

LCFF Budget Overview for Parents

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

CDS Code: 20651770000000

School Year: 2024-25

LEA contact information:

Sheila Perry

Superintendent/Principal

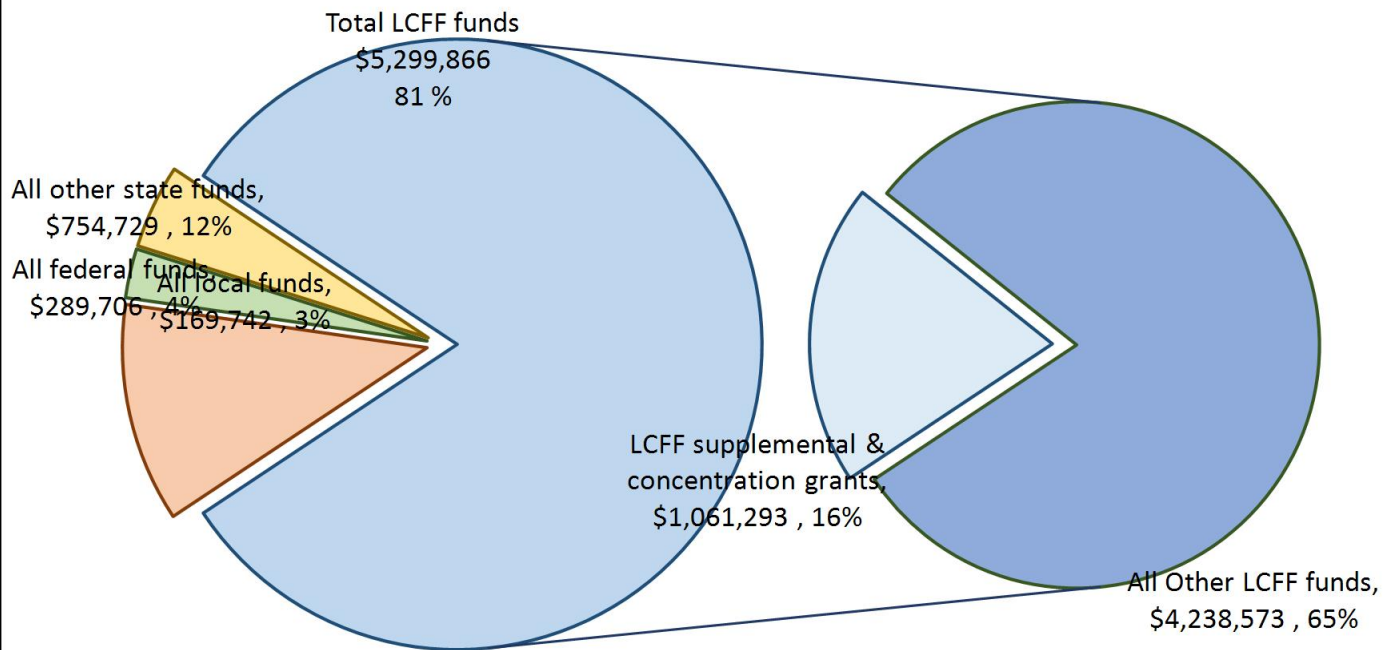
sperry@adusd.us

(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 2024-25 School Year

Projected Revenue by Fund Source

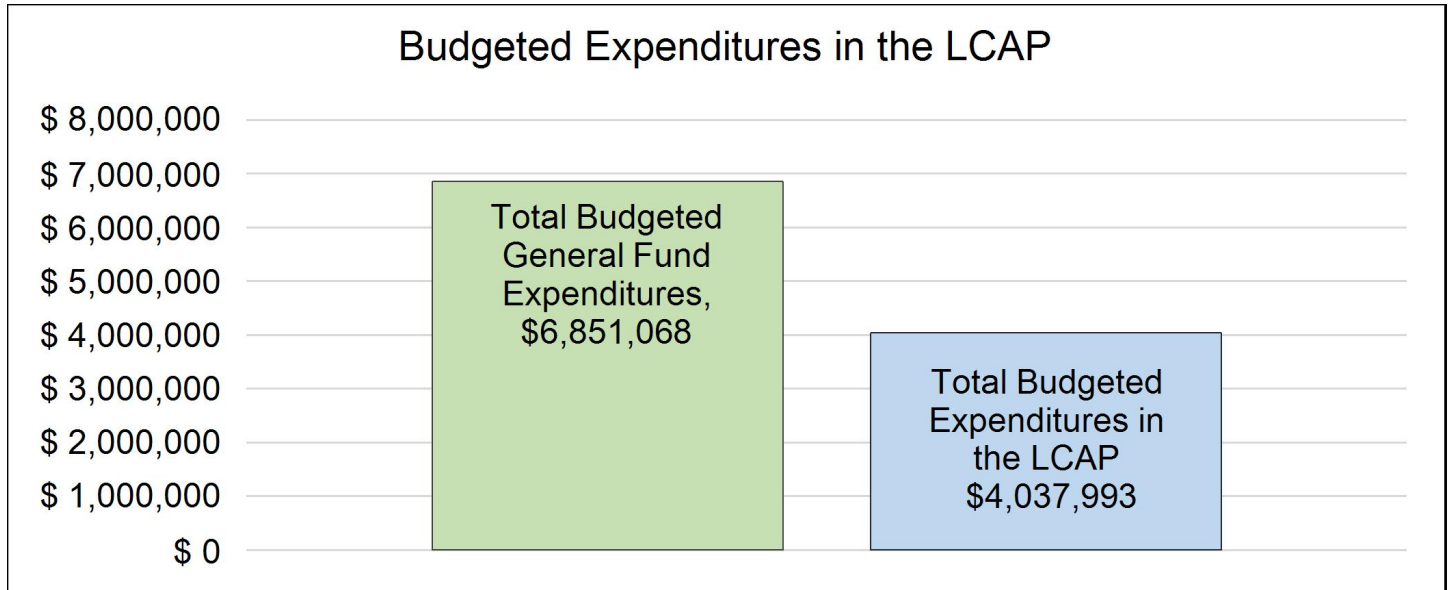


This chart shows the total general purpose revenue Alview-Dairyland Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alview-Dairyland Union School District is \$6,514,043, of which \$5,299,866 is Local Control Funding Formula (LCFF), \$754,729 is other state funds, \$169,742 is local funds, and \$289,706 is federal funds. Of the \$5,299,866 in LCFF Funds, \$1,061,293 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 2024-25. 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 \$6,851,068 for the 2024-25 school year. Of that amount, \$4,037,993 is tied to actions/services in the LCAP and \$2,813,075 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

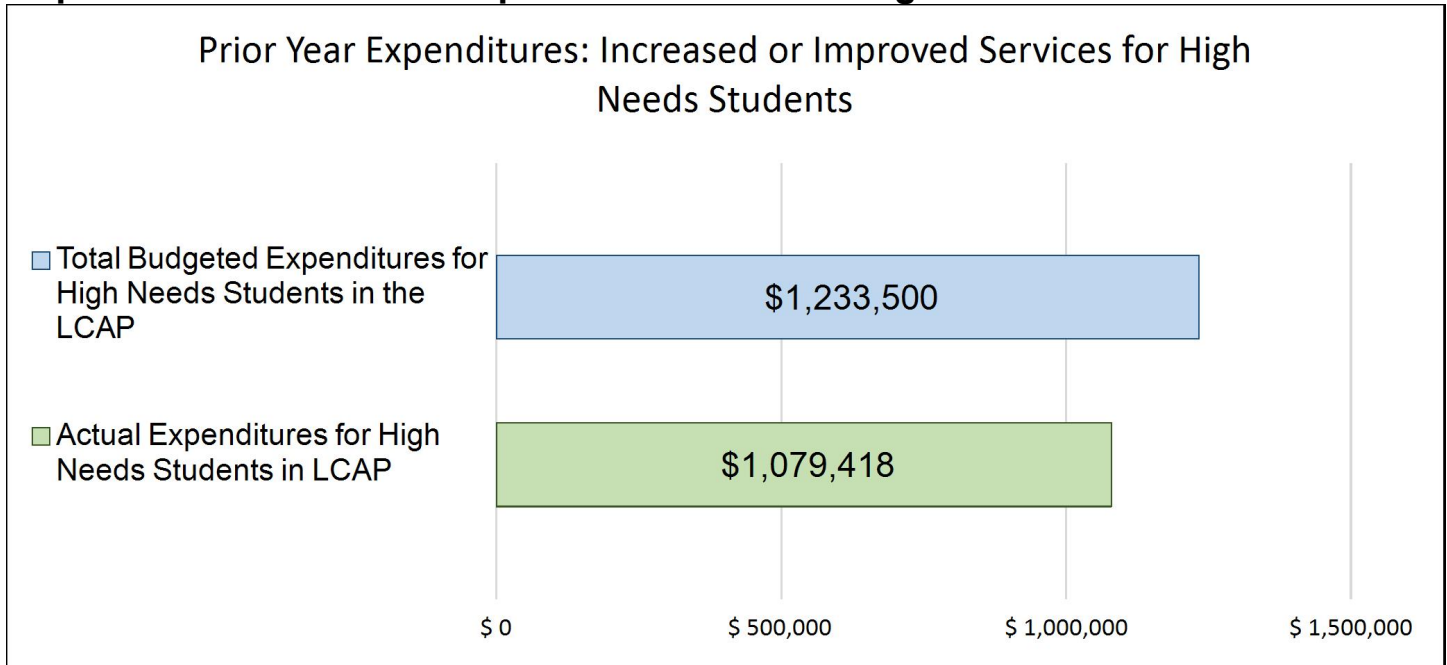
A portion of administrative salaries, classified salaries, employee benefits, instructional materials, classroom supplies, maintenance, transportation, services, capital outlay and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Alview-Dairyland Union School District is projecting it will receive \$1,061,293 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 \$1,129,300 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 2023-24

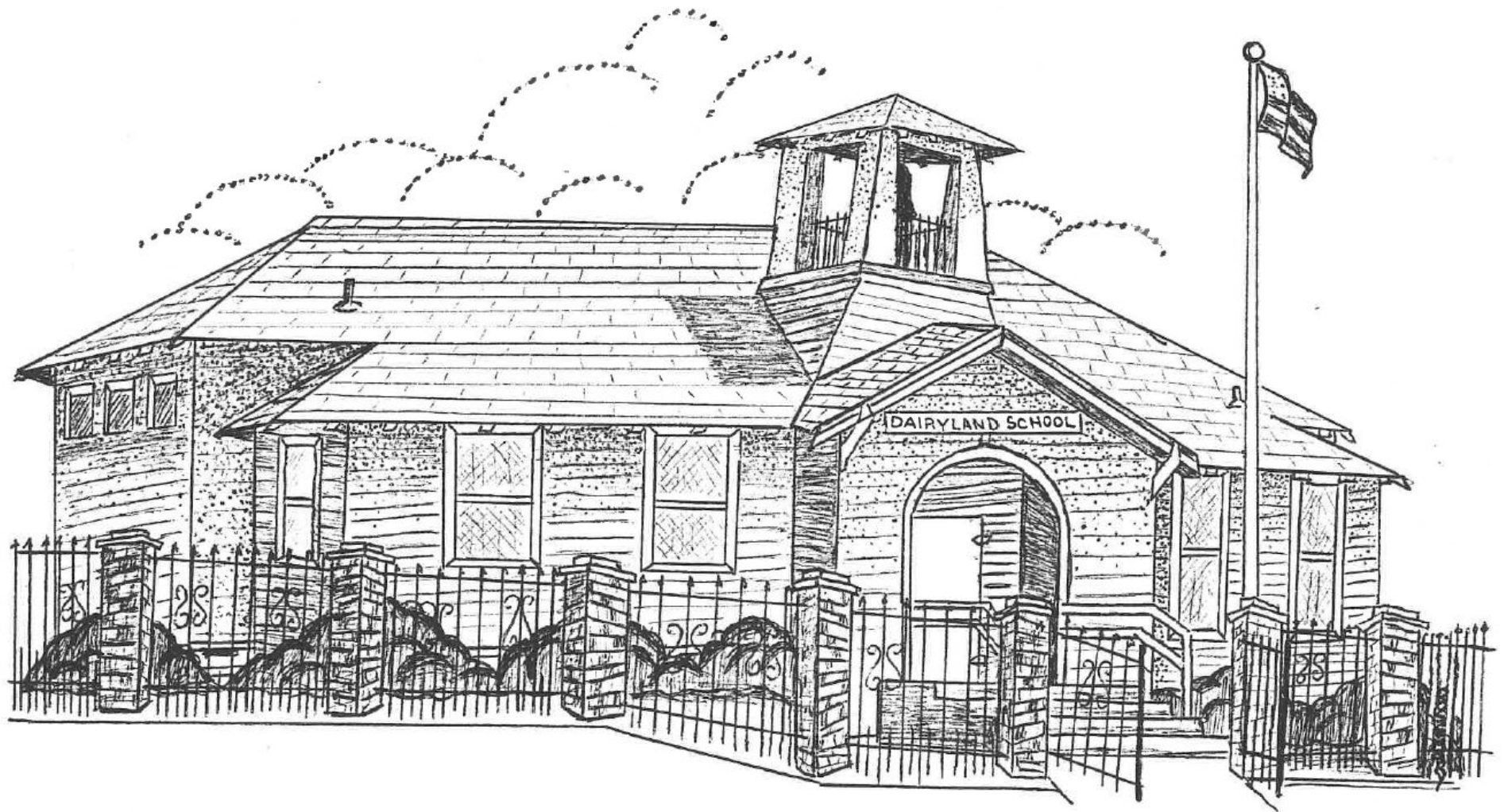


This chart compares what Alview-Dairyland Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alview-Dairyland Union School District estimates it has spent on actions and services that contribute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

The text description of the above chart is as follows: In 2023-24, Alview-Dairyland Union School District's LCAP budgeted \$1,233,500.00 for planned actions to increase or improve services for high needs students. Alview-Dairyland Union School District actually spent \$1,079,417.99 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$154,082.01 had the following impact on Alview-Dairyland Union School District's ability to increase or improve services for high needs students:

The discrepancy in planned versus actual expenses resulted from two actions that were not implemented; the electronic white board purchase and employment of a school counselor. The District planned to purchase 25 new interactive boards but only purchased 6. The remainder will be purchased in the upcoming months but the District is searching for a product that will better meet the goal of added student engagement. With regard to the counselor, the District was unable to fill the position on a part-time basis. As a result, ADUSD is recruiting a wellness coach to support students' social-emotional learning needs.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

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

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) Low Income: 5.3 below (Yellow Category) Hispanic: 16 below (Orange Category) White: 32.1 points above (Green 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% 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	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% White: +6.08% Mean distance from Standard Level 3 (To compare with 2019 data): All Students: .9 points above EL: 13 below	SBAC Results from CA School Dashboard/DataQuest 2023 ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2022 by student groups is as follows: All Students: -6.1% Hispanic: -7.2% Low Income: -5.9% EL: -5.1% White: -4.1% Mean distance from Standard Level 3 (To compare with 2019 data): All Students: 4.6 points below EL: 27.5 below	EL, Low Income, and Hispanic students will all grow significantly in ELA so that no student group is below standard; all will meet/exceed standard SBAC scores Mean distance from Standard-- All Students: 15 above (Green Category) EL: 2 above (Green Category) Low Income: 5 above (Green Category) Hispanic: 5 above (Green Category) White: 40 points above (Blue Category) Students with Disabilities: 10 point growth over 2019

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: The number of students was 9, so no results were reported	no results were reported.	Low Income: 13.4 below Hispanic: 16 below White: 21.7 points above Students with Disabilities: 57.9 below	Low Income: 18.4 below Hispanic: 20.9 below White: 16 points above Students with Disabilities: 58.9 below	
Academic Indicator, Mathematics: Students will continue to show growth in Mathematics Dashboard results.	SBAC Results Results from CA School Dashboard/DataQuest 2019: ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3) Mean distance from standard-- All students: 8.2 above (Blue Category) EL students: 13.1 below (Green Category) Low Income: 4.5 below (Green Category) Hispanic: 15.3 below (Green Category) White: 29.2 above (Green Category) Students with Disabilities: The number of students	(Mean Distance from standard is unavailable) SBAC results from DataQuest 2021: Academic Indicator, MATH Difference in % Met/Exceeded from 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.	SBAC Results Results from CA School Dashboard/DataQuest 2022: ACADEMIC INDICATOR, MATH Difference in % Met/Exceeded from 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	SBAC Results Results from CA School Dashboard/DataQuest 2023: ACADEMIC INDICATOR, MATH Difference in % Met/Exceeded from 2022 by student groups is as follows: All Students: -7.7% Hispanic: -6.6% Low Income: - 4.5% EL: -12.6% White: -7.3% Mean distance from standard Level 3 (To compare with 2019 data): All students: 17 points below	EL, Low Income, and Hispanic students will all grow significantly in Math so that no student group is below standard; all will meet/exceed standard SBAC scores. Mean distance from standard-- All students: 15 above (Blue Category) EL students: 5 Above (Green Category) Low Income: 10 Above (Green Category) Hispanic: 7 Above (Green Category) White: 40 above (Blue Category) Students with Disabilities: 10 point growth over 2019

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	was 9, so no results were reported.		EL students: 22.7 below Low Income: 22.6 below Hispanic: 22.7 below White: 2.4 above Students with Disabilities: 56.5 below	EL students: 36.1 below Low Income: 30.2 below Hispanic: 31.5 below White: 1.9 above Students with Disabilities: 51.8 below	
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.	California now requires the most recent data from the DataQuest (CALSASS) be reported, which is for the 2021-22 school year: 93.8% of classroom teachers were reported with clear credentials and appropriately 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 have 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Reading Assessment will show student growth in fluency, accuracy, and comprehension.	RESULTS Local Reading Assessment Data from Spring 2021: Comprehension Scores Gr. 2: 72.5% Gr. 3: 80% Gr. 4: 84% Gr. 5: 88% Gr. 6: 89%	RESULTS Local Reading Assessment Data from Spring 2022: Comprehension Scores Gr. 2: 69% Gr. 3: 85% Gr. 4: 86% Gr. 5: 92% Gr. 6: 89%	RESULTS Local Reading Assessment Data from Spring 2023: Comprehension Scores Gr. 2: 90% Gr. 3: 86% Gr. 4: 78% Gr. 5: 84% Gr. 6: 87%	RESULTS Local Reading Assessment Data from Spring 2024 Comprehension Scores Gr. 2: 77% Gr. 3: 88% Gr. 4: 90% Gr. 5: 74% Gr. 6: 93%	Student reading comprehension scores will meet or exceed 85% in all grade levels.
School Climate will be enhanced as evidenced by suspension rate data.	Results from CA School Dashboard/DataQuest 2019: SUSPENSION RATE INDICATOR-- All students: 1.9%. (Yellow Category) 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/Data Quest 2022: SUSPENSION RATE INDICATOR-- All students: .7%. EL: 1.2%. Low Income: 1%. Hispanic: .8%. White: 0%. (Yellow Category) Students with Disabilities: 0%	Results from CA School Dashboard/DataQuest 2023: SUSPENSION RATE INDICATOR-- All students: 0%. EL: 0%. Low Income: 0%. Hispanic: 0%. White: 0%. 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	Results from CA School	Results from DataQuest 2021:	Results from DataQuest 2022:	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
measured by student chronic absenteeism rate.	Dashboard/DataQuest 2019: CHRONIC ABSENTEEISM RATE 3.3% (Green Category)	CHRONIC ABSENTEEISM RATE 8.8%	CHRONIC ABSENTEEISM RATE 18.1%	CHRONIC ABSENTEEISM RATE 18%	
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%.	Students were significantly engaged as measured by a 2023 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%.	Results from DataQuest 2023: 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:	Surveys were conducted in May 2022: Alview parents who responded:	Surveys were conducted in May 2023: Alview parents who responded:	Surveys were conducted in May 2024: Alview parents who responded:	Parent school climate surveys will glean a 98% positivity response in all measured areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>97% felt welcome at their child’s school. 94% felt that their child is safe at school. 98% felt that the school is meeting their child’s needs in ELA and math; 94% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 98% felt welcome at their child’s school. 97% felt that their child is safe at school. 98% felt that the school is meeting their child’s needs in ELA; 99% in math; 97% felt that STEM is an integral Science curriculum component.</p> <p>Student surveys were conducted in May 2019: Students who responded (6-8 grades):</p>	<p>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. 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.</p>	<p>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. 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.</p>	<p>96% felt welcome at their child’s school. 97% 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 97% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 92% felt welcome at their child’s school. 92% felt that their child is safe at school. 94% in ELA and 94% 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): 89% feel welcome at their school.</p>	Student school climate surveys will glean at least a 90% positivity response in all measured areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	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.	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.	83% feel safe at school. 92% feel that the school is meeting their needs in ELA; 89% 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	2023-24 Average Class Sizes: Alview: 18.6 Dairyland: 26.75	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	2023-24 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	All students are participating 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	100% of state-adopted content and	100% of state-adopted content and	100% of state-adopted content and	100% of state-adopted content and	State adopted content and performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
state-adopted academic content and performance standards for all students.	performance standards are implemented in all curricular areas.	performance standards are implemented in all curricular areas.	performance standards are implemented in all curricular areas.	performance standards are implemented in all curricular areas.	standards will continue to be implemented in all curricular areas.
English Learners will continue to make progress in language acquisition as measured by the English Learner Performance Index (ELPI) and the reclassification rate.	Results from CA School Dashboard/DataQuest 2019: 51.9% of English Learners demonstrated progress in English Acquisition and 7% of ELs were reclassified to RFEP status (Fully English Proficient)	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)	Results from CA School Dashboard/DataQuest 2023: 49.2% of English Learners demonstrated progress in English Acquisition. 5.8% 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.	Through December 2023, 95.2 % 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	In 2020-21, Alvieu School's Attendance Rate was 96.07%;	In 2021-22, Alvieu School's Attendance Rate was 93.37%;	In 2022-23 Alvieu's Attendance Rate was	The 2023-24 school year attendance rates were:	Each school will have an attendance rate of at least 97.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rates.	Dairyland's Rate was 96.99%.	Dairyland's Rate was 95.37%.	93.68; Dairyland's Rate was 95.36%.	Alview -- 94.94% Dairyland --96.39%	

Goal Analysis

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 2023-24 LCAP Goal 1 were successfully implemented as planned. Because the supplementary ELA materials were purchased in an online format, and the "Classtime" for Math support added, we successfully decreased the need for curriculum in print format. The support of the technology director and maintenance of student laptops, were successfully implemented as planned, with the exception of the challenge presented by the District's purchase of new whiteboards. After the installation of the first six, the District reconsidered the vendor and features of new board, determining that a different vendor would best meet teacher engagement needs. As a result, the whiteboards were not implemented as planned, and the technology director is researching other sources for the balance of the implementation and is planning to have a purchase complete before school resumes in August of 2024. Action 1.6 was not implemented as planned, as additional hours were added to support EL and Low-Income intervention students. The District was challenged to furnish and equip the new modular building at Alview, Action 1.14. within the timeline of the 2023-24 LCAP. However, more furnishings will be purchased to make the classrooms complete and ready for students to occupy in August. The Attendance Incentive (Action 1.17) proved to be more successful than planned. The expenditure, however, will not be dispersed to eligible employees until the end of June. At the present time, the incentive has not been issued.

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.

Material differences for Goal 1 were:

- 1.2: Less than planned was spent in curriculum. Supplementary ELA materials were purchased in an online format and the addition of "Classtime" for Math support decreased the need for curriculum in print format. (planned \$30,000/ expended \$ 9,999)
- 1.3: In this action, significantly less than planned was expended on classroom interactive white boards. The District purchased six for a total of approximately \$40,000, however, \$150,000 was budgeted for twenty-five boards to be purchased and installed. Upon installation of the first six, the District is reconsidering the vendor and features of new boards that will best meet teacher engagement needs. As a result, the technology director is researching other sources for the balance of the implementation and is

planning to have a purchase complete before school resumes in August of 2024. The other components of Action 1.3, the support of the technology director and maintenance of student laptops, were implemented and funded as planned. (planned \$230,000 / expended \$139,126)

- 1.6: More was expended than planned in this action for additional paraprofessional support due to additional hours that were necessary to support EL and intervention students.(planned \$80,000 / expended \$91,316)
- 1.7: The District spent more on outdoor school than planned due to a large sixth grade class at outdoor school, the need to charter buses for field trips, and the increasing costs of assemblies. (planned \$36,000 / expended \$47,727)
- 1.8: Less was expended than budgeted for this action due to the longevity of the teacher who was hired to reduce class size. She had only one year of experience and was compensated at a lower rate than the District's average teacher salary. (planned \$85,000/ expended \$75,792)
- 1.10: The District had professional development initiatives through DataWorks and Classtime in 2023-24 but most of the expenditures were funded through the Educator Effectiveness grant. (planned \$5000 / expended \$847)
- 1.14: In order to maintain small classrooms at Alview, the District to date has spent less than planned to furnish and equip the new modular building at Alview. Within the next 60 days, however, more furnishings will be purchased to make the classrooms complete and ready for students to occupy in August. Most of the funds should be fully expended during the summer of 2024. (planned \$475,000 / expended \$432,788)
- 1.17: The Attendance Incentive proved to be more successful than planned. The expenditure, however, will not be dispersed to eligible employees until the end of June. At the present time, the incentive has not been issued but by June 30, 2024, forty employees are eligible to receive \$1000 each. (planned \$30,000 / expended \$0)

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 1, which data showed to be effective the prior year, showed mixed results based on 2023 state data.

Actions 1.1 and 1.2: The District's efforts in ELA and Math were not effective in raising student academic assessment results. California School Dashboard 2023 Distance from Standard results showed declines in ELA and Math, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas (-5 points, -14.5 points, respectively, in ELA; -3.4 points, -13.4 points, respectively, in math). Local reading assessment data from Winter, 2024, indicated that students in grades 3, 4, and 6 have improved from 2023, growing 2%, 12%, and 6%, respectively. Improvement is still needed. Over 49% of English Learners showed progress in the

English skills of reading, writing, listening and speaking as measured by the ELPAC assessment. This rate is 12.4% points above the prior year, and in the "high " range, indicating that our efforts to support ELs in acquiring English language skills were effective. In order to build on prior results, Alview-Dairyland will strengthen its focus on differentiated, engaging, and individualized instruction in 2024-25.

Action 1.3: Improved technology support was effective in providing students with access to devices with uninterrupted implementation, as demonstrated by the maintenance of 2:1 device:student ratio. The District successfully provided all students access and support for two devices throughout the school year. The interactive white board initiative was not fully implemented so its effectiveness on students' academic achievement cannot be assessed.

Action 1.4: The District was effective in providing additional library books and materials provided students with relevant, updated texts. Our Low-Income and English Learner 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 2023-24, those same students continued to have almost 25% higher library circulation rates than those of the student population as a whole.

Actions 1.5 and 1.6: The 2023 Dashboard results in ELA and Math cited above show clear evidence that that there is a continued need for low adult-to-student ratios to facilitate interventions and small group instruction for Low-Income students and English Learners. The declines in both ELA and math for those groups show that the action was not effective in increasing student academic assessment results. 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. More individualized attention have also been effective in maintaining high levels of students' feelings that the school is meeting their academic needs in ELA (92%) and math (89%).

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 local reading assessment data from Winter, 2024, cited above. The percentage of English Learners showing progress in the English skills of reading, writing, listening and speaking as measured by the ELPAC assessment increased by 12.4% points above the prior year, and in the "high " range, demonstrating the effectiveness of this action in supporting English language skills development through building background knowledge and vocabulary. In order to build on 2023-24 results, Alview-Dairyland continues to focus on differentiated, engaging, and individualized instruction in 2024-25. Additionally, this action was effective in maintaining high levels of students' school connectedness (89%) and feelings that the school is meeting their academic needs in science and social studies (87%).

Actions 1.8: The 2023 Dashboard results in ELA and Math cited above show clear evidence that that there is a continued need for low adult-to-student ratios to facilitate interventions and small group instruction for Low-Income students and English Learners. The declines in both ELA and math for those groups show that the action was not effective in increasing student academic assessment results. These academic outcomes are indicative of the need to continue the scaffolding for our English Learner and Low-Income student groups to standard or higher. As a result, the District recognizes the need to continue improving outcomes for those specific groups in both ELA and Math, by providing an

additional teacher for a total of two in order to maintain lower class sizes for grades 4-8 in order to strengthen its approach.to support our English Learners and Low-Income student groups.

Action 1.10: Professional development was effective in increasing teacher engagement rates by 2.5% over prior year as measured by the District's DataWorks rubric, which measures teacher/student engagement rates through explicit direct instruction, including stating learning objectives, activating prior knowledge, concept development, checking for understanding, and closure that restates learning.

Action 1.11: High quality P.E. instruction afforded the District to implement a well-equipped Physical Education program. This action was effective in maintaining high levels of students' school connectedness (89%).

Actions 1.12 ,1.13: California Science Test data were slightly higher for the All Students, Low-Income students, and English Learner students than their peers countywide (Overall -- 18.4% v. 18%; Low-Income -- 15.2% v. 14.6%; English Learners -- 3.0% v. 1.6%), indicating that the District's efforts to raise STEM results for English Learners and Low-income students have been somewhat effective. Those data also show that there are inequalities in results when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the results for non-Low-Income students heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners. The continuation of STEM instruction and after-school STEM Club have continued to enhance English Learners and Low-Income 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 English Learners and Low-Income students for high school and beyond. As evidenced by School Climate Survey data from the spring of 2024, on average, 96% of parent educational partners (68% of whom were parents of Low-Income students) felt that the STEM program was an integral part of the District's Science curriculum.

Action 1.14: The additional Alview classroom was successfully completed and additional furnishings will be added in the summer of 2024.

Action 1.15, 1.9 and 1.18: The Retention of High-Qualified Teachers, An Intervention Teacher, and After-School Tutoring were not effective in raising student academic assessment results. California School Dashboard 2023 Distance from Standard results showed declines in ELA and Math, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas (-5 points, -14.5 points, respectively, in ELA; -3.4 points, -13.4 points, respectively, in math). Local reading assessment data from Winter, 2024, indicated that students in grades 3, 4, and 6 have improved from 2023, growing 2%, 12%, and 6%, respectively. The percentage of English Learners showing progress in the English skills of reading, writing, listening and speaking as measured by the ELPAC assessment increased by 12.4% points above the prior year, and in the "high " range, demonstrating the effectiveness of this action in supporting English language skills development. Improvement is still needed.

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. No Low-Income or English Learner students had to purchase any supplies required for school work or activities. This action was effective in maintaining high levels of students' school connectedness (89%) and feelings that the school is meeting their academic needs in ELA (92%) and math (89%).

Action 1.17: The employee attendance incentive proved to be very effective in 2023-24. Of the District's 54 employees, 40 qualified for the attendance stipend.

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.

Metrics:

- "LTEL" added to students groups for "Students' Growth in Percentage Meeting/Exceeding Standard in ELA and Math" to measure progress for newly required LTEL action.
- The descriptions of metrics were revised to align with state indicators summary.
- "Suspension rate", "chronic absenteeism rate", "middle school dropout rate", "expulsion rate", "climate survey", and "school attendance rates" metrics were all deleted to avoid repetition with Goal 2 metrics
- Data sources were added for all metrics.

Actions:

- The sentence, "c". The purchase of new interactive whiteboards for each classroom to support direct instruction" was deleted from Action 1.3 because the initiative was not fully implemented but is ongoing....the District is searching for a product that will best fit student engagement needs. Modifications to strengthen the approach to this action will be to add Percentages Meeting/Exceeding Standard, the California Science Test, and the ELPI as metrics to provide more comprehensive measures of its effectiveness.
- Because Action 1.4 was not as effective as expected, modifications to strengthen the approach to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to provide more comprehensive measures of its effectiveness.
- The phrase, "District's Structured English Immersion Program for all EL students" deleted from Action 1.5 for clarity.
- The phrase, "instructional support for Low-Income students, Foster Youth, and English Learners" added to Action 1.6 for clarity. Because it was not as effective as expected, modifications to strengthen the approach to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to provide more comprehensive measures of its effectiveness.
- Because Action 1.7 was not as effective as expected, modifications to strengthen the approach to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to provide more comprehensive measures of its effectiveness.
- Action 1.8 revised to "Add an additional teacher for a total of two in order to maintain lower class sizes for grades 4-8" in order to strengthen its approach. Additional modifications to strengthen the approach to this action will include adding Percentages Meeting/Exceeding Standard and the ELPI as metrics to provide more comprehensive measures of its effectiveness.
- The phrase, "Low-Income students, Foster Youth, and English Learners" added to Action 1.9 for clarity. Because it was not as effective as expected, modifications to strengthen the approach to to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to provide more comprehensive measures of its effectiveness.
- Action 1.14 changed from, "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" to "Expanded Learning Spaces: Addition of a shade structure at the Alview Elementary School campus to increase outdoor learning spaces and to accommodate school assemblies and activities" since the former was completed and the latter was identified as a need.

- Because Action 1.15 was not as effective as expected, modifications to strengthen the approach to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to provide more comprehensive measures of its effectiveness.
- The title of Action 1.16 was changed to, "Supplemental Materials" for clarity; the phrase "EL" was deleted from the action, as it is based on the identified needs of Low-Income students.
- Because Action 1.18 was not as effective as expected, modifications to strengthen the approach to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to provide more comprehensive measures of its effectiveness.
- The title of Action 1.19 was changed to, "Math Support Program" for clarity.

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.

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 scored a rating of "Good" on the Facilities Inspection Tool in December 2023.	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-- 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% Hispanic: +2.5% Low Income: -4.26% EL: +5.28%	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% White: +6.08%	SBAC Results from CA School Dashboard/DataQuest 2023 ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2022 by student groups is as follows: All Students: -6.1% Hispanic: -7.2% Low Income: -5.9% EL: -5.1% White: -4.1%	EL, Low Income, and Hispanic students will all grow significantly in ELA so that no student group is below standard; all will meet/exceed standard SBAC scores Mean distance from Standard-- All Students: 15 above (Green Category) EL: 2 above (Green Category) Low Income: 5 above (Green Category)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>White: -10.54</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: .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>Mean distance from Standard Level 3 (To compare with 2019 data):</p> <p>All Students: 4.6 points below</p> <p>EL: 27.5 below</p> <p>Low Income: 18.4 below</p> <p>Hispanic: 20.9 below</p> <p>White: 16 points above</p> <p>Students with Disabilities: 58.9 below</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>
Students will show academic growth in Mathematics as measured by Dashboard Indicator.	<p>SBAC 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>Low Income: 4.5 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>White: -10.95%</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>School Dashboard/DataQuest 2023:</p> <p>ACADEMIC INDICATOR, MATH</p> <p>Difference in % Met/Exceeded from 2022 by student groups is as follows:</p> <p>All Students: -7.7%</p> <p>Hispanic: -6.6%</p> <p>Low Income: - 4.5%</p> <p>EL: -12.6%</p> <p>White: -7.3%</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
	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.	Students with Disabilities: The number of students was less than 10 so no results were reported.	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 Level 3 (To compare with 2019 data): All students: 17 points below EL students: 36.1 below Low Income: 30.2 below Hispanic: 31.5 below White: 1.9 above Students with Disabilities: 51.8 below	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%.	In 2023-24 Alview Attendance Rate was 94.94%; Dairyland's Rate was 96.39%	Each school will have an attendance rate of at least 97.5%.
School engagement will be measured by Dashboard chronic absenteeism rate.	Results from CA School Dashboard/DataQuest 2019: CHRONIC ABSENTEEISM RATE 3.3% (Green Category)	Results from DataQuest 2021: CHRONIC ABSENTEEISM RATE 8.8%	Results from DataQuest 2022: CHRONIC ABSENTEEISM RATE 18.1%	Results from DataQuest 2023: CHRONIC ABSENTEEISM RATE 18%	Chronic Absenteeism will drop to 2% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	Results from CA School Dashboard/DataQuest 2023: SUSPENSION RATE INDICATOR-- All students: 0%. EL: 0%. Low Income: 0%. Hispanic: 0%. White: 0%. 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 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%.	Students were significantly engaged as measured by a 2023 middle school dropout rate of 0%.	Middle School dropout rate will continue at 0%.
School Climate will be measured by expulsion rate.	School climate was measured by maintaining the expulsion rate at 0%.	Results from DataQuest 2021:	Results from DataQuest 2022:	Results from DataQuest 2023: School climate was measured by	Expulsion rate will be maintained at 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		School climate was measured by maintaining the expulsion rate at 0%.	School climate was measured by maintaining the expulsion rate at 0%.	maintaining the expulsion rate 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. 97% felt that their child is safe at school. 98% felt that the school is meeting their child's needs in ELA; 99% in math; 97% felt that STEM is an</p>	<p>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. 83% felt that their child is safe at school. 88% in ELA and 91% in Math felt that the school is meeting their</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. 98% felt that their child is safe at school. 97% in ELA and 95% in Math felt that the school is meeting their</p>	<p>Surveys were conducted in May 2024: Alview parents who responded: 96% felt welcome at their child's school. 97% 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 97% felt that STEM is an integral Science curriculum component.</p> <p>Dairyland parents who responded: 92% felt welcome at their child's school. 92% felt that their child is safe at school. 94% in ELA and 94% in Math felt that the school is meeting their</p>	<p>Parent school climate surveys will glean a 98% positivity response in all measured areas.</p> <p>Student school climate surveys will glean at least a 90% positivity response in all measured areas.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>integral Science curriculum component.</p> <p>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>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>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>	<p>child's academic needs. 95% felt that STEM is an integral Science curriculum component.</p> <p>Students who responded (6-8 grades): 89% feel welcome at their school. 83% feel safe at school. 92% feel that the school is meeting their needs in ELA; 89% in math; 87% in science and social studies.</p>	
School climate/learning environment will be measured by average class size.	<p>2020-21 Average Class Sizes: Alview: 18 Dairyland: 24.2</p>	<p>2021-22 Average Class Sizes: Alview: 19.25 Dairyland: 26</p>	<p>2022-23 Average Class Sizes: Alview: 19.2 Dairyland: 26.3</p>	<p>2023-24 Average Class Sizes: Alview: 18.6 Dairyland: 26.7</p>	<p>Average class size will be maintained at less than 20 at Alview and less than 25 at Dairyland.</p>

Goal Analysis

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 2023-24 were implemented successfully. The safety and cleanliness protocols were maintained to earn a "good" rating on the Facilities Inspection Tool. Staffing levels were increased in custodial and support services to provide students with a safe, clean, and

supportive experience at both campuses. Personnel in office support services were given more hours in order to provide excellent support services and manage the challenge of additional school programs. 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. The District was challenged in finding a qualified applicant, and was unable to hire a part-time counselor.

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 material differences for Goal 2 were:

- 2.1: In order to maintain facilities' safety and cleanliness, an additional custodian was hired for additional classrooms and cleaning protocols at both campuses. (\$425,541 expended / \$374,405 budgeted)
- 2.2: To be able to provide excellent support services and manage additional school programs, personnel in office support services were given more hours. (\$258,463 expended / \$219,000 budgeted)
- 2.8: After over six months of searching and two unfulfilled contracts, the District was unable to hire a part-time counselor. (\$0 expended / \$40,000 budgeted)

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

As evidenced by several metrics, the actions included in goal 2 were effective in making progress toward achieving desired outcomes.

Actions 2.1 and 2.2: The office support and custodial staff demonstrated the effectiveness of this action through students' and parents' positive 2024 survey responses with regard to clean, safe, welcoming, and well-maintained schools. At Alview School, 96% of parents felt welcome and 97% responded that their children were safe at school. At Dairyland, 92% of parents felt welcome and 92% felt that their children were safe at school. 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 0% suspension rates on the 2023 California School Dashboard, and no expulsions and or drop-outs 2024. In the Spring, 2024, student survey responses, 89% feel welcome (connected) at their school, and 83% feel safe at school.

Action 2.4: The after-school sports program was implemented and was effective in lowering Chronic Absenteeism rates for English Learners (4.1% decline), and in a significantly lower rate for Low-Income students at Dairyland School (15.5%) than at the District level (21.5%), as upper grade students made sure to attend to be eligible for sports. Over 80% of students that participated in volleyball, football, basketball and soccer were either English Learners and/or Low Income. Those students provided feedback to staff about their readiness to compete in

similar sports at the high school level. 100% of parents in attendance verbalized their support of a stronger PE program and expressed the value their students glean from competitive school sports.

Action 2.5: 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 2023-24 school year. The 2023 Dashboard results in ELA and Math cited above show clear evidence that there is a continued need for low adult-to-student ratios to facilitate interventions and small group instruction for Low-Income students and English Learners. The declines in both ELA and math for those groups show that the action was not effective in increasing student academic assessment results. These academic outcomes are indicative of the need to continue the scaffolding for our English Learner and Low-Income student groups to standard or higher. As a result, the District recognizes the need to continue improving outcomes for those specific groups in both ELA and Math, by providing an additional teacher for a total of two in order to maintain lower class sizes for grades 4-8 in order to strengthen its approach to support our English Learners and Low-Income student groups. (Action 1.8)

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 2024 school climate survey, 82% of students felt cared for by the staff, demonstrating the effectiveness of this action.

Actions 2.3, 2.7, and 2.8 were not effective in reducing Chronic Absenteeism rates Districtwide. Rates for Hispanic students and Low-Income students were at the lowest performance level, 20.7% and 21.5%, respectively, Districtwide and at Alview Elementary. Consequently, the District will create specific actions in this LCAP to address Chronic Absenteeism for those groups. At Alview School, ATSI continues for Low-income and Hispanic students in Chronic Absenteeism, and actions to address those will be included in the Plan.

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.

Metrics:

- The metrics, "Students will show academic growth in ELA as measured by Dashboard Indicator", "Students will show academic growth in Mathematics as measured by Dashboard Indicator", and "School climate/learning environment will be measured by average class size" were deleted to avoid repetition from Goal 1.
- Data sources were added for all metrics.

Actions:

- Wording in Action 2.4 changed from "will be hired to "Continue to hire" to reflect updated circumstances.
- Former Action 2.5, "Retain an additional teacher to maintain lower class sizes" deleted since it was already in Goal 1.
- Former Action 2.6, "Professional Development" deleted since it is already in Goal 1.
- Former Action 2.7 is now Action 2.5.
- The title for former Action 2.8, now Action 2.6 was changed to "Support Students' Social-Emotional Needs" for clarity. The term "counselor" was changed to "Part-Time Wellness Coach". While this action was effective in

- Action 2.7 was added to take a new approach to lowering Chronic Absenteeism rates. The District and school staff will regularly review attendance data for Hispanic and Low-Income students to assess if any are on track to be chronically absent. The students will be counseled by the wellness counselor to determine causes of the absences and possible solutions. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. In addition, student attendance incentive programs will be implemented at both campuses to reward both classrooms and individual students for perfect attendance.

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.

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.	In the current school year, SSC meetings were held quarterly and PTC meetings were held monthly. PAC/DELAC meetings were held in February and May of 2024 specifically for LCAP planning. A general LCAP parent informational meeting will be held in March of 2024.	Parent meetings will be held more frequently--Parent Teacher Club meetings will increase attendance from board-only to members at large on a quarterly basis. PAC and LCAP Committee meetings will be held six times throughout the year. Participation in PTC, PAC and LCAP Committees will increase by 50% over 2019-20 attendance rates.
The District will promote participation in programs for English Learners as measured by DELAC	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.	In 2023-24, DELAC meetings were held with 95-100% attendance.	DELAC meetings will be held more frequently--six times throughout the school year with 90% attendance.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Committee 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.	In 2023-24, 83% of Alview parents participated in awards assemblies from September-May. 100% of parents attended kindergarten and 8th grade graduation ceremonies. 90% of Alview parents and 78% of Dairyland parents were in attendance for holiday performances.	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.	100% of District families returned School Climate Surveys in May of 2024.	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.	On average, 10 parents are attending twice weekly ELD classes this school year.	At least 25 parents will participate in Adult ELD Evening Classes.
Parents will use ClassDojo to communicate with teachers about	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 and 100% of teachers utilized ClassDojo as a communication tool.	98% of parents will utilize ClassDojo as a means of school-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
classroom events and individual student progress. ClassDojo will also be accessed by parents for District announcements with regard to activities and scheduling.					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.	99.7% of parents participated in conferences in the fall of 2023.	98% or more of parents will participate in fall parent-teacher conferences. 100% of parents of students with unique needs will attend individual conferences.

Goal Analysis

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.

All of the actions in Goal #3 were implemented successfully. The year began with the Back to School Barbecue during which approximately 500 parents were in attendance. Fall conferences had 99.7% attendance and Parent-Teacher Club quarterly attendance was up by 15% over prior year. In 2023-24, monthly Alview "Library Club" assemblies were very well-attended. The History Fair viewing parent viewing night was back this year with approximately 40 parents in attendance. With regard to babysitting for Parent ESL classes, ADUSD partnered with

neighboring districts and used four paraprofessionals to support parent participation., so the challenge of providing babysitting services due to increased participation was met by hiring additional personnel.

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 material differences for Goal 3 were:

- 3.3: The District spent more than budgeted for parent ESL babysitting services. ADUSD partnered with neighboring districts for parent ESL classes and more personnel were necessary to eliminate childcare barriers. (\$4650 expended / \$1000 budgeted)

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent Engagement has also been a part of the District's success, and the data from the above metrics show that the combined actions 3.1 through 3.6 have been very effective. 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. 100% of District families returned School Climate Surveys in May of 2024. Due to actions principally directed to reach EL parents, DELAC meetings were held with 95-100% attendance. Ten parents attended twice weekly ELD classes this school year. 98% of parents and 100% of teachers utilized ClassDojo as a communication tool.

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.

Metrics:

- The descriptions of metrics were revised for clarity.
- All data sources for the metrics were indicated.

Actions:

- The phrase, "parents of Foster Youth" was added to Action 3.3 to show the District's intent if one or more Foster Youth enroll in the District.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

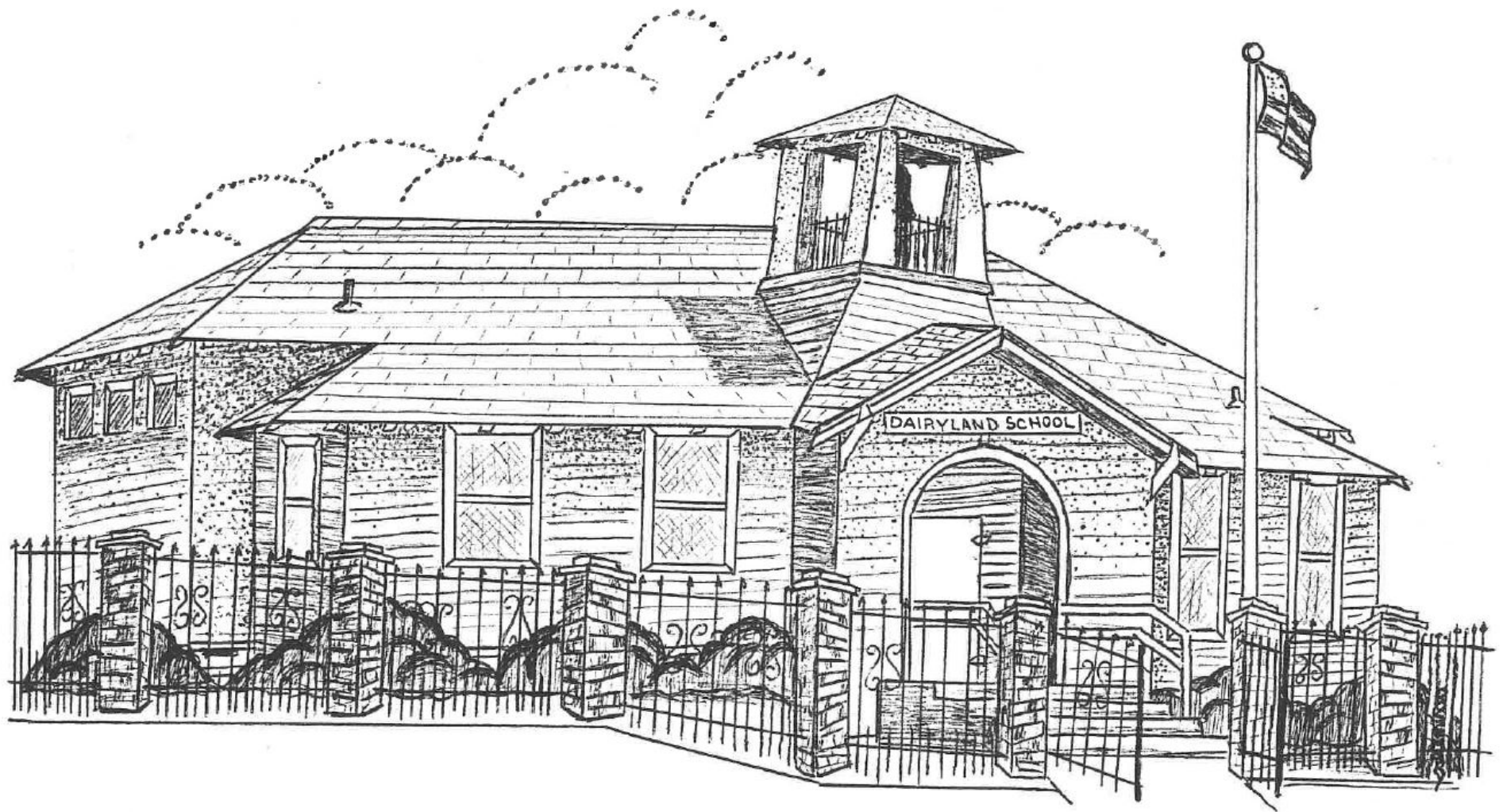
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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 [2024-25]

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. Of the 2023-24 population of 386 students in our District, 67.6% were Low-Income students and 35.2% were English Learners. The District's 2024 total "unduplicated" pupil percentage was at 71.5%.

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 2024, the District continued to offer enrichments opportunities--a "River Camp" recreational experience, a STEM-based "Inventors' Camp", and a 5-week continuation of the After-School Program.

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.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes:

Based on data from the 2023 California School Dashboard, the District demonstrated overall academic achievement in "medium" performance level, and 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 continues to focus on differentiated, engaging, and individualized instruction in 2023-24. 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.

The 2023 Dashboard demonstrated the positive impact of our efforts to support English Learners' rate of language acquisition. Over 49% of English Learners showed progress in the English skills of reading, writing, listening and speaking as measured by the ELPAC assessment. This rate is 12.4% points above the prior year, and in the "high " range. This dramatic increase in EL progress makes it clear that our stronger focus on English Language Development appears to be a successful initiative for ADUSD and should be continued. (Actions 1.5, 1.6, 1.9., 1.18)

Local reading assessment data from Spring, 2024, indicated that students in grades 3-6 have improved in reading comprehension since Spring of 2023. The only exceptions were Grades 2 and 5, which were lower than the Spring 2023 assessment. Upon further analysis, however, the students in those grade levels demonstrated growth from the fall of 2023 to the Spring of 2024. 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, all teachers have received individualized training in Explicit Direct Instruction and used a variety of lesson delivery methods that center around student engagement.

With regard to school climate, 2023 Dashboard data indicated that Overall suspensions continue to decline to 0%, and the best possible performance level. 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 positive response rate on the 2024 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)

Attendance rates at both campuses improved over the 2022-23 school by over 1%. With the changes to COVID quarantine guidance and attendance incentives at Alview and Dairyland, students had better attendance in 2023-24 district-wide.

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 2023-24 school year.

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)

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 4-6 grades has been beneficial in keeping class sizes under 24:1
- The additional technical support has been vital in ensuring that students' 1:2 access to technology is functional
- 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.

Identified Needs:

California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas: English Learners at 27.5 points below standard and Socioeconomically Disadvantaged students at 18.4 below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results. The same student groups scored in the "Low" range: English Learners at 36.1 points below and Socioeconomically Disadvantaged at 30.2 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 English Learner and Socioeconomically Disadvantaged student groups to standard or higher. As a result, the District recognizes the need to continue improving outcomes for those specific groups in both ELA and Math, continuing with small group interventions, small class sizes and intensified after-school tutoring to support our English Learner and Low-Income student groups, that will, in turn, benefit all students' learning needs. (Actions 1.5, 1.6, 1.8, 1.9, 1.14, 1.18)

Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA: from 45% to 39% and from 28% to 23%, respectively. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance gaps continued to exist between those groups and the Overall students' performance in both subject areas. Long-Term English Learners (LTEL) scored significantly lower in ELA and math (16.67%, 0%) than English Learners as a whole.

SBAC scores and Dashboard data indicate a need for the District to continue efforts 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)

California Science Test:

Overall -- 18.37%

Low-Income -- 15.19%

Non Low-Income -- 31.58%

English Learners -- 3.03%

Hispanic -- 11.67%

White -- 29.73%

SWD -- N/R

The data show that there are inequalities in results when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the results for non-Low-Income students heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners. (Actions 1.12, ,1.13)

After showing declines from 2021 to 2022, Overall Chronic Absenteeism rates leveled-off in the 2023 Dashboard at 18%. Rates for Hispanic students and Low-Income students were at the lowest performance level, 20.7% and 21.5%, respectively, Districtwide and at Alview Elementary. Consequently, the District will create specific actions in this LCAP to address Chronic Absenteeism for those groups. At Alview School, ATSI continues for Low-income and Hispanic students in Chronic Absenteeism, and actions to address those will be included in the Plan.

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)

The academic and absenteeism data continue to create insight on the importance of several other factors to support the needs of English Learners and Low-Income 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 need that continues to be clear is for the District to offer updated and relevant library books. Our survey of local conditions showed that our Low-Income and English Learner students have limited access to books in their home settings to support foundational reading skills. In 2023-24, those same students had 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 part-time Wellness Coach on staff with the expertise to address student mental health. (Actions 1.10 and 2.8)

With the 2023 Dashboard results in ELA and Math for three of the District's four students groups, it is also evident that 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)

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)

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

Required Actions:

- Chronic Absenteeism rates for Hispanic students and Low-Income students were at the lowest performance indicator level (red), Districtwide and at Alview Elementary. Consequently, the District will create specific actions in this LCAP to address Chronic Absenteeism for those groups. (Goal 2, Action 7)

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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.

N/A

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
ADUSD Board	<p>District Administration provided updates on LCAP actions at the November 14, 2023 meeting and Mid-Year LCAP report on February 13, 2024. In addition, at a Board Retreat on March 20, 2024, the Board reviewed LCAP goals and discussed educational partner feedback from PTC, School Site Council, and PAC/DELAC meetings. During the same retreat, the Board discussed new initiatives to increase and improve services for EL, Low-Income and Foster Youth for 2024-25. The Board reviewed year-to-date LCAP actions and expenditures again on 4/23/24 and continued to discuss the specifics of planned actions for the upcoming year. The Board was given a draft of the 2024-25 LCAP actions and expenditures at a meeting on 5/28/24.</p> <p>On February 13, 2024, the Mid-Year Report was presented to the Board, including the most recent data on state and local metrics, LCAP expenditures to-date, and the progress on implementation of actions.</p> <p>The public hearing of the plan was held on June 11, 2024.</p> <p>The LCAP that was submitted for the ADUSD Governing Board's approval was posted on the District's website and a link included in the Board agenda, 72 hours prior to the meeting.</p>

Educational Partner(s)	Process for Engagement
	The 2024-25 LCAP was approved at the Board meeting of June 25, 2024. Subsequently, the Board approved the District Budget at this meeting. The Local Indicator Report was also presented.
Parent-Teacher Club	At every Parent-Teacher Club meeting throughout the year, District administration presented year-to-date expenditures and progress toward LCAP actions. Six meetings were held throughout the year-- 9/20/23, 10/18/23, 11/15/23, 1/17/24, 3/13/24 and 4/17/24.
District Budget Committee	The District Budget committee met on 4/22/24 to review progress toward existing LCAP actions, expenditures and plans for 2024-25 Supplemental/Concentration grant expenditures.
School Site Council	At School Site Council meetings, district administration provided LCAP updates in November, February, April and May
Parent Advisory Committee (PAC)	At Parent Advisory Committee Meetings, District administration provided information and gleaned input on actions and expenditures for the current year and planned for goals and associated actions in 2024-25. In May of 2024, the Parent Advisory Committee served as the LCAP committee to review and provide input for the 2024-25 LCAP draft. During LCAP draft review meetings with the PAC, no questions were submitted that required a written response from the District Superintendent.
Management Staff (including principals)	Goals, plans and expenditures for increased/improved services were discussed monthly at Managers' Meetings from September through May.
SELPA	District Superintendent consulted with Madera County SELPA Director on 4/10/24 to review services for students with disabilities
DELAC	At DELAC Meetings in February and May, district administration provided information and gleaned input on actions and expenditures for the current year and planned for goals and associated actions in 2024-25. In May of 2024, the DELAC committee was presented an LCAP draft of proposed actions and expenditures for review and input. During LCAP draft review meetings with the DELAC, no questions were submitted that required a written response from the District Superintendent.

Educational Partner(s)	Process for Engagement
CTA Representatives and Certificated Staff	CTA Representatives and Certificated Staff discussed increased/improved services, actions and expenditures at staff meetings in January, March, and May.
CSEA Representatives and Classified Staff	District administration met with CSEA Representatives and classified staff at Alview on 5/7/24 and at Dairyland on 5/9/24 to review LCAP actions and glean input for 2024-25 expenditures.
Parents and Families	LCAP Parent Information Night --3/21/24; 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.
Students	Student Surveys were collected 4/22/24; A Student Advisory Committee Meeting was held on 5/3/24.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Almost three-quarters of Parent Educational Partners indicated that they would like to see more opportunities for STEM, arts, and sports. Consequently, the budget for Action 1.12, After-School STEM, was increased to expand those offerings, as was the budget for Action 1.13, to expand English Learner and Low Income students' access to science, technology, engineering, and math instruction by contracting with the Community Science Workshop Network for STEM curriculum and instruction embedded in the school day. In addition, the program will include two STEM instructors and will establish clear connections to STEM-related career paths. To accommodate the expanded STEM learning opportunities, the District also revised Action 1.14 to create expanded learning spaces with the addition of a shade structure at the Alview Elementary School campus to increase outdoor learning spaces and to accommodate school assemblies and activities; and added Action 2.21 to furnish and equip a solar learning environment at Dairyland Elementary to accommodate class learning activities and schoolwide activities.

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)

Teacher Educational Partners 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 wellness coach on staff with the expertise to address student mental health. (Action 2.8). Teachers also expressed the importance of after-school tutoring and intervention to continue to improve academic outcomes, specifically for English Learners and Low-Income students. (Actions 1.9 and 1.18)

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As described in the "Reflections" section, California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students, English Learners, and Hispanic students being assigned the "Low" performance level in both subject areas. The same is true for 2023 Mathematics results. The same three student groups scored in the "Low" range. 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 recognizes the need to continue improving outcomes for those specific groups in both ELA and Math, continuing 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).

The 2023 Dashboard results in ELA and Math show clear evidence that that there is a continued need for low adult-to-student ratios to facilitate interventions and small group instruction for Low-Income students and English Learners. 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)

Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance gaps continued to exist between those groups and the Overall students' performance in both subject areas. Long-Term English Learners (LTEL) scored significantly lower in ELA and math (16.67%, 0%) than English Learners as a whole.

SBAC scores and Dashboard data indicate a need for the District to continue efforts to enhance its Mathematics program to support strategic and critical thinking. 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)

California Science Test data show that there are inequalities in results when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the results for non-Low-Income students heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners. (Actions 1.12, 1.13, 1.13, 1.21)

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)

The academic data continue to create insight on the importance of several other factors to support the needs of English Learners and Low-Income student groups. First and foremost is the need for ADUSD students to have access to online technology. Past efforts have enabled students 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 need that continues to be clear is for the District to offer updated and relevant library books. An assessment of local conditions made clear that our Low-Income and English Learner students have limited access to books in their home settings to support foundational reading skills. Based on the most recent data, those same students continue 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 wellness coach on staff with the expertise to address student mental health. (Actions 1.10 and 2.8)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Academic Indicator, ELA: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: Students' Growth in Distance from Standard	ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2022 by student groups is as follows: All Students: -6.1% Hispanic: -7.2% Low Income: -5.9% English Learner: -5.1% White: -4.1% LTEL: (First year reported) 16.67% [2023 SBAC Results] Mean distance from Standard All Students: 4.6 points below English Learner: 27.5 below Low Income: 18.4 below Hispanic: 20.9 below White: 16 points above Students with Disabilities: 58.9 below [2023 CA School Dashboard]			ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2023 by student groups is as follows: All Students: +15% Hispanic: +18% Low Income: +18% English Learner: +21% White: +10% LTEL: +21% [2026 SBAC Results] Mean distance from Standard All Students: 10 points above English Learner: 2 above Low Income: 5 above Hispanic: 5 above White: 25 points above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 29 below [2026 CA School Dashboard]	
1.2	Academic Indicator, Math: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: Students' Growth in Distance from Standard	ACADEMIC INDICATOR, MATH Difference in % Met/Exceeded from 2022 by student groups is as follows: All Students: -7.7% Hispanic: -6.6% Low Income: - 4.5% English Learner: -12.6% White: -7.3% LTEL: (First year reported) 0% [2023 SBAC Results] Mean distance from standard: All students: 17 points below EL students: 36.1 below Low Income: 30.2 below Hispanic: 31.5 below White: 1.9 above Students with Disabilities: 51.8 below [2023 CA School Dashboard]			ACADEMIC INDICATOR, MATH Difference in % Met/Exceeded from 2025 by student groups is as follows: All Students: +15% Hispanic: +18% Low Income: +18% English Learner: +21% White: +10% LTEL: +21% [2026 SBAC Results] Mean distance from standard: All students: 1 point above EL students: 6 below Low Income: 3 below Hispanic: 3 below White: 10 above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 21 below [2026 CA School Dashboard]	
1.3	Percentage of Teachers Appropriately Credentialed and Assigned.	<p>Met: Reported to the Board</p> <p>California now requires the most recent data from the DataQuest (CALSASS) be reported, which is for the 2022-23 school year:</p> <p>88.9% of classroom teachers were reported with clear credentials and appropriately assigned.</p> <p>[June, 2024, Local Indicators Report to the ADUSD Board]</p>			<p>Met: Reported to the Board</p> <p>100% of classroom teachers will reported with clear credentials and appropriately assigned.</p> <p>[June, 2027, Local Indicators Report to the ADUSD Board]</p>	
1.4	Percentage of Students with Sufficient Access to Standards-aligned Materials	<p>Met: Reported to the Board</p> <p>100% of students have access to high-quality, standards-aligned curriculum and instructional materials.</p>			<p>Met: Reported to the Board</p> <p>100% of students will have access to high-quality, standards-aligned curriculum and</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[June, 2024, Local Indicators Report to the ADUSD Board]			instructional materials. [June, 2027, Local Indicators Report to the ADUSD Board]	
1.5	Local Reading Assessment: Growth in Fluency, Accuracy, and Comprehension	RESULTS Local Reading Assessment Data from Spring 2024: Comprehension Scores Gr. 2: 77% Gr. 3: 88% Gr. 4: 90% Gr. 5: 74% Gr. 6: 93% [2023-24 Local Data]			RESULTS Local Reading Assessment Data from Winter 2026: Comprehension Scores Gr. 2: 90% Gr. 3: 90% Gr. 4: 90% Gr. 5: 90% Gr. 6: 90% [2026-27 Local Data]	
1.6	California School Dashboard: English Learner Progress -- Percentage of English Learner Students Making One or More Year's Progress on the ELPAC. English Learner Reclassification Rate	49.2% of English Learners demonstrated appropriate progress in English Acquisition. [2023 CA School Dashboard] 5.8% of English Learners were reclassified to RFEP status (Fully English Proficient)			55% of English Learners will demonstrate appropriate progress in English Acquisition. [2026 CA School Dashboard] 10% of English Learners will be reclassified to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 CALPADS Reports 2.16 and 8.1]			RFEP status (Fully English Proficient) [2026 CALPADS Reports 2.16 and 8.1]	
1.7	California Science Test: Percentage of Students Meeting or Exceeding Standard	Overall -- 18.37% Low-Income -- 15.19% English Learners -- 3.03% Hispanic -- 11.67% White -- 29.73% SWD -- N/D [2023 CAST]			Overall -- 37% Low-Income -- 37% English Learners -- 28% Hispanic -- 35% White -- 50% SWD -- 25% [2026 CAST]	
1.8	Maintain Small Average Class Sizes	2023-24 Average Class Sizes: Alview: 18.6 Dairyland: 26.75 [2023-24 Local Data]			2026-27 Average Class Sizes: Alview: 19 Dairyland: 25 [2026-27 Local Data]	
1.9	All ADUSD Students Will Have Access to Technology As Measured by Student:Device Ratio	2023-24 Student to Device Ratio 1:2; one for classroom/ one for home use. [2023-24 Local Data]			2026-27 Student to Device Ratio 1:2; one for classroom/ one for home use. [2026-27 Local Data]	
1.10	Access to a Broad Course of Study	Met: Reported to the Board			Met: Reported to the Board	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All students are participating in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE.</p> <p>[June, 2024, Local Indicators Report to the ADUSD Board]</p>			<p>All students will participate in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE.</p> <p>[2027 Local Indicators Report to the ADUSD Board]</p>	
1.11	State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards	<p>Met: Reported to the Board</p> <p>100% of state-adopted content and performance standards are implemented in all curricular areas.</p> <p>[June, 2024, Local Indicators Report to the ADUSD Board]</p>			<p>Met: Reported to the Board</p> <p>100% of state-adopted content and performance standards will be implemented in all curricular areas.</p> <p>[2027 Local Indicators Report to the ADUSD Board]</p>	
1.12	Supports for Students with Exceptional Needs	<p>95.2% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom intervention settings to</p>			<p>100% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meet IEP goals and master grade level standards. [2024 Local Data]			intervention settings to meet IEP goals and master grade level standards. [2027 Local Data]	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Instructional Staff	Recruit, hire, and retain highly-qualified instructional staff.	\$1,946,430.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	High-quality Standards-aligned Curriculum	<p>The District will 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.</p> <p>The District will also ensure that materials and instructional methods are provided to students with exceptional needs that ensure that those students have access to a broad curriculum that includes all core subject areas.</p>	\$30,000.00	No
1.3	Improved Use of Technology	<p>Improve the use of technology in instruction by:</p> <ul style="list-style-type: none"> a. Maintaining a one-to-two student/device ratio in all grade levels b. Retaining services of the full-time technology support person 	\$100,000.00	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	Supports for English Learners	<p>The District will provide two Paraprofessionals at Alview to provide reading support for the District's English Learner students. Additionally, the District will provide paraprofessional support for English Learners at Dairyland.</p> <p>All instructional staff will participate in professional development activities directed at meeting the needs of English Learners, including access to the core curricula and the ELD standards.</p>	\$80,000.00	Yes
1.6	Additional Paraprofessional Support (Dairyland)	Provide two Paraprofessionals at Dairyland to facilitate push-in instructional support that ensures that Low-Income students, Foster Youth, and English Learners have access to all core curricula, including the ELD standards for English learner students.	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Build Background Knowledge for Increased Learning	The District will build background knowledge to increase learning and provide experiences that enhance connections to the school community, 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	Add an additional teacher for a total of two in order to maintain lower class sizes for grades 4-8.	\$170,000.00	Yes
1.9	Small-Group Intervention	Employ an intervention teacher at Dairyland to support small-group instruction for struggling Low-Income students, Foster Youth, and English Learners 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 Low-Income students and English Learners, and that ensures that Low-Income students, Foster Youth, and English Learners have access to all core curricula, including the ELD standards for English learner students. 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 English Learners' and Low-Income students' access to science, technology, engineering, and math instruction and career opportunities by	\$29,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continuing and expanding the after-school STEM workshops at Dairyland and at Alview.		
1.13	High-Quality STEM Instruction	Expand English Learners' 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.	\$115,000.00	Yes
1.14	Expanded Learning Spaces	Addition of a shade structure at the Alview Elementary School campus to increase outdoor learning spaces and to accommodate school assemblies and activities.	\$225,000.00	Yes
1.15	Retain Highly-Qualified Teachers	Provide each teacher with 20 or more years of experience a stipend between \$1,500 and \$3,000 (dependent on years over 20).	\$20,000.00	Yes
1.16	Supplemental Materials	Provide each classroom with \$100 to purchase special or additional supplemental materials that are principally directed toward meeting the needs of Low-Income students.	\$2,500.00	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.	\$40,000.00	Yes
1.18	Increase Instructional Time to Mitigate Learning Loss	Provide teachers with an hourly stipend to provide after-school tutoring three days per week.	\$95,000.00	No
1.19	Math Support Program	Purchase Math/ELA Support Program, "ClassTime" to scaffold EL and Low-Income students' standards mastery and to promote strategic thinking and deeper understanding in Math and ELA.	\$22,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.20	Support for Long-Term English Learners (LTEL)	The District will support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL) with an additional paraprofessional support at Dairyland that is targeted specifically for supporting LTELs with small group instruction and intervention, and regularly monitoring progress in acquiring the skills required for reclassification to RFEP.	\$500.00	Yes
1.21	Expanded Learning Spaces	Furnish and equip a solar learning environment at Dairyland Elementary to accommodate class learning activities and schoolwide activities, including outdoor classroom furnishings and supplies.	\$100,000.00	Yes
1.22	Support Science Standards Learning	Purchase supplementary science materials to support increased student mastery of grade level Next Generation Science Standards.	\$50,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

After showing declines from 2021 to 2022, Overall Chronic Absenteeism rates leveled-off in the 2023 Dashboard at 18%. Rates for Hispanic students and Low-Income students were at the lowest performance level, 20.7% and 21.5%, respectively, Districtwide and at Alview Elementary. Consequently, the District will create specific actions in this LCAP to address Chronic Absenteeism for those groups. At Alview School, ATSI continues for Low-income and Hispanic students in Chronic Absenteeism, and actions to address those will be included in the Plan.

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)

Suspension rates for all students are at 0%, an indication that the actions under this goal have been successful.

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 wellness coach on staff with the expertise to address student mental health. (Action 2.8)

As the District reflected on lessons learned and necessary changes during the last four years, 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. 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)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students will be increasingly engaged as measured by School Attendance Rates	In 2022-23 Alview's Attendance Rate was 93.68%; Dairyland's Rate was 95.36%. [2023 Local Data]			In 2025-26, Alview's Attendance Rate will be 96%; Dairyland's Rate will be 97% [2026 Local Data]	
2.2	California School Dashboard: Chronic Absenteeism Rate Will Be a Measure of School Engagement	Overall -- 18% EL -- 18.3% Low-Income -- 21.5% Hispanic -- 20.7% White -- 13.8% Students with Disabilities -- 29% [2023 CA School Dashboard]			Overall -- 10% EL -- 10% Low-Income -- 10% Hispanic -- 10% White -- 8% Students with Disabilities -- 15% [2026 CA School Dashboard]	
2.3	California School Dashboard: Suspension Rate Will Be a Measure of School Climate	All students: 0%. EL: 0%. Low Income: 0%. Hispanic: 0%. White: 0%. Students with Disabilities: 0%			All students: 0%. EL: 0%. Low Income: 0%. Hispanic: 0%. White: 0%. Students with Disabilities: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 CA School Dashboard]			[2026 CA School Dashboard]	
2.4	Middle School Drop-out Rate Will Be a Measure of School Climate	Students were significantly engaged as measured by a 2023 middle school dropout rate of 0%. [2023 CALPADS Report 8.1]			Students will be significantly engaged as measured by a 2026 middle school dropout rate of 0%. [2026 CALPADS Report 8.1]	
2.5	Expulsion Rate Will Be a Measure of School Climate	School climate was measured by maintaining the expulsion rate at 0%. [2023 DataQuest]			School climate will be measured by maintaining the expulsion rate at 0%. [2026 DataQuest].	
2.6	Students' Feelings of School Safety and School Connectedness: Parent and Student Satisfaction and Overall School Climate Will Be Measured by Parent and Student Surveys.	Met: Reported to the Board Students who responded (6-8 grades): <ul style="list-style-type: none"> • 89% feel welcome (connected) at their school. • 83% feel safe at school. • 92% feel that the school is meeting their needs in ELA; 			Met: Reported to the Board Students who respond (6-8 grades): <ul style="list-style-type: none"> • 95% will feel welcome (connected) at their school. • 95% will feel safe at school. 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • 89% in math; • 89% in science, STEM, and social studies; <p>Alview parents who responded:</p> <ul style="list-style-type: none"> • 96% felt welcome (connected) at their child's school. • 97% 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 • 97% felt that STEM is an integral Science curriculum component. <p>Dairyland parents who responded:</p> <ul style="list-style-type: none"> • 92% felt welcome (connected) at their child's school. 			<ul style="list-style-type: none"> • 95% will feel that the school is meeting their needs in ELA; • 95% in math; • 95% in science and social studies. <p>Alview parents who responded:</p> <ul style="list-style-type: none"> • 96% will feel welcome (connected) at their child's school. • 97% will feel that their child is safe at school. • 97% in ELA and 95% in Math will feel that the school is meeting 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • 92% felt that their child is safe at school. • 94% in ELA and 94% in Math felt that the school is meeting their child's academic needs. • 95% felt that STEM is an integral Science curriculum component. <p>[June, 2024, Local Indicators Report to the ADUSD Board]</p>			<p>their child's academic needs</p> <ul style="list-style-type: none"> • 97% will feel that STEM is an integral Science curriculum component. <p>Dairyland parents who responded:</p> <ul style="list-style-type: none"> • 95% will feel welcome (connected) at their child's school. • 95% will feel that their child is safe at school. • 95% in ELA and 95% in Math will feel that the school is meeting 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>their child's academic needs.</p> <ul style="list-style-type: none"> 95% will feel that STEM is an integral Science curriculum component. <p>[June, 2027 Local Indicators Report to the ADUSD Board]</p>	
2.7	School facilities are clean and maintained in good repair as measured by the Facilities Inspection Tool and ongoing sanitization practices.	<p>Met: Reported to the Board</p> <p>Both schools scored a rating of "Good" on the Facilities Inspection Tool in December 2023.</p> <p>[June, 2024, Local Indicators Report to the ADUSD Board]</p>			<p>Met: Reported to the Board</p> <p>Both schools will score a rating of "Good" on the Facilities Inspection Tool in December 2026.</p> <p>[June, 2027, Local Indicators Report to the ADUSD Board]</p>	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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.	\$431,924.00	No
2.2	Maintain Excellent Support Services	Keep an adequate number of office and clerical staff on the job daily providing excellent services to students, staff, and parents.	\$262,339.00	No
2.3	Continue Character Education Activities	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

Action #	Title	Description	Total Funds	Contributing
2.4	After-School Sports Program	Continue to hire one football coach, one volleyball coach, two basketball coaches, and two soccer coaches during the year to cover the coaching duties for the 7th and 8th grade programs.	\$5,000.00	Yes
2.5	Positive Behavior Reward Program	Continue a "Caught Being Good" program to encourage students to act appropriately by offering incentives to do so. (Funded by Alview- Dairyland Parent Teacher Club)	\$0.00	No
2.6	Support Students' Social-Emotional Needs	Provide a Part-Time Wellness Coach to meet with students on a weekly basis to promote mental health and wellness.	\$40,000.00	Yes
2.7	Required Action: Reduce Chronic Absenteeism Rates for Low-Income and Hispanic Students.	<p>2023 California School Dashboard Suspension Rate results for Hispanic students and Low-Income students were at the lowest performance level (red) Districtwide and at Alview Elementary, indicating a need to create a specific action to lower those rates. In examining the data more closely, the District established that 92.1% of Hispanic students were also Low-Income and that 79% of Low-Income students were Hispanic. Additionally, we determined that the District's lowest performance levels for those two groups were a result of the Alview School rates, and focusing on improving results at Alview would also move the District out of that performance level. Consequently, this action will meet the needs of both student groups, at the school and district levels.</p> <p>In order to lower chronic absenteeism rates, the District and school staff will regularly review attendance data for Hispanic and Low-Income students to assess if any are on track to be chronically absent. The students will be counseled by the wellness counselor to determine causes of the absences and possible solutions. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		In addition, student attendance incentive programs will be implemented at both campuses to reward both classrooms and individual students for perfect attendance.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

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.

An average of 94% of parents responding to surveys indicated that they feel welcome at their child's school. In the areas of school safety and caring, over 90% of respondents felt the District was doing a good job. These results confirm that our efforts have had a positive impact, and will be continued.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SSC, PTC and PAC Meeting Participation	In 2024, meeting averages were at 80% for SSC, 75% for PTC and 90% for PAC. [2024 Local Data]			Participation in SSC, PTC, PAC and LCAP Committees will increase by 50% over the baseline attendance rates. [2027 Local Data]	
3.2	DELAC Committee Attendance	95% attendance. [2024 Local Data]			DELAC meetings will be held with 95% attendance.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					[2027 Local Data]	
3.3	Parent Participation at School Events and Assemblies	<p>83% of Alview parents participated in awards assemblies from September-June.</p> <p>100% of parents attended kindergarten and 8th grade graduation ceremonies, 90% of Alview parents and 78% of Dairyland parents were in attendance for holiday performances.</p> <p>[2024 Local Data]</p>			<p>90% of Alview parents will participate in awards assemblies from September-June.</p> <p>100% of parents will attend kindergarten and 8th grade graduation ceremonies, 90% of Alview parents and 80% of Dairyland parents will be in attendance for holiday performances.</p> <p>[2027 Local Data]</p>	
3.4	School Climate Survey	<p>100% of District families returned School Climate Surveys in April of 2024.</p> <p>[2024 Local Data]</p>			<p>95% of parents will complete and return School Climate Surveys</p> <p>[2027 Local Data]</p>	
3.5	Participation in Adult English Classes	<p>On average, 12 parents attended weekly ELD classes throughout the 2023- 24 school year.</p>			<p>At least 25 parents will participate in Adult ELD Evening Classes.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2024 Local Data]			[2027 Local Data]	
3.6	Parents' and Teachers' Use of ClassDojo	98% of parents and 100% of teachers utilized ClassDojo as a communication tool. [2024 Local Data]			98% of parents and 100% of teachers will utilize ClassDojo as a means of school-parent-teacher communication. [2027 Local Data]	
3.7	Parent participation in Annual Conferences	99.7% of parents participated in conferences in the fall of 2023. [2024 Local Data]			98% or more of parents will participate in fall parent-teacher conferences. 100% of parents of students with unique needs will attend individual conferences. [2027 Local Data]	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Sponsor School Activities to Encourage Parent Participation.	Parents will be encouraged to participate in the following school events and/or committees: <ul style="list-style-type: none">• 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• ELD classes for adults	\$1,000.00	No
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

Action #	Title	Description	Total Funds	Contributing
3.3	Offer Incentives and Eliminate Barriers to Parent Engagement	Provide babysitting for ELD classes and other parent advisory meetings to promote participation by parents of Low -Income students, English Learners, and Foster Youth, including those 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	Offer English Language Development (ELD) classes for parents on a weekly basis. Associated cost is for materials and paraprofessional support.	\$2,500.00	Yes
3.6	Regular Parent Meetings to Promote Students' 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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,061,293.00	\$110,541.00

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
26.643%	1.074%	\$42,503.87	27.717%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Improved Use of Technology</p> <p>Need: California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas: English Learners at 27.5 points below standard and Low-Income students at 18.4</p>	<p>The District will Improve the use of technology in instruction by:</p> <ul style="list-style-type: none"> a. Maintaining a one-to-two student/device ratio in all grade levels b. Retaining services of the full-time technology support person <p>This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth because continual access, at home and at school, to modern working</p>	<ul style="list-style-type: none"> • California School Dashboard: ELA Students' Growth in Distance from Standard • California School Dashboard: MathStudents' Growth in Distance from Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results; the same student groups scored in the "Low" range: English Learners at 36.1 points below and Low-Income students at 30.2 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 English Learner and Low-Income students student groups to standard or higher.</p> <p>The academic data continue to create insight on the importance of several other factors to support the needs of English Learners and Low-Income student groups. First and foremost is the need for ADUSD students to have access to online technology. Past efforts have enabled students 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.</p> <p>Scope: LEA-wide</p>	<p>technology and internet access to ensure student the greatest opportunities for success with the technology-infused instruction students receive in our schools. Providing them with separate devices for home and school, and access to hot-spots almost guarantees that they will have such access whenever they need. Because so many curriculum materials -- core and supplemental -- require digital technology, providing classrooms with improved technology will enhance instruction. As a result of these increased services, we expect to see improvements in "Distance from Standard" results. Modifications to this action will be to add Percentages Meeting/Exceeding Standard, the California Science Test, and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.</p>	<ul style="list-style-type: none"> • ELA: Students' Growth in Percentage Meeting/Exceeding Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California School Dashboard: English Learner Progress Indicator <ul style="list-style-type: none"> • California Science Test: Percentage of Students Meeting or Exceeding Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Library Books and Materials</p> <p>Need: California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas: English Learners at 27.5 points below standard and Low-Income students at 18.4 below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results; the same student groups scored in the "Low" range: English Learners at 36.1 points below and Low-Income students at 30.2 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 English Learner and Low-Income students student groups to standard or higher.</p> <p>Another need that continues to be clear is for the District to address progress in English Language Arts is to offer updated and relevant library books. An assessment of local conditions made clear that our Low-Income and English Learner students have limited access to books in their home settings to support foundational reading skills. Based on the most recent data, those same students continue to have almost 25% higher library circulation rates than those of the student population as a whole.</p>	<p>The District will continue the replacement and increase the number of library books, including current titles, to support students in improving literacy.</p> <p>By providing Low-Income students, English Learners, and Foster Youth access to reading materials -- on-line and hard copies -- that are engaging and at reading levels accessible all users, this action is expected to encourage independent reading. As more practice leads to greater fluency, we anticipate that the action will significantly increase academic outcomes. Books that reflect the diversity of our student populations will: "bridge the gap between the school and the world of the student; provide positive perspectives on parents and families; demonstrate cultural sensitivity" and support culturally-responsive instruction. Literature relevant to our students' cultures can support increased academic achievement, promote educational equity, and teach all students to understand a wider perspective and appreciate cultural differences within a collaborative community. This benefits our Low-Income students, English Learners, and Foster Youth who are struggling with reading by providing literature at the students' ability levels and selected to support reading improvement. Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.</p>	<ul style="list-style-type: none"> • California School Dashboard: ELA Students' Growth in Distance from Standard • California School Dashboard: Math Students' Growth in Distance from Standard • ELA: Students' Growth in Percentage Meeting/Exceeding Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California School Dashboard: English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The District plans to continue to provide additional funding to ensure that we make available books and materials that reflect the diversity of our learning community, support language acquisition for English Learners, and offer literacy supports for Low-Income students and Foster Youth.</p> <p>Scope: LEA-wide</p>		
1.6	<p>Action: Additional Paraprofessional Support (Dairyland)</p> <p>Need: California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas: English Learners at 27.5 points below standard and Low-Income students at 18.4 below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results; the same student groups scored in the "Low" range: English Learners at 36.1 points below and Low-Income students at 30.2 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</p>	<p>The District will provide two Paraprofessionals at Dairyland to facilitate push-in instructional support for Low-Income students, Foster Youth, and English Learners.</p> <p>This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because the additional intervention and support staff will focus their efforts on students' identified needs and provide more individualized instruction. Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.</p>	<ul style="list-style-type: none"> • California School Dashboard: ELA Students' Growth in Distance from Standard • California School Dashboard: Math Students' Growth in Distance from Standard • ELA: Students' Growth in Percentage Meeting/Exceeding Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California School Dashboard:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learner and Low-Income students student groups to standard or higher.</p> <p>Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance gaps continued to exist between those groups and the Overall students' performance in both subject areas. Long-Term English Learners (LTEL) scored significantly lower in ELA and math (16.67%, 0%) than English Learners as a whole.</p> <p>With the 2023 Dashboard results in ELA and Math show clear evidence that that there is a continued need for low adult-to-student ratios to facilitate interventions and small group instruction for Low-Income students and English Learners. 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,</p> <p>Scope: Schoolwide</p>		English Learner Progress Indicator
1.7	Action: Build Background Knowledge for Increased Learning	The District will build background knowledge to increase learning and provide experiences that	<ul style="list-style-type: none"> California School Dashboard: ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas: English Learners at 27.5 points below standard and Low-Income students at 18.4 below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results; the same student groups scored in the "Low" range: English Learners at 36.1 points below and Low-Income students at 30.2 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 English Learner and Low-Income students student groups to standard or higher.</p> <p>Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance gaps continued to exist between those groups and the Overall students' performance in both subject areas. Long-Term English Learners (LTEL) scored significantly lower in ELA and math (16.67%, 0%) than English Learners as a whole.</p>	<p>enhance connections to the school community and promote a positive school climate by:</p> <ul style="list-style-type: none"> 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 <p>This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth. Field trips that support standards-aligned instruction are designed to provide them with educational experiences and a broader language background to close the "experience gap" that exists between them and non Low-Income students who may have access to more enrichment activities outside school. Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	<p>Students' Growth in Distance from Standard</p> <ul style="list-style-type: none"> • California School Dashboard: Math Students' Growth in Distance from Standard • ELA: Students' Growth in Percentage Meeting/Exceeding Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California School Dashboard: English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The 2023 Dashboard demonstrated the positive impact of our efforts to support English Learners' rate of language acquisition. Over 49% of English Learners showed progress in the English skills of reading, writing, listening and speaking as measured by the ELPAC assessment. This rate is 12.4% points above the prior year, and in the "high " range. This dramatic increase in EL progress makes it clear that our stronger focus on English Language Development appears to be a successful initiative for ADUSD and should be continued.</p> <p>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.</p> <p>Scope: LEA-wide</p>		
1.8	<p>Action: Maintain Low Class Sizes</p> <p>Need: California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas:</p>	<p>The District will add an additional teacher for a total of two in order to maintain lower class sizes for grades 4-8.</p> <p>Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that “A clear and strong relationship between class size and achievement has emerged. There is little doubt, that other things being equal, more is</p>	<ul style="list-style-type: none"> • California School Dashboard: ELA Students' Growth in Distance from Standard • California School Dashboard: Math Students' Growth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners at 27.5 points below standard and Low-Income students at 18.4 below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results; the same student groups scored in the "Low" range: English Learners at 36.1 points below and Low-Income students at 30.2 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 English Learner and Low-Income students student groups to standard or higher.</p> <p>Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance gaps continued to exist between those groups and the Overall students' performance in both subject areas. Long-Term English Learners (LTEL) scored significantly lower in ELA and math (16.67%, 0%) than English Learners as a whole.</p> <p>The 2023 Dashboard demonstrated the positive impact of our efforts to support English Learners' rate of language acquisition. Over 49% of English Learners showed progress in the English skills of reading, writing, listening and speaking as measured by</p>	<p>learned in smaller classes." Based on research and feedback from our educational partners, having smaller class sizes, the extra support in ELA and Math can be better tailored to individual learner's needs, or designed for a small group. Acceleration from targeted interventions is expected to increase learning outcomes for English learners, Foster Youth, and Low-Income students who are struggling. Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis to to 4-6 and 7th-8th graders.</p>	<p>in Distance from Standard</p> <ul style="list-style-type: none"> • ELA: Students' Growth in Percentage Meeting/Exceeding Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California School Dashboard: English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the ELPAC assessment. This rate is 12.4% points above the prior year, and in the "high " range. This dramatic increase in EL progress makes it clear that our stronger focus on English Language Development appears to be a successful initiative for ADUSD and should be continued.</p> <p>With the 2023 Dashboard results in ELA and Math show clear evidence that that there is a continued need for low adult-to-student ratios to facilitate interventions and small group instruction for Low-Income students and English Learners. As evidenced by the latest state and local assessments, English Learners, Hispanic, and Low-Income students' scores are lower than their peers As a result, Dairyland School has a need to increase the number of classes in grades 7 and 8 from three to four and maintain an additional teacher in grades 4-6.</p> <p>Scope: Schoolwide</p>		
1.9	<p>Action: Small-Group Intervention</p> <p>Need: California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas: English Learners at 27.5 points below</p>	<p>The District will employ an intervention teacher at Dairyland to support small-group instruction for struggling Low-Income students, Foster Youth, and English Learners in grades 4-6.</p> <p>This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because the intervention teacher will target interventions for students based on formative assessment data that</p>	<ul style="list-style-type: none"> • California School Dashboard: ELA Students' Growth in Distance from Standard • California School Dashboard: Math Students' Growth in Distance from Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>standard and Low-Income students at 18.4 below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results; the same student groups scored in the "Low" range: English Learners at 36.1 points below and Low-Income students at 30.2 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 English Learner and Low-Income students student groups to standard or higher.</p> <p>Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance gaps continued to exist between those groups and the Overall students' performance in both subject areas. Long-Term English Learners (LTEL) scored significantly lower in ELA and math (16.67%, 0%) than English Learners as a whole.</p> <p>Scope:</p>	<p>informs the teacher of specific needs to be addressed. The intervention teacher will consult with classroom teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. Feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains. Smaller class sizes will provide a lower student to teacher ratio and improved focus on students' academic needs. Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.</p>	<ul style="list-style-type: none"> • ELA: Students' Growth in Percentage Meeting/Exceeding Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California School Dashboard: English Learner Progress Indicator
1.10	<p>Action: Professional Development</p> <p>Need:</p>	<p>In collaboration with teachers, the District will identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best</p>	<ul style="list-style-type: none"> • California School Dashboard: ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas: English Learners at 27.5 points below standard and Low-Income students at 18.4 below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results; the same student groups scored in the "Low" range: English Learners at 36.1 points below and Low-Income students at 30.2 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 English Learner and Low-Income students student groups to standard or higher.</p> <p>Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance gaps continued to exist between those groups and the Overall students' performance in both subject areas. Long-Term English Learners (LTEL) scored significantly lower in ELA and math (16.67%, 0%) than English Learners as a whole.</p>	<p>instructional practices principally directed at meeting the needs of struggling Low-Income students and English Learners. In addition, provide professional development for teachers to identify students' social emotional learning needs and provide support for students' mental health.</p> <p>This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth because we are confident that enhancing the self-efficacy of individual teachers will also build team effectiveness, enabling enhanced data analysis, more confident and responsive lesson planning, and increasingly engaging instructional delivery. Professional learning activities that have been identified through collaboration with teachers and that are evidence-based, followed by peer coaching and collaboration, will be essential in enhancing our teachers' self-efficacy, an educator's belief in his or her ability to impact student learning, one of the most powerful determiners of student success. (Hattie, 2008) Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	<p>Students' Growth in Distance from Standard</p> <ul style="list-style-type: none"> California School Dashboard: Math Students' Growth in Distance from Standard ELA: Students' Growth in Percentage Meeting/Exceeding Standard Math: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: LEA-wide</p>		
1.12	<p>Action: After-School STEM</p> <p>Need: 2023 California Science Test results: Overall -- 18.37% Low-Income -- 15.19% Non Low-Income -- 31.58% English Learners -- 3.03% The data show that there are inequalities in results when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the results for non-Low-Income students heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners.</p> <p>Almost three-quarters of Parent Educational Partners indicated that they would like to see</p>	<p>The District will maintain English Learners' 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 at Alvieu.</p> <p>We expect to see increases in the performance of our Low-Income students, English Learners, and Foster Youth on the California Science Test as the after-school STEM program will provide instruction and support in that curricular area. Workshops can be presented to support and enrich regular classroom science instruction, which is being expanded as part of Action 1.13. Additionally, we expect to see improved performance on the SBAC math assessments, in terms of Distance from Standard and Percentages Meeting or Exceeding Standard, as math support will be integrated into the STEM workshops.</p>	<ul style="list-style-type: none"> California School Dashboard: Math Students' Growth in Distance from Standard Math: Students' Growth in Percentage Meeting/Exceeding Standard California Science Test

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>more opportunities for STEM, arts, and sports. Consequently, the budget for Action 1.12, After-School STEM, was increased to expand those offerings, as was the budget for Action 1.13, to expand English Learner 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 and expanding to include two STEM instructors.</p> <p>Also, improved local Science assessment data since the the program's implementation is evidence of its effectiveness.</p> <p>Scope: LEA-wide</p>	<p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	
1.13	<p>Action: High-Quality STEM Instruction</p> <p>Need: 2023 California Science Test results: Overall -- 18.37% Low-Income -- 15.19% Non Low-Income -- 31.58% English Learners -- 3.03% The data show that there are inequalities in results when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the results for non-Low-Income students heightens the need to continue to provide</p>	<p>The District will 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 include two STEM instructors.</p> <p>We expect to see increases in the performance of our Low-Income students, English Learners, and Foster Youth on the California Science Test as the addition of another STEM instructor will increase the instructional time we are able to provide, and allow teachers to provide more targeted instruction and support in that curricular area, with the</p>	<ul style="list-style-type: none"> • California School Dashboard: Math Students' Growth in Distance from Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California Science Test

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>STEM instructional opportunities for Low-Income students and English Learners.</p> <p>SBAC scores and Dashboard data indicate a need for the District to continue efforts to enhance its Mathematics program to support strategic and critical thinking. Interim assessment results showed a discrepancy between EL/Low-Income students' and the overall student population in their ability to solve situational math problems.</p> <p>Also, improved local Science assessment data since the the program's implementation is evidence of its effectiveness.</p> <p>Scope: LEA-wide</p>	<p>possibility of smaller groups and/or more individualized assistance. Formative assessments can be used more frequently to assess mastery and areas for support, and adjust instruction as necessary. Additionally, we expect to see improved performance on the SBAC math assessments, in terms of Distance from Standard and Percentages Meeting or Exceeding Standard, as math support will be integrated into the STEM workshops.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	
1.14	<p>Action: Expanded Learning Spaces</p> <p>Need: 2023 California Science Test results: Overall -- 18.37% Low-Income -- 15.19% Non Low-Income -- 31.58% English Learners -- 3.03% The data show that there are inequalities in results when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the results for non-Low-Income students heightens the need to continue to provide</p>	<p>The District will add a shade structure at the Alview Elementary School campus to increase outdoor learning spaces and to accommodate school assemblies and activities.</p> <p>Providing students with the outdoor spaces to accommodate large group and small group academic enrichment activities, including projects, conduct experiments and trials, or put on a theatrical performance is expected to result in increased achievement on academic assessments. Student projects, experiments, and performances all support critical and creative thinking, the type of thinking necessary for problem solving at a higher level. Cultivating these higher-order thinking skills will lay a</p>	<ul style="list-style-type: none"> • California School Dashboard: ELA Students' Growth in Distance from Standard • California School Dashboard: Math Students' Growth in Distance from Standard • ELA: Students' Growth in Percentage Meeting/Exceeding Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>STEM instructional opportunities for Low-Income students and English Learners.</p> <p>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 large group and small group academic enrichment activities. Many of these activities require space for students to set-up projects, conduct experiments and trials, or put on a theatrical performance that is more than the classroom can offer.</p> <p>Almost three-quarters of Parent Educational Partners indicated that they would like to see more opportunities for STEM, arts, and sports.</p> <p>To accommodate the expanded STEM learning opportunities, the District revised Action 1.14 to create expanded learning spaces with the addition of a shade structure at the Alview Elementary School campus to increase outdoor learning spaces and to accommodate school assemblies and activities.</p> <p>Scope: Schoolwide</p>	<p>foundation for academic success that will be reflected in the state assessments and, more importantly, in their abilities to become life-long learners. If classroom distractions are getting in the way of small group or individual tutoring or intervention time, the expanded learning space can be used to maximize the benefits of the interventions by limiting the distractions. The expanded learning space also provides greater opportunities for students to engage in large visual and performing arts projects, an important use stressed by our Parent Educational Partners. Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.</p>	<ul style="list-style-type: none"> Math: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: English Learner Progress Indicator California Science Test
1.15	<p>Action: Retain Highly-Qualified Teachers</p> <p>Need:</p>	<p>The District will provide each teacher with 20 or more years of experience a stipend between \$1,500 -\$3,000 (dependent on years over 20).</p>	<ul style="list-style-type: none"> California School Dashboard: ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas: English Learners at 27.5 points below standard and Low-Income students at 18.4 below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results; the same student groups scored in the "Low" range: English Learners at 36.1 points below and Low-Income students at 30.2 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 English Learner and Low-Income students student groups to standard or higher.</p> <p>Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance gaps continued to exist between those groups and the Overall students' performance in both subject areas. Long-Term English Learners (LTEL) scored significantly lower in ELA and math (16.67%, 0%) than English Learners as a whole.</p>	<p>Maintaining a high-quality, stable instructional staff that learns and builds on prior learning, become increasingly self-efficacious, and that can implement initiatives with integrity over time because they remain employed by the District is critical to providing excellent first instruction and in-classroom diagnosis and support. It is through the hiring and retention of high quality staff that the District is able to improve the quality of instruction for our Low-Income students, English Learners, and Foster Youth. Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	<p>Students' Growth in Distance from Standard</p> <ul style="list-style-type: none"> California School Dashboard: Math Students' Growth in Distance from Standard ELA: Students' Growth in Percentage Meeting/Exceeding Standard Math: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.16	<p>Action: Supplemental Materials</p> <p>Need: Based on the most recent data, our Low-Income students have limited resources to purchase the supplementary materials they may need to support classroom learning needs beyond those provided as part of our basic program. The District plans to continue to provide additional funding to ensure that students will have all supplemental classroom materials provided at no cost.</p> <p>Scope: LEA-wide</p>	<p>The District will provide each classroom with \$100 to purchase special or additional supplemental materials that are principally directed toward meeting the needs of Low-Income students.</p> <p>We believe that this will increase academic achievement for Low-Income students in ELA, Math, and Science as measured by state assessments because it will ensure that they have the supplemental materials that support equitable access to the curriculum. They will be provided with the special materials they need to support learning activities in each of those curricular areas. Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	<ul style="list-style-type: none"> California School Dashboard: ELA Students' Growth in Distance from Standard California School Dashboard: Math Students' Growth in Distance from Standard ELA: Students' Growth in Percentage Meeting/Exceeding Standard Math: Students' Growth in Percentage Meeting/Exceeding Standard California Science Test
1.17	<p>Action: Attendance Incentive</p> <p>Need: California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas: English Learners at 27.5 points below</p>	<p>The District will provide, without regard to sick days, an incentive for certificated and classified staff to miss two or less work days during the school year.</p> <p>The District has engaged in other actions to maintain and train a high-quality, stable instructional staff that learns and builds on prior learning, become increasingly self-efficacious, and that can implement initiatives with integrity over</p>	<ul style="list-style-type: none"> California School Dashboard: ELA Students' Growth in Distance from Standard California School Dashboard: Math Students' Growth in Distance from Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>standard and Low-Income students at 18.4 below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results; the same student groups scored in the "Low" range: English Learners at 36.1 points below and Low-Income students at 30.2 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 English Learner and Low-Income students student groups to standard or higher.</p> <p>Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance gaps continued to exist between those groups and the Overall students' performance in both subject areas. Long-Term English Learners (LTEL) scored significantly</p> <p>Scope: LEA-wide</p>	<p>time. Having that staff in the classrooms as much as possible is critical to providing excellent first instruction and in-classroom diagnosis and support. This incentive is offered to ensure that the high quality staff is in attendance as much as possible to improve the quality of instruction for our Low-Income students, English Learners, and Foster Youth. We believe that this will increase academic achievement for Low-Income students, English Learners, and Foster Youth. Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	<ul style="list-style-type: none"> • ELA: Students' Growth in Percentage Meeting/Exceeding Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California School Dashboard: English Learner Progress Indicator
1.18	<p>Action: Increase Instructional Time to Mitigate Learning Loss</p>	<p>The District will provide teachers with an hourly stipend to provide after-school tutoring three days per week.</p>	<ul style="list-style-type: none"> • California School Dashboard: ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: California School Dashboard 2023 Distance from Standard results showed declines in ELA, resulting in Low-Income students and English Learners being assigned the "Low" performance level in both subject areas: English Learners at 27.5 points below standard and Low-Income students at 18.4 below; the only group above standard was white students at 16 points above. The same is true for 2023 Mathematics results; the same student groups scored in the "Low" range: English Learners at 36.1 points below and Low-Income students at 30.2 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 English Learner and Low-Income students student groups to standard or higher.</p> <p>Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance gaps continued to exist between those groups and the Overall students' performance in both subject areas. Long-Term English Learners (LTEL) scored significantly lower in ELA and math (16.67%, 0%) than English Learners as a whole.</p>	<p>The after-school tutoring program is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth in ELA and Math because it will provide them with extra support in the areas that the students and their teachers have identified as most important to them. Our experience has been that, students who participate in after-school tutoring are more highly motivated to meet the learning challenges they face. Since we have seen that students respond better to positive reinforcement and being told what they can do better than they react to being told what they are doing wrong, the tutoring will be focused on development rather than deficit-based. Providing positive increased instructional time targeting students' specific needs is expected to result in improved outcomes on state assessments. Modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	<p>Students' Growth in Distance from Standard</p> <ul style="list-style-type: none"> California School Dashboard: Math Students' Growth in Distance from Standard ELA: Students' Growth in Percentage Meeting/Exceeding Standard Math: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The 2023 Dashboard demonstrated the positive impact of our efforts to support English Learners' rate of language acquisition. Over 49% of English Learners showed progress in the English skills of reading, writing, listening and speaking as measured by the ELPAC assessment. This rate is 12.4% points above the prior year, and in the "high " range. This dramatic increase in EL progress makes it clear that our stronger focus on English Language Development appears to be a successful initiative for ADUSD and should be continued.</p> <p>Scope:</p>		
1.19	<p>Action: Math Support Program</p> <p>Need: California School Dashboard 2023 Distance from Standard results showed declines in Mathematics, with English Learners at 36.1 points below and Low-Income students at 30.2 points below standard, both in the "Low" performance category.</p> <p>Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%. Performance</p>	<p>The District will purchase the supplemental Math/ELA Support Program, "ClassTime" to scaffold English Learner and Low-Income students' standards mastery and to promote strategic thinking and deeper understanding in Math and ELA.</p> <p>The program is designed to scaffold instruction to facilitate understanding the steps to mastery of standards. It will enable teachers to address the unique assessment question types by helping them recognize the strategic thinking skills required within each question and then clearly articulating those to their students, also promoting strategic thinking and deeper understanding in Math for English Learners and Low-Income students. Using a supplementary approach to build strategic thinking skills is expected to complement classroom instruction and result in</p>	<ul style="list-style-type: none"> • California School Dashboard: Math Students' Growth in Distance from Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>gaps continued to exist between those groups and the Overall students' performance. Long-Term English Learners (LTEL) scored significantly lower math (0%) than English Learners as a whole.</p> <p>SBAC scores and Dashboard data indicate a need for the District to continue efforts to enhance its Mathematics program to support strategic and critical thinking. 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.</p> <p>Scope: LEA-wide</p>	<p>improved academic performance as reflected in the state's math assessment.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	
1.21	<p>Action: Expanded Learning Spaces</p> <p>Need: 2023 California Science Test results: Overall -- 18.37% Low-Income -- 15.19% Non Low-Income -- 31.58% English Learners -- 3.03% The data show that there are inequalities in results when comparing those for Low-Income students and English Learners to the Overall</p>	<p>Furnish and equip a solar learning environment at Dairyland Elementary to accommodate class learning activities and schoolwide activities, including outdoor classroom furnishings and supplies.</p> <p>Providing students with the outdoor spaces to accommodate large group and small group academic enrichment activities, including projects, conduct experiments and trials, or put on a theatrical performance is expected to result in increased achievement on academic</p>	<ul style="list-style-type: none"> • California School Dashboard: ELA Students' Growth in Distance from Standard • California School Dashboard: Math Students' Growth in Distance from Standard • ELA: Students' Growth in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>performance. The gaps between those groups and the results for non-Low-Income students heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners.</p> <p>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 educational enrichment activities.</p> <p>Almost three-quarters of Parent Educational Partners indicated that they would like to see more opportunities for STEM, arts, and sports.</p> <p>To accommodate the expanded STEM learning opportunities and the requests of our Educational Partners, the District added Action 2.21 to furnish and equip a solar learning environment at Dairyland Elementary to accommodate class learning activities and schoolwide activities.</p> <p>Scope: Schoolwide</p>	<p>assessments. Student projects, experiments, and performances all support critical and creative thinking, the type of thinking necessary for problem solving at a higher level. Cultivating these higher-order thinking skills will lay a foundation for academic success that will be reflected in the state assessments and, more importantly, in their abilities to become life-long learners. If classroom distractions are getting in the way of small group or individual tutoring or intervention time, the expanded learning space can be used to maximize the benefits of the interventions by limiting the distractions. The expanded learning space also provides greater opportunities for students to engage in large visual and performing arts projects, an important use stressed by our Parent Educational Partners.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.</p>	<p>Percentage Meeting/Exceeding Standard</p> <ul style="list-style-type: none"> Math: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: English Learner Progress Indicator California Science Test
1.22	<p>Action: Support Science Standards Learning</p> <p>Need: 2023 California Science Test results: Overall -- 18.37% Low-Income -- 15.19%</p>	<p>The District will purchase supplementary science materials to support increased student mastery of grade level Next Generation Science Standards.</p> <p>This action is expected to increase outcomes for Low-Income students, English Learners, and Foster Youth in science. Supplemental materials</p>	- California Science Test

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Non Low-Income -- 31.58% English Learners -- 3.03%</p> <p>The data show that there are inequalities in results when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the results for non-Low-Income students heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners.</p> <p>Scope: LEA-wide</p>	<p>provide instructors a means to fill in identified gaps within the prescribed instructional materials and can offer additional approaches to motivate students. Complementary supplemental learning materials will also aid instructors in meeting the diverse needs of different learners.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.</p>	
2.4	<p>Action: After-School Sports Program</p> <p>Need: After showing declines from 2021 to 2022, Overall Chronic Absenteeism rates leveled-off in the 2023 Dashboard at 18%. Rates for Low-Income students were at the lowest performance level, 21.5%.</p> <p>Of 7th and 8th grade students surveyed in Spring, 2024, 89% felt connected to school.</p> <p>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</p>	<p>The District will continue to hire one football coach, one volleyball coach, two basketball coaches, and two soccer coaches during the year to cover the coaching duties for the 7th and 8th grade programs.</p> <p>Expanding access to sports programs will provide Low-Income students with the opportunities they may not otherwise have to participate in organized sports programs. It will also provide the value parents expressed that their children glean from competitive school sports. Engagement in these activities will maintain the feeling of school connectedness that was reflected in the most recent student survey. The longer we can keep these students on our campuses, the better we will be able to understand their needs and provide them with the services that have been proven to impact their future.</p>	<ul style="list-style-type: none"> California School Dashboard: Chronic Absenteeism Rate Student Survey: Feelings of School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support of a stronger PE program and expressed the value their students glean from competitive school sports.</p> <p>A survey of local conditions showed that our Low-Income students and English Learners may often be precluded from participating in organized sports away from school because of the economic burden placed on families to transport their children to and from practice, and to purchase the equipment necessary to participate.</p> <p>Scope: Schoolwide</p>	<p>Recent research suggests that participation in physical education programs and extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993). With study after study showing that participation in co-curricular and extracurricular activities can lead to success in school, then the availability of these activities to Low-income students becomes an important equity issue. Participation will encourage students to stay connected with the educational setting and decrease chronic absenteeism.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.</p>	
2.6	<p>Action: Support Students' Social-Emotional Needs</p> <p>Need: Absenteeism data continue to create insight on the importance of social-emotional factors to support the needs of English Learners and Low-Income student groups. Students need to be in class to be academically successful.</p> <p>After showing declines from 2021 to 2022, Overall Chronic Absenteeism rates leveled-off in the 2023 Dashboard at 18%. Rates for Low-Income students were at the lowest performance level, 21.5%.</p>	<p>Provide a Part-Time Wellness Coach to meet with students on a weekly basis to promote mental health and wellness.</p> <p>Suspension rates for all students are at 0%, an indication that the actions under this goal have been successful. We believe that providing the social-emotional and health supports of a Wellness Coach will continue the low suspension rates, and help continue the decrease of Chronic Absenteeism rates. The Wellness Coach will be available to meet with students who may be experiencing emotional or social challenges and assist them in dealing with those difficulties. The Wellness Coach can also talk with students about healthy lifestyles that support physical and emotional well-being.</p>	<ul style="list-style-type: none"> California School Dashboard: Chronic Absenteeism Rate Student Survey: Feelings of School Connectedness California School Dashboard: Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Suspension rates for all students are at 0%, a result that we need to maintain.</p> <p>Of 7th and 8th grade students surveyed in Spring, 2024, 89% felt connected to school, a high level that we need to improve upon.</p> <p>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 the need to continue providing social-emotional supports for our students.</p> <p>Scope: LEA-wide</p>	<p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	
3.3	<p>Action: Offer Incentives and Eliminate Barriers to Parent Engagement</p> <p>Need: 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</p>	<p>The District will provide babysitting for ELD classes and other parent advisory meetings to promote participation by Low -Income parents, parents of English Learners, parents of Foster Youth, and parents of students with exceptional needs.</p> <p>The success of the District's parent engagement efforts are evidence of the efficacy of this action and why it should be continued.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	<ul style="list-style-type: none"> • SSC, PTC and PAC Meeting Participation • DELAC Committee Attendance • School Climate Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>attendance increased at DELAC and Parent-Teacher Club. throughout the 2023-24 school year. 94% of parents responding to the District Spring, 2024, survey agreed that they feel welcome at their child's school.</p> <p>Scope: LEA-wide</p>		
3.5	<p>Action: English Acquisition Support for Parents</p> <p>Need: An assessment of local conditions indicates that when the parents of our English Learners are engaged with their child's school, they feel higher satisfaction and feel like they have a voice in their child's education. Additionally, we find that a lack of English Language skills is often a barrier to the participation of those parents, and that parents who learn English are more adept in communications with school personnel and better able to support their students academically. These finding suggest a need to offer ELD classes to parents of English Learners.</p> <p>Scope: LEA-wide</p>	<p>To engage our EL parents, the District continues to realize the benefits of offering parent ELD classes. The District will offer English Language Development (ELD) classes for parents on a weekly basis. Associated cost is for materials and paraprofessional support.</p> <p>Parents who learn English are more adept in communications with school personnel and better able to support their students academically.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.</p>	- Participation in Adult English Classes

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Supports for English Learners</p> <p>Need: The 2023 Dashboard demonstrated the positive impact of our efforts to support English Learners' rate of language acquisition. Over 49% of English Learners showed progress in the English skills of reading, writing, listening and speaking as measured by the ELPAC assessment. This rate is 12.4% points above the prior year, and in the "high " range. This dramatic increase in EL progress makes it clear that our stronger focus on English Language Development appears to be a successful initiative for ADUSD and should be continued.</p> <p>Results from the 2023 SBAC percentages of students "Meeting or Exceeding Standard" reflect similar trends to the Distance from Standard data. There were declines from 2022 scores for Low-Income students and English Learners in ELA. The same occurred in math, with Low-Income students declining from 38% to 33%, and English Learners from 31% to 18%.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Provide two Paraprofessionals at Alview to provide reading support for the District's English Learner students.</p> <p>The percentage of English Learners demonstrating growth in language acquisition improved significantly from the prior year, evidence that this action has been successful and should be continued, as we expect that measure of growth to increase. Additionally, this action will address the losses that occurred in ELA and math as measured by the state assessments, and the inequalities that remain between English Learners and the Overall student population. The paraprofessional support enables small group and greater individual attention to target identified needs of the English Learners.</p>	<ul style="list-style-type: none"> Academic Indicator, ELA: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: Students' Growth in Distance from Standard Academic Indicator, Math: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: Students' Growth in Distance from Standard California School Dashboard: English Learner Progress - Percentage of EL Students Making One or More Year's Progress on the ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.20	<p>Action: Support for Long-Term English Learners (LTEL)</p> <p>Need: Long-Term English Learners (LTEL) scored significantly lower in ELA and math (16.67%, 0%) than English Learners as a whole.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The District will support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL) with an additional paraprofessional support at Dairyland that is targeted specifically for supporting LTELs with small group instruction and intervention, and regularly monitoring progress in acquiring the skills required for reclassification to RFEP.</p> <p>This action is expected to increase academic outcomes for Long-Term English Learners because staff at schools with LTEL students will identify who their LTELs are and identify how their instructional needs are unique. This will give the paraprofessionals the information and direction to address the specific instructional needs of the LTELs.</p>	<ul style="list-style-type: none"> Academic Indicator, ELA: Students' Growth in Percentage Meeting/Exceeding Standard Academic Indicator, Math: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: Students' Growth in Distance from Standard Percentage of LTELs in the District

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

District staff concluded that additional paraprofessional support is needed at Alview to support our youngest students in the English Language Acquisition process. The additional Concentration Grant add-on funding was used to hire and retain two paraprofessionals at the Alview campus to work solely with English Learners in small group and 1:1 daily instruction. Those positions will be continued. 9Action 1.5)

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$3,983,401.00	1,061,293.00	26.643%	1.074%	27.717%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,814,993.00	\$95,000.00	\$0.00	\$128,000.00	\$4,037,993.00	\$3,401,193.00	\$636,800.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Instructional Staff	All	No				Ongoing	\$1,946,430.00	\$0.00	\$1,946,430.00				\$1,946,430.00	
1	1.2	High-quality Standards-aligned Curriculum	All	No				Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.3	Improved Use of Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$80,000.00	\$20,000.00	\$100,000.00				\$100,000.00	
1	1.4	Library Books and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.5	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Alview Elementary	Ongoing	\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	
1	1.6	Additional Paraprofessional Support (Dairyland)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Dairyland Elementary	Ongoing	\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	
1	1.7	Build Background Knowledge for Increased Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$36,000.00	\$36,000.00				\$36,000.00	
1	1.8	Maintain Low Class Sizes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Dairyland Grades	Ongoing	\$170,000.00	\$0.00	\$170,000.00				\$170,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							7-8									
1	1.9	Small-Group Intervention	All	No				Ongoing	\$128,000.00	\$0.00				\$128,000.00	\$128,000.00	
1	1.10	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
1	1.11	High Quality P.E. Instruction	All	No				Ongoing	\$12,000.00	\$0.00	\$12,000.00				\$12,000.00	
1	1.12	After-School STEM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$29,800.00	\$29,800.00				\$29,800.00	
1	1.13	High-Quality STEM Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$115,000.00	\$115,000.00				\$115,000.00	
1	1.14	Expanded Learning Spaces	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alview Elementary	2024-25	\$0.00	\$225,000.00	\$225,000.00				\$225,000.00	
1	1.15	Retain Highly-Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
1	1.16	Supplemental Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.17	Attendance Incentive	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	
1	1.18	Increase Instructional Time to Mitigate Learning Loss	All	No			All Schools	Ongoing	\$95,000.00	\$0.00		\$95,000.00			\$95,000.00	
1	1.19	Math Support Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$22,000.00	\$22,000.00				\$22,000.00	
1	1.20	Support for Long-Term English Learners (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Dairyland Elementary	Ongoing	\$500.00	\$0.00	\$500.00				\$500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.21	Expanded Learning Spaces	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Dairyland Elementary	2024-25	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	
1	1.22	Support Science Standards Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.1	Maintain School Facilities' Safety and Cleanliness	All	No				Ongoing	\$431,924.00	\$0.00	\$431,924.00				\$431,924.00	
2	2.2	Maintain Excellent Support Services	All	No				Ongoing	\$262,339.00	\$0.00	\$262,339.00				\$262,339.00	
2	2.3	Continue Character Education Activities	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	After-School Sports Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Dairyland Elementary	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
2	2.5	Positive Behavior Reward Program	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Support Students' Social-Emotional Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	
2	2.7	Required Action: Reduce Chronic Absenteeism Rates for Low-Income and Hispanic Students.	Low-Income and Hispanic students	No			Specific Schools: Alview Elementary	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Sponsor School Activities to Encourage Parent Participation.	All	No				Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.2	School Climate Survey	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Offer Incentives and Eliminate Barriers to Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,000.00	\$0.00	\$1,000.00				\$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	ELD Support for Parents	English Learners	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	English Acquisition Support for Parents	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$2,000.00	\$500.00	\$2,500.00				\$2,500.00	
3	3.6	Regular Parent Meetings to Promote Students' Well-being	All	No				Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	

2024-25 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
\$3,983,401.00	1,061,293.00	26.643%	1.074%	27.717%	\$1,129,300.00	0.000%	28.350 %	Total:	\$1,129,300.00
								LEA-wide Total:	\$468,800.00
								Limited Total:	\$80,500.00
								Schoolwide Total:	\$580,000.00

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	\$100,000.00	
1	1.4	Library Books and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.5	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Alview Elementary	\$80,000.00	
1	1.6	Additional Paraprofessional Support (Dairyland)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland Elementary	\$80,000.00	
1	1.7	Build Background Knowledge for Increased Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	
1	1.8	Maintain Low Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland Grades 7-8	\$170,000.00	
1	1.10	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$5,000.00	

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	1.12	After-School STEM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,800.00	
1	1.13	High-Quality STEM Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
1	1.14	Expanded Learning Spaces	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alview Elementary	\$225,000.00	
1	1.15	Retain Highly-Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.16	Supplemental Materials	Yes	LEA-wide	Low Income	All Schools	\$2,500.00	
1	1.17	Attendance Incentive	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
1	1.19	Math Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,000.00	
1	1.20	Support for Long-Term English Learners (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Dairyland Elementary	\$500.00	
1	1.21	Expanded Learning Spaces	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland Elementary	\$100,000.00	
1	1.22	Support Science Standards Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.4	After-School Sports Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland Elementary	\$5,000.00	
2	2.6	Support Students' Social-Emotional Needs	Yes	LEA-wide	English Learners Foster Youth 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	

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	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,190,045.00	\$3,944,295.49

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	\$1,917,666.00
1	1.2	High-quality standards-aligned curriculum.	No	\$30,000.00	\$9,999.00
1	1.3	Improved Use of Technology	Yes	\$230,000.00	\$139,126.00
1	1.4	Library books and materials	Yes	\$5,000.00	\$4,697.00
1	1.5	Additional paraprofessional support (Alview)	Yes	\$80,000.00	\$78,855.99
1	1.6	Additional Paraprofessional Support (Dairyland)	Yes	\$80,000.00	\$91,316.00
1	1.7	Build background knowledge for increased learning	Yes	\$36,000.00	\$47,727.00
1	1.8	Maintain low class sizes	Yes	\$85,000.00	\$75,792.00
1	1.9	Small-Group Intervention	No	\$128,000.00	\$135,832.00
1	1.10	Professional Development	Yes	\$5,000.00	\$847.50
1	1.11	High Quality P.E. Instruction	No	\$12,000.00	\$12,000.00

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	1.12	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	\$475,000.00	\$432,788.00
1	1.15	Retain highly-qualified teachers	Yes	\$15,000.00	\$15,000.00
1	1.16	Classroom Supplies	Yes	\$2,000.00	\$2,000.00
1	1.17	Attendance Incentive	Yes	\$30,000.00	\$40,000.00
1	1.18	Increase instructional time to mitigate learning loss	No	\$95,000.00	\$96,630.00
1	1.19	Purchase Math Support Program, "ClassTime" to scaffold EL and Low Income students' math standards mastery	Yes	\$14,500.00	\$16,480.00
2	2.1	Maintain School Facilities' Safety and Cleanliness	No	\$374,405.00	\$425,541.00
2	2.2	Maintain excellent support services to students, staff, parents	No	\$219,000.00	\$258,463.00
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	\$4,272.00
2	2.5	Retain an additional teacher to maintain lower class sizes	No	\$0.00	\$0.00

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	2.6	Professional Development	No	\$0.00	\$0.00
2	2.7	Positive Behavior Reward Program	No	\$0.00	\$0.00
2	2.8	Hire a Part-Time Counselor to support students social-emotional needs	Yes	\$40,000.00	\$0.00
3	3.1	Sponsor school activities to encourage parent participation.	No	\$1,000.00	\$1,009.00
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	\$4,650.00
3	3.4	ELD Support for Parents	No	\$0.00	\$0.00
3	3.5	English Acquisition Support for Parents	Yes	\$2,500.00	\$2,600.00
3	3.6	Offer regular parent meetings to promote student well-being	No	\$2,000.00	\$2,000.00

2023-24 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)
\$968,572.00	\$1,233,500.00	\$1,085,155.49	\$148,344.51	0.000%	0.000%	0.000%

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	\$230,000.00	\$139,126.00	0	
1	1.4	Library books and materials	Yes	\$5,000.00	\$4,697.00	0	
1	1.5	Additional paraprofessional support (Alview)	Yes	\$80,000.00	\$78,855.99	0	
1	1.6	Additional Paraprofessional Support (Dairyland)	Yes	\$80,000.00	\$91,316.00	0	
1	1.7	Build background knowledge for increased learning	Yes	\$36,000.00	\$47,727.00	0	
1	1.8	Maintain low class sizes	Yes	\$85,000.00	\$75,792.00	0	
1	1.10	Professional Development	Yes	\$5,000.00	\$847.50	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	\$475,000.00	\$432,788.00	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	
1	1.17	Attendance Incentive	Yes	\$30,000.00	\$40,000.00	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	1.19	Purchase Math Support Program, "ClassTime" to scaffold EL and Low Income students' math standards mastery	Yes	\$14,500.00	\$16,480.00		
2	2.4	Continue the after-school sports program	Yes	\$3,500.00	\$4,272.00	0	
2	2.8	Hire a Part-Time Counselor to support students social-emotional needs	Yes	\$40,000.00	\$0.00		
3	3.3	Offer incentives and eliminate barriers to parent engagement	Yes	\$1,000.00	\$4,650.00	0	
3	3.5	English Acquisition Support for Parents	Yes	\$2,500.00	\$2,600.00	0	

2023-24 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)
\$3,957,397.00	\$968,572.00	4.02%	28.495%	\$1,085,155.49	0.000%	27.421%	\$42,503.87	1.074%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).

California Department of Education
November 2023