge.
- The effectiveness of the experiences will be measured by local student reading comprehension assessments and school climate survey results.

Goal 1, Action 8: Maintain lower class sizes in grades 7-8 by employing an additional teacher in that grade level span.

- As demonstrated by the latest state and local assessments, English Learners and Low-Income Students' scores are lower than those of their peers. In ELA, Low Income students scored 13.5 points lower and EL students scored 13.1 percentage points lower than students as a whole. In Math, Low Income students scored 9 percentage points and EL students scored 9.1 percentage points lower than the student population as a whole. These students need smaller class sizes to provide more focus on their academic needs and close the achievement gap. Research has shown that smaller class sizes provide English Learners, in particular, with the individualized attention and tailored instruction that best meets their needs in addition to facilitating a focused, less disruptive learning environment. When lower class sizes were implemented in grades 7-8 during 2021-22, Dairyland's ELA SBAC scores increased in those grade levels by approximately 5%. (up 4.77% for Low Income and up 5.01% for EL students)
- In order to provide focused classroom instruction at Dairyland, EL and Low-Income students in grades 7-8 will continue to have small class sizes (24:1) to support their learning goals in an environment where individual student needs are more clearly defined and corresponding support can be offered.
- The effectiveness of this action will be measured by formative, summative, and state/local assessments to measure EL and Low-Income student academic growth.

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

- Student engagement is needed as a key to academic success for our all students but particularly English Learners. Alview-Dairyland has partnered with DataWorks to provide professional development to teachers on Explicit Direct Instruction as a key strategy to maximize student engagement. EL students need instruction that allows them to focus on the subject matter despite language barriers. They also need instructional methods that allow for ongoing assessment of understanding. In addition, approximately 40% of students in poverty have experienced one or more Adverse Childhood Experiences (ACES). In May of 2023, District Administration met with certificated staff to discuss teachers' social-emotional learning proficiency. Approximately 75% of teachers indicated that they continue to need further background knowledge and training to identify and address students' social/emotional and mental health needs.
- The pandemic also affected students' social-emotional well being; a higher percentage of impoverished and EL students were impacted at home during COVID 19 as more families were affected by job/housing loss in the service/agricultural industries.
- After training in the fall of 2022, teachers identified 12 students who needed social-emotional support throughout the school year; 83% of whom were Low-Income and/or EL students.

- The District will continue to have DataWorks provide 1:1 coaching to all certificated staff in the fall of 2023 that will focus on student engagement methods as well as serving students' social/emotional learning needs. Both areas of training for staff will focus on meeting the academic and emotional needs of our English Learners and Low-Income students.
- The effectiveness of the professional development will be measured by teacher engagement data collected weekly and implementation of strategies to identify/address students' social/emotional learning needs.

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

- English Learners, and Low-Income Students continue to demonstrate lower rates of ELA and Mathematics mastery as measured by both state and local assessments. Despite growth in EL students' assessment results, ADUSD Dashboard data from 2022 references a significant gap in standards mastery between EL/Low Income students and the student population as a whole. In ELA, Low-Income students scored 13.5 points lower and EL students scored 13.1 percentage points lower than students as a whole. In Math, Low-Income students scored 9 percentage points and EL students scored 9.1 percentage points lower than the overall student population.
- Foster Youth, English Learners, and Low-Income Students have limited background and experiences with project-based, hands-on learning in the fields of Science, Technology, Engineering, and Math. All four areas are foundational for higher learning and career success. From the School Climate Survey in May of 2023, 95% of parents and 87% of students agreed that the STEM program is a valuable component to the District's Science curriculum. In 2023, the District's after-school STEM program culminated with a rocket-building exercise that inspired student participation in project-based learning. At an LCAP Parent meeting in January of 2023 and an LCAP Committee meeting in May of 2023, parents asked to continue the expansion of the After-School STEM program to include a STEM Club for students with varying degrees of academic aptitude.
- The District will provide a supplemental after-school STEM program to engage Low-Income and/or EL students with projects to increase their background knowledge in the four STEM areas.
- The effectiveness of the after-school STEM program will be measured by project completion results and informal/formal assessments that glean mastery level of the STEM components involved in each project.

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

- English Learners, and Low-Income Students continue to demonstrate lower rates of ELA and Mathematics mastery as measured by both state and local assessments. Despite growth in EL students' assessment results, ADUSD Dashboard data from 2022 references a significant gap in standards mastery between EL/Low Income students and the student population as a whole. In ELA, Low-Income students scored 13.5 points lower and EL students scored 13.1 percentage points lower than students as a whole. In Math, Low-Income students scored 9 percentage points and EL students scored 9.1 percentage points lower than the overall student population.
- Foster Youth, English Learners, and Low-Income Students have limited background and experiences with project-based, hands-on learning in the fields of Science, Technology, Engineering, and Math. According to a 2019 study from "Change the Equation", a consortium of business and education leaders, Low-Income students are least likely to have access to STEM resources, experiences, and classes. As a result, these students suffer disadvantages over the course of their schooling and face dim

prospects for rewarding STEM careers. Since the inception of the District STEM program, student Science grades have grown by approximately 15% and 95% of parents, including those of all EL and Low-Income student groups, expressed their support of the ADUSD STEM program as an integral component in the District's Science curriculum.

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

Goal 1, Action 14: Furnish and equip a modular building at the Alview campus to maintain small class sizes and facilitate small-group intervention classes.

- As demonstrated by state and local assessments, English Learners and Low-Income Students' scores are lower than those of their peers. Despite growth in EL students' assessment results, ADUSD Dashboard data from 2022 references a significant gap in standards mastery between EL/Low-Income students and the student population as a whole. In ELA, Low-Income students scored 13.5 points lower and EL students scored 13.1 percentage points lower than students as a whole. In Math, Low-Income students scored 9 percentage points and EL students scored 9.1 percentage points lower than the student population as a whole. With regard to local reading RESULTS assessment, Low-Income students scored had 9% less comprehension and EL students had 19% lower comprehension scores than the overall student population. These students need smaller class sizes to provide more focus on their academic needs and close the achievement gap. Research has shown that smaller class sizes provide English Learners, in particular, with the individualized attention and tailored instruction that best meets their needs in addition to facilitating a focused, less disruptive learning environment. Based on projected enrollment, it will not be possible to maintain a class size of 20 or less with existing facilities. The additional building will also be designed and equipped to served small group intervention instruction that will benefit Low-Income and EL students in English acquisition and foundational ELA and Math skills.
- In order to provide focused classroom instruction at Alview, EL and Low-Income students in all grades will continue to have small class sizes (20:1) to support their learning goals in an environment where individual student needs are more clearly defined and corresponding support can be offered. The additional classroom that was purchased in the last fiscal year will be equipped with restrooms, electricity, phone/data lines, furnishings, etc. to make it functional to house students starting in the 2023-24 school year.
- The effectiveness of this action will be measured by formative, summative, and state/local assessments to measure EL and Low-Income student academic growth.

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

- Foster Youth, English Learners, and Low-Income Students need high-quality, experienced teachers to provide optimal instructional and assessment techniques. Despite growth in EL and Low Income students' assessment results, ADUSD Dashboard data from 2022 references a significant gap in standards mastery between EL/Low-Income students and the "all students" category. In ELA, Low Income students scored 13.5 points lower and EL students scored 13.1 percentage points lower than students as a whole. In Math, Low-Income students scored 9 percentage points and EL students scored 9.1 percentage points lower than the student population as a whole. When measuring teacher effectiveness with regard to student growth, the District analyzed teacher

performance in the spring of 2023; the teachers with the most years of experience had 9 percentage points more growth per student than teachers with less experience. Our underperforming student groups need the most effective teachers to close the achievement gap.

- The District's current salary schedule has no advancement for certificated staff after 20 years. In order to retain the most experienced teachers, the District will offer a longevity stipend as an incentive to teachers with 20+ years of experience to continue to provide optimal instruction to EL and Low-income student groups.
- The effectiveness of teacher retention will continue to be measured by teacher engagement data, student SBAC growth by teacher, and EL and Low-Income SBAC results as compared to those of students as a whole.

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

- Foster Youth, English Learners, and Low-Income Students have limited access to classroom supplies and need additional materials to support their learning needs. Since 60% of the District's students are socioeconomically disadvantaged, all classroom materials are supplied to ensure the District's Low-Income students have sufficient materials to access the curriculum.
- The District will increase each teacher's classroom budget to allow for the additional supplies and classroom materials needed for EL/Low-Income students to access the curriculum and receive enhanced learning resources.
- The effectiveness of this action will be measured by teacher feedback to ensure that all EL and Low-Income students have the needed materials to access the curriculum and additional supports to scaffold their learning experiences.

Goal 1, Action 17: Without regard to sick days, provide an incentive for certificated and classified staff to miss two or less work days during the school year.

- Foster Youth, English Learners, and Low-Income Students need high-quality, fully-credentialed teachers and experienced paraprofessionals to provide optimal instructional and assessment techniques. Those student groups had lower performance levels in 2022 on both state and local assessments than the overall student population.
- When measuring teacher effectiveness with regard to student growth, the District analyzed teacher performance in the spring of 2023. The EL and Low-Income students who had long term or excessive days during which they were taught by a substitute had 19% lower growth in local Reading RESULTS assessments than the student population as a whole.
- The effectiveness of fully-credentialed teachers versus substitutes will continue to be measured by teacher engagement data and EL/Low-Income student SBAC growth in ELA and Math.

Goal 1, Action 19: Purchase Math Support Program, "ClassTime" to scaffold EL and Low-Income students' math standards mastery.

- In 2022, the District's Low-Income students scored 9 percentage points and English Learners scored 9.1 percentage points lower than the student population as a whole in Math. When analyzing math standards mastery in the spring of 2023, the District used interim assessment results to glean that students' lowest scores were in real-world situational math problems that required strategic thinking. EL students specifically struggle with strategic thinking based on their limited English in discerning computational operations required in various mathematical scenarios.

- The District will purchase "ClassTime" for the 2023-24 school year. ClassTime is a program that teaches and assesses the strategic thinking necessary to solve situational math problems. The program will provide professional development and weekly assessments to monitor student progress in Math standards mastery. Results can be segmented by student groups so that EL and Low-Income student progress can be assessed.
- The effectiveness of ClassTime will be measured by 2024 Math SBAC Results for specific student groups as well as ongoing local assessments.

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

- English Learners, and Low-Income Students continue to demonstrate lower rates of ELA and Mathematics mastery as measured by both state and local assessments. Despite growth in EL students' assessment results, ADUSD Dashboard data from 2022 references a significant gap in standards mastery between EL/Low Income students and the student population as a whole. In ELA, Low-Income students scored 13.5 points lower and EL students scored 13.1 percentage points lower than students as a whole. In Math, Low-Income students scored 9 percentage points and EL students scored 9.1 percentage points lower than the overall student population.
- Foster Youth, English Learners, and Low-Income Students have limited resources to participate in organized recreational sports. This lack of resources can be a barrier to students' sports participation in high school and beyond. In addition, Low-Income students are less likely to have background knowledge and sporting skills based solely on their lack of access/opportunity to participate in organized sports programs. Educational partners emphasized the need to continue to offer competitive sports to close the opportunity gap. In 2023, 67% of all students who participated in after-school sports were EL or Low-Income. Of those, 85% indicated that they plan to participate in the same sports at the high school level.
- The District will provide an after-school sports program for 7th/8th grade students to participate in volleyball, football, basketball, and soccer. These programs will include classroom instruction on game rules and logistics to provide a clear understanding of game objectives. Funds will expended to support coaching, transportation, equipment, etc.
- The effectiveness of the program will be measured locally by EL and Low Income students' participation rates and ongoing participation at the high school level.

Goal 2, Action 8: Employ a part-time counselor to support students' social/emotional needs and overall mental health

- During the 2022-23 school year, the District partnered with a local healthcare provider to refer students with counseling needs. In crisis situations, students received counseling services in a timely manner (within 24-48 hours). For students, however, that needed ongoing counseling to support mental health needs such as anxiety or depression, counseling services took one-two months to schedule and were often held on a virtual basis.
- Of the District's twelve students that were referred for ongoing counseling needs, 83% were Low-Income or English Learners; both of whom lack the resources to seek private counseling support services.
- The District will employ a part-time counselor to provide ongoing, regular, and in-person support for students' social emotional and overall mental health needs.
- The effectiveness of the action will be measured by EL/Low-Income student participation in school-based counseling and the success rate in improved student mental well-being (student/counselor feedback, program completion, etc.)

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

- Parents of Foster Youth, English Learners, and Low-Income Students often have barriers to participation in school activities due to lack of babysitting, conflicts with meal schedules, etc. In 2022-23, only 5% of EL parents participated in Adult ELD classes.
- The District will offer babysitting services at all parent ELD classes, DELAC committee and Parent Advisory meetings to encourage participation for low income and EL students.
- The effectiveness of this action will be measured by participation rates of EL parents as well as informal and formal (school climate survey) feedback from those parent groups.

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

- Parents of EL students have limited English skills that serve as a barrier for home-school communication as well as the ability to provide academic support for their students in a home setting.
- By offering weekly ELD classes, parents can begin the process to acquire English skills to improve their ability to support their child(ren)'s academic endeavors. For 2023-24, the District will partner with the neighboring two Chowchilla districts to provide weekly ELD classes through the local community college. The college offers the program at no cost; the funds indicated to facilitate the program are based on meals and paraprofessional support.
- The effectiveness of the adult ELD classes will be measured by participation and course completion rates.

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

The District is meeting the requirements to increase services for Foster Youth, English learners, and Low-Income students by the actions noted in the prior prompt. We plan to exceed our 31.28 projected percentage to increase services with an overall planned percentage to increase services by 33.71% through the implementation of the following actions:

- Use research-based, engaging, and culturally-responsive instructional practices.
- Provide technological resources for student use both in the classroom and at home.
- Provide students with necessary school materials and relevant library resources to access curriculum and promote literacy.
- Continue to incorporate STEM instruction into the Science curriculum as well as offer after-school project-based learning opportunities.
- Ensure that class sizes will remain small at both campuses to provide EL and Low-Income students with an engaging learning environment .
- Support teachers in effective instructional practices for California State Standards in Language Arts, Math, and ELD, including the integration of technology.

- Provide paraprofessionals at both campuses to maximize opportunities for classroom support and small-group interventions to scaffold student standards mastery.
- Encourage classroom teachers to have strong attendance and longevity to provide students with continuity of instruction delivered by the District's most experienced teaching staff.
- Add a supplemental Math program to support and assess students' strategic and critical mathematical thinking.
- Provide the best possible professional development for teachers to ensure that instruction is differentiated and social-emotional well-being is monitored.
- Build stronger relationships with students and provide a more positive school climate by providing character-building programs and afterschool activities.
- Employ a part-time counselor to meet with students on an ongoing basis to support their mental health needs.
- Eliminate barriers to success for low-income and EL students by building background knowledge through field trips, assemblies, and outdoor school that expand their vocabularies, skills, and knowledge.
- Provide a more engaging and supportive atmosphere by increasing parents' participation in school and district activities.
- Provide an optimal environment for students by continuing health/safety protocols.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional Concentration Grant add-on funding will be used to hire and retain a paraprofessional at the Alview campus to work solely with English Learners in small group and 1:1 daily instruction. (See Action 1.5) Due in part to the English Learner Progress Indicator, Alview School was placed in ATSI for the 2022-23 school. EL progress was "very low". As a result, District staff concluded that additional paraprofessional support is needed at Alview to support our youngest students in the English Language Acquisition process.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:29
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:21

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,967,045.00	\$95,000.00		\$128,000.00	\$4,190,045.00	\$3,295,345.00	\$894,700.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Instructional Staff	All	\$2,095,140.00				\$2,095,140.00
1	1.2	High-quality standards-aligned curriculum.	All Students with Disabilities	\$30,000.00				\$30,000.00
1	1.3	Improved Use of Technology	English Learners Foster Youth Low Income	\$230,000.00				\$230,000.00
1	1.4	Library books and materials	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.5	Additional paraprofessional support (Alview)	English Learners	\$80,000.00				\$80,000.00
1	1.6	Additional Paraprofessional Support (Dairyland)	English Learners Low Income	\$80,000.00				\$80,000.00
1	1.7	Build background knowledge for increased learning	English Learners Foster Youth Low Income	\$36,000.00				\$36,000.00
1	1.8	Maintain low class sizes	English Learners Low Income	\$85,000.00				\$85,000.00
1	1.9	Small-Group Intervention	All				\$128,000.00	\$128,000.00
1	1.10	Professional Development	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	High Quality P.E. Instruction	All	\$12,000.00				\$12,000.00
1	1.12	After-School STEM	English Learners Foster Youth Low Income	\$24,000.00				\$24,000.00
1	1.13	High-Quality STEM Instruction	English Learners Foster Youth Low Income	\$105,000.00				\$105,000.00
1	1.14	Maintain small class sizes at Alview	English Learners Low Income	\$475,000.00				\$475,000.00
1	1.15	Retain highly-qualified teachers	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
1	1.16	Classroom Supplies	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
1	1.17	Attendance Incentive	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.18	Increase instructional time to mitigate learning loss	All		\$95,000.00			\$95,000.00
1	1.19	Purchase Math Support Program, "ClassTime" to scaffold EL and Low Income students' math standards mastery	English Learners Low Income	\$14,500.00				\$14,500.00
2	2.1	Maintain School Facilities' Safety and Cleanliness	All	\$374,405.00				\$374,405.00
2	2.2	Maintain excellent support services to students, staff, parents	All	\$219,000.00				\$219,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Continue character education activities at both schools	All	\$0.00				\$0.00
2	2.4	Continue the after-school sports program	English Learners Foster Youth Low Income	\$3,500.00				\$3,500.00
2	2.5	Retain an additional teacher to maintain lower class sizes	All	\$0.00				\$0.00
2	2.6	Professional Development	All	\$0.00				\$0.00
2	2.7	Positive Behavior Reward Program	All	\$0.00				\$0.00
2	2.8	Hire a Part-Time Counselor to support students social-emotional needs	English Learners Low Income	\$40,000.00				\$40,000.00
3	3.1	Sponsor school activities to encourage parent participation.	All Students with Disabilities	\$1,000.00				\$1,000.00
3	3.2	School Climate Survey	All	\$0.00				\$0.00
3	3.3	Offer incentives and eliminate barriers to parent engagement	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
3	3.4	ELD Support for Parents	EL Students	\$0.00				\$0.00
3	3.5	English Acquisition Support for Parents	English Learners	\$2,500.00				\$2,500.00
3	3.6	Offer regular parent meetings to promote student well-being	All	\$2,000.00				\$2,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,941,284.00	\$1,037,564.00	26.33%	4.02%	30.35%	\$1,233,500.00	0.00%	31.30 %	Total:	\$1,233,500.00
								LEA-wide Total:	\$486,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$747,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Improved Use of Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,000.00	0
1	1.4	Library books and materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	0
1	1.5	Additional paraprofessional support (Alview)	Yes	Schoolwide	English Learners	Specific Schools: Alview Kindergarten	\$80,000.00	0
1	1.6	Additional Paraprofessional Support (Dairyland)	Yes	Schoolwide	English Learners Low Income	Specific Schools: Dairyland 4-8	\$80,000.00	0
1	1.7	Build background knowledge for increased learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	0
1	1.8	Maintain low class sizes	Yes	Schoolwide	English Learners Low Income	Specific Schools: Dairyland	\$85,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	0
1	1.12	After-School STEM	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland	\$24,000.00	0
1	1.13	High-Quality STEM Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,000.00	0
1	1.14	Maintain small class sizes at Alview	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Alview	\$475,000.00	0
1	1.15	Retain highly-qualified teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	0
1	1.16	Classroom Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	0
1	1.17	Attendance Incentive	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	0
1	1.19	Purchase Math Support Program, "ClassTime" to scaffold EL and Low Income students' math standards mastery	Yes	LEA-wide	English Learners Low Income	All Schools	\$14,500.00	
2	2.4	Continue the after-school sports program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dairyland 7-8	\$3,500.00	0
2	2.8	Hire a Part-Time Counselor to support students social-emotional needs	Yes	LEA-wide	English Learners Low Income	All Schools	\$40,000.00	
3	3.3	Offer incentives and eliminate barriers to parent engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	English Acquisition Support for Parents	Yes	LEA-wide	English Learners	All Schools	\$2,500.00	0

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,696,045.00	\$3,670,750.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Instructional Staff	No	\$2,095,140.00	\$2,177,741.00
1	1.2	High-quality standards-aligned curriculum.	No	\$60,000.00	\$10,534.00
1	1.3	Improved Use of Technology	Yes	\$80,000.00	\$81,906.00
1	1.4	Library books and materials	Yes	\$5,000.00	\$5,712.00
1	1.5	Additional paraprofessional support (Alview)	Yes	\$80,000.00	\$70,182.00
1	1.6	Additional Paraprofessional Support (Dairyland)	Yes	\$46,000.00	\$47,879.00
1	1.7	Build background knowledge for increased learning	Yes	\$36,000.00	\$32,646.00
1	1.8	Maintain low class sizes	Yes	\$65,000.00	\$84,464.00
1	1.9	Small-Group Intervention	No	\$120,000.00	\$128,740.00
1	1.10	Professional Development	Yes	\$5,000.00	\$5000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	High Quality P.E. Instruction	No	\$2,000.00	\$6,631.00
1	1.12	After-School STEM	Yes	\$24,000.00	\$24,004.00
1	1.13	High-Quality STEM Instruction	Yes	\$105,000.00	\$105,000.00
1	1.14	Maintain small class sizes at Alview	Yes	\$231,000.00	\$199,711.00
1	1.15	Retain highly-qualified teachers	Yes	\$15,000.00	\$15,000.00
1	1.16	Classroom Supplies	Yes	\$2,000.00	\$2000.00
1	1.17	Attendance Incentive	Yes	\$5,000.00	\$5,000.00
1	1.18	Increase instructional time to mitigate learning loss	No	\$95,000.00	\$101,642.00
2	2.1	Maintain School Facilities' Safety and Cleanliness	No	\$394,405.00	\$331,185.00
2	2.2	Maintain excellent support services to students, staff, parents.	No	\$219,000.00	\$225,653.00
2	2.3	Continue character education activities at both schools.	No	\$0.00	\$0.00
2	2.4	Continue the after-school sports program.	Yes	\$3,500.00	\$3,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Retain an additional teacher to maintain lower class sizes.	Yes	\$0.00	\$0.00
2	2.6	Professional Development	Yes	\$0.00	\$0.00
2	2.7	Positive Behavior Reward Program	Yes	\$0.00	\$0.00
3	3.1	Sponsor school activities to encourage parent participation.	No	\$1,000.00	\$2107.00
3	3.2	School Climate Survey	No	\$0.00	\$0.00
3	3.3	Offer incentives and eliminate barriers to parent engagement.	Yes	\$1,000.00	\$0.00
3	3.4	ELD Support for Parents.	Yes	\$1,500.00	\$0.00
3	3.5	English Acquisition Support for Parents.	Yes	\$2,500.00	\$3,097.00
3	3.6	Provide translation services at Parent Teacher Club Meetings	Yes	\$2,000.00	\$1,416.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$836,321.00	\$709,500.00	\$688,724.00	\$20,776.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Improved Use of Technology	Yes	\$80,000.00	\$81,906.00	0	
1	1.4	Library books and materials	Yes	\$5,000.00	\$5,712.00	0	
1	1.5	Additional paraprofessional support (Alview)	Yes	\$80,000.00	\$70,182.00	0	
1	1.6	Additional Paraprofessional Support (Dairyland)	Yes	\$46,000.00	\$47,979.00	0	
1	1.7	Build background knowledge for increased learning	Yes	\$36,000.00	\$32,646.00	0	
1	1.8	Maintain low class sizes	Yes	\$65,000.00	\$84,464.00	0	
1	1.10	Professional Development	Yes	\$5,000.00	\$5,000.00	0	
1	1.12	After-School STEM	Yes	\$24,000.00	\$24,004.00	0	
1	1.13	High-Quality STEM Instruction	Yes	\$105,000.00	\$105,000.00	0	
1	1.14	Maintain small class sizes at Alview	Yes	\$231,000.00	\$199,711.00	0	
1	1.15	Retain highly-qualified teachers	Yes	\$15,000.00	\$15,000.00	0	
1	1.16	Classroom Supplies	Yes	\$2,000.00	\$2,000.00	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.17	Attendance Incentive	Yes	\$5,000.00	\$5,000.00	0	
2	2.4	Continue the after-school sports program.	Yes	\$3,500.00	\$3,500.00	0	
2	2.5	Retain an additional teacher to maintain lower class sizes.	Yes	\$0.00	\$0.00	0	
2	2.6	Professional Development	Yes	\$0.00	\$0.00	0	
2	2.7	Positive Behavior Reward Program	Yes	\$0.00	\$0.00	0	
3	3.3	Offer incentives and eliminate barriers to parent engagement.	Yes	\$1,000.00	\$2,107.00	0	
3	3.4	ELD Support for Parents.	Yes	\$1,500.00	\$0.00	0	
3	3.5	English Acquisition Support for Parents.	Yes	\$2,500.00	\$3,097.00	0	
3	3.6	Provide translation services at Parent Teacher Club Meetings	Yes	\$2,000.00	\$1,416.00	0	

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,668,396.00	\$836,321.00	0.00	22.80%	\$688,724.00	0.00%	18.77%	\$147,597.00	4.02%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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