

# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

## Goal 1

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

### Rationale

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

### Expected Annual Measurable Objectives for Goal 1

| Priority | Metric   | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24  |
|----------|--|---|--|--|
|          | Academic Indicator, ELA: Students will continue to show growth in ELA Dashboard results. | SBAC Results Results from CA School Dashboard/DataQuest 2019:<br>ACADEMIC INDICATOR, ELA (DISTANCE FROM LEVEL 3)<br>Mean distance from Standard--<br>All Students: 9.8 above (Green Category)<br>EL: 15.1 below (Yellow Category)<br>Low Income: 5.3 below (Yellow Category)<br>Hispanic: 16 below (Orange Category)<br>White: 32.1 points above (Green Category) | SBAC will be administered in April/May of 2022 and results will be measured as soon as they become available. In preparation for SBAC, teachers are adhering to timelines to ensure student access to all grade level standards. In addition, ongoing assessments, including SBAC interims, are being administered to measure progress toward the desired outcome. | 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<br>Mean distance from Standard--<br>All Students: 15 above (Green Category)<br>EL: 2 above (Green Category)<br>Low Income: 5 above (Green Category)<br>Hispanic: 5 above (Green Category)<br>White: 40 points above (Blue Category) |

| Priority | Metric  | Baseline   | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24   |
|----------|---|--|--|---|
|          |   | Students with Disabilities: The number of students was 9, so no results were reported  |  | Students with Disabilities: 10 point growth over 2019   |
|          | Academic Indicator, Mathematics:<br>Students will continue to show growth in Mathematics Dashboard results. | SBAC Results Results from CA School Dashboard/DataQuest 2019:<br>ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3)<br>Mean distance from standard--<br>All students: 8.2 above (Blue Category)<br>EL students: 13.1 below (Green Category)<br>Low Income: 4.5 below (Green Category)<br>Hispanic: 15.3 below (Green Category)<br>White: 29.2 above (Green Category)<br>Students with Disabilities: The number of students was 9, so no results were reported. | SBAC will be administered in April/May of 2022 and results will be measured as soon as they become available. In preparation for SBAC, teachers are adhering to timelines to ensure student access to all grade level standards. In addition, ongoing assessments, including SBAC interims, are being administered to measure progress toward the desired outcome. | 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.<br>Mean distance from standard--<br>All students: 15 above (Blue Category)<br>EL students: 5 Above (Green Category)<br>Low Income: 10 Above (Green Category)<br>Hispanic: 7 Above (Green Category)<br>White: 40 above (Blue Category)<br>Students with Disabilities: 10 point growth over 2019 |
|          | All Teachers will be appropriately credentialed and assigned.   | All teachers were appropriately credentialed and assigned.   | All teachers for the 2021-22 school year are currently appropriately credentialed and assigned.  | 100% of teachers will continue to be appropriately credentialed and assigned.   |
|          | All students will have access to high-quality standard-aligned curriculum and instructional materials.      | 100% of students had access to high-quality, standards-aligned curriculum and instructional materials  | 100% of students 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.  |
|          | Local Reading Assessment will show student growth in fluency, accuracy, and comprehension.                  | RESULTS Local Reading Assessment Data from Spring 2021:<br>Comprehension Scores  | RESULTS Local Reading Assessment Data will be administered in May of 2022. December 2021 results indicate  | Student reading comprehension scores will meet or exceed 85% in all grade levels.   |

| Priority | Metric  | Baseline   | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24  |
|----------|---|--|--|--|
|          |   | Gr. 2 72.5%<br>Gr. 3 80%<br>Gr. 4 84%<br>Gr. 5 88%<br>Gr. 6 89%  | student growth and appear to be on track to make the desired outcome of 85% reading comprehension across all grade levels.   |  |
|          | School Climate will be enhanced as evidenced by suspension rate data.                           | Results from CA School Dashboard/DataQuest 2019: SUSPENSION RATE INDICATOR--<br>All students: 1.9%. (Yellow Category)<br>EL: 1.7%. (Yellow Category)<br>Low Income: 2.1%. (Yellow Category)<br>Hispanic: 2.5%. (Green Category)<br>White: 1.1%. (Yellow Category)<br>Students with Disabilities: (No color assigned) | Year-to-date, alternatives to suspension have been effective. As of January 2022, the District is on track for suspension rates to be under 1% for all student groups.                               | Alternatives to suspension will be implemented to lower student suspension rates to under 1% for all student groups. |
|          | Student Engagement will be enhanced as measured by student chronic absenteeism rate.            | Results from CA School Dashboard/DataQuest 2019: CHRONIC ABSENTEEISM RATE<br>3.3% (Green Category)   | Results will be determined at year-end. The ongoing attendance challenges associated with COVID-19 will be a factor in the District's inability to meet the desired outcome for chronic absenteeism. | Chronic Absenteeism will drop to 2% or less.   |
|          | Student Climate will continue to be positive as demonstrated by the middle school dropout rate. | Results from CA School Dashboard/DataQuest 2019: Students were significantly engaged as measured by a middle school dropout rate of 0%   | The District is on track to maintain a 0% middle school dropout rate.  | Middle School dropout rate will continue at 0%.  |

| Priority | Metric  | Baseline   | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24   |
|----------|---|--|---|---|
|          | 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%   | The District is on track to maintain a 0% middle school expulsion rate. | 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. | <p>Surveys were conducted in May 2021:</p> <p>Alview parents who responded:<br/>97% felt welcome at their child's school.<br/>94% felt that their child is safe at school.<br/>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:<br/>98% felt welcome at their child's school.<br/>97% felt that their child is safe at school.<br/>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:<br/>Students who responded (6-8 grades):<br/>87% feel welcome at their school.<br/>80% feel safe at school.</p> | School Climate Surveys will be dispersed in May of 2022.                | <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> |

| Priority | Metric   | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24   |
|----------|--|---|--|---|
|          |  | 89% feel that the school is meeting their needs in ELA; 86% in math; 82% in science and social studies.   |  |   |
|          | The District will continue to maintain small average class sizes.  | 2020-21 Average Class Sizes:<br>Alview: 18<br>Dairyland: 24.2   | 2021-22 Average class size year-to-date is as follows:<br>1. Alview: 19<br>2. Dairyland: 25.7*<br>*Intervention class not included in overall average            | 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: device ratio is 1:2; one device for home use; one for classroom use.   | 2021-22 student: device ratio remains at 1:2; one device for home use; one for classroom 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 continue to participate in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE                                      | Students will have a broad course of study, primarily in core subjects, enhanced with art, music, P.E. and STEM.  |
|          | The District will continue to implement state-adopted academic content and performance standards for all students.   | 100% of state-adopted content and performance standards are implemented in all curricular areas.  | 100% of state-adopted content and performance standards are implemented in all curricular areas in 2021-22.  | State adopted content and performance standards will continue to be implemented in all curricular areas.  |
|          | English Learners will continue to make progress in language acquisition as measured by the English Learner Performance Index (ELPI) and the reclassification rate. | Results from CA School Dashboard/DataQuest 2019: 51.9% of English Learners demonstrated progress in English Acquisition and 7% of ELs were reclassified to RFEP status (Fully English Proficient) | The District is in the process of administering the Annual ELPAC assessment to measure English Language Acquisition. Results will be available in May-June 2022. | 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 |

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|----------|---|---|--|---|
|          |   |   |  | 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 2021-21, 82% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom intervention settings. | Year-to-date in 2021-22, 85% of students with exceptional needs are participating in after-school tutoring and 100% are working in small-group, classroom intervention settings.                         | Over 90% of students with exceptional needs will participate in after-school tutoring and 100% of those identified students will continue to work in small-group classroom intervention settings. |
|          | Students will be increasingly engaged as measured by School Attendance Rates.   | In 2020-21, Alview School's Attendance Rate was 96.07%; Dairyland's Rate was 96.99%   | Results will be determined at year-end. The ongoing attendance challenges associated with COVID-19 will be a factor in the District's inability to meet the desired outcome for school attendance rates. | Each school will have an attendance rate of at least 97.5%.   |

## Actions and Services

| Goal/Action | Action Title/Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds    | Mid-Year Report |
|-------------|---|----------|--------------|--------------------|------------------------|----------------|-----------------|
| 1.1         | <b>Highly Qualified Instructional Staff</b><br>Recruit, hire, and retain highly-qualified instructional staff   | Ongoing  | No           | LCFF 1,918,618     |                        | \$1,918,618.00 | \$974,567.00    |
| 1.2         | <b>High-quality standards-aligned curriculum.</b><br>a. Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, science, and social studies as well as high-quality supplementary instructional materials in ELA, math, | Ongoing  | No           |                    | LCFF 35,000            | \$35,000.00    | \$51,096.00     |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | ELD, science, social studies, and STEM.  |          |              |                       |                           |                |                 |
| <b>1.3</b>      | <b>Improved Use of Technology</b><br>Improve the use of technology in instruction by:<br>a. Maintaining a one-to-two student/device ratio in all grade levels<br>b. Retain services of the full-time technology support person | Ongoing  | Yes          | LCFF 71,000           |                           | \$71,000.00    | \$43,285.00     |
| <b>1.4</b>      | <b>Library books and materials</b><br>Continue replacement/increase of library books, including current titles, to support students in improving literacy.   | Ongoing  | Yes          |                       | LCFF \$5000               | \$5,000.00     | \$1,942.00      |
| <b>1.5</b>      | <b>Additional paraprofessional support (Alview)</b><br>Provide a Paraprofessional at Alview to provide reading support for kindergarten students.  | Ongoing  | Yes          | LCFF \$21,000         |                           | \$21,000.00    | \$14,825.00     |
| <b>1.6</b>      | <b>Additional Paraprofessional Support (Dairyland)</b>   | Ongoing  | Yes          | LCFF 47,000           |                           | \$47,000.00    | \$29,650.00     |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | Provide 2 Paraprofessionals at Dairyland to support push-in instruction for low-performing students and those with Disabilities.   |          |              |                       |                           |                |                 |
| <b>1.7</b>      | <b>Build background knowledge for increased learning</b><br>To build background knowledge and experiences for increased learning, principally for unduplicated students, to enhance their connections to the school community, and to promote positive school climate:<br>a. Provide three (3) educational assemblies per site.<br>b. Provide field trips for all grade levels.<br>c. Provide funds to help send 6th and 7th graders to Outdoor Education. | Ongoing  | Yes          |                       | LCFF \$36,000             | \$36,000.00    | \$3,120.00      |
| <b>1.8</b>      | <b>Maintain low class sizes</b><br>Continue with an additional teacher to maintain lower class sizes for grades 4-6.   | Ongoing  | Yes          | LCFF 75,000           |                           | \$75,000.00    | \$54,794.59     |
| <b>1.9</b>      | <b>Enhanced Learning Experiences</b><br>Continue traveling teachers for all grades K-6 for science and social studies  | Ongoing  | Yes          | LCFF 3000             | LCFF \$3000               | \$6,000.00     | \$212.00        |



| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | supplementation. Continue after-school Art program  |          |              |                       |                           |                |                 |
| 1.10            | <b>Professional Development</b><br>In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners. In addition, provide professional development for teachers to identify students' social emotional learning needs and provide support for students' mental health. | Ongoing  | Yes          | LCFF 5000             |                           | \$5,000.00     | \$13,375.00     |
| 1.11            | <b>High Quality P.E. Instruction</b><br>Support high-quality physical education to students by continuing the services of a P.E. consultant and replenish equipment for grades K-8.   | Ongoing  | No           |                       | LCFF 2,000                | \$2,000.00     | \$401.00        |
| 1.12            | <b>After-School STEM</b><br>Maintain unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by continuing   | Ongoing  | Yes          |                       | LCFF 18,000               | \$18,000.00    | \$17,146.00     |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | the after-school STEM Academy workshops at Dairyland and adding similar workshops at Alview.   |          |              |                       |                           |                |                 |
| 1.13            | <b>High-Quality STEM Instruction</b><br>Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by contracting with the Community Science Workshop Network for continuing regular school hours STEM curriculum and instruction. Program to be expanded to include two STEM instructors.  | Ongoing  | Yes          |                       | LCFF 95,000               | \$95,000.00    | \$71,250.00     |
| 1.14            | <b>High-Quality STEM/Intervention Facilities</b><br>Expand unduplicated students' access to science, technology, engineering, and math instruction and career opportunities by establishing a STEM classroom at Dairyland School. Classroom will be housed in a 24' x 40' portable unit on the Dairyland campus. Classroom will be furnished with countertops, desks, sink and storage shelves to store STEM equipment and | 2021-22  | Yes          |                       | LCFF 231,000              | \$231,000.00   | \$169,838.00    |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | provide venue for bi-weekly STEM instruction as well as daily intervention instruction.   |          |              |                       |                           |                |                 |
| 1.15            | <b>Retain highly-qualified teachers</b><br>Provide each teacher with 20 or more years of experience a stipend between \$1500-\$2500 (dependent on years over 20.                          | Ongoing  | Yes          | LCFF 15,000           |                           | \$15,000.00    | \$7,363.00      |
| 1.16            | <b>Classroom Supplies</b><br>Provide each classroom with \$100 to purchase special or additional materials that are principally directed toward meeting the needs of Unduplicated Pupils. | Ongoing  | Yes          |                       | LCFF 2000                 | \$2,000.00     | \$800.00        |
| 1.17            | <b>Additional Staff for Learning Loss Mitigation</b><br>Hire an intervention teacher and two paraprofessionals to provide small group intensive instruction to mitigate learning loss.    | Ongoing  | No           | Other State \$105,000 |                           | \$105,000.00   | \$45,801.00     |
| 1.18            | <b>Increase instructional time to mitigate learning loss</b><br>Provide teachers with an hourly stipend to provide after-school tutoring 3 days per week.                                 | Ongoing  | No           | Other State \$100,800 |                           | \$100,800.00   | \$41,460.00     |

## 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.**

### Rationale

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

### Expected Annual Measurable Objectives for Goal 2

| Priority | Metric  | Baseline  | Year 1 Mid-Year Progress   | 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 of 2021. In one classroom at Dairyland and in a storage area at Alview, roof leaks precluded a F.I.T. rating of "excellent". Both conditions will be addressed in the spring of 2022.   | Both schools will have an overall score of "Exemplary" as measured by the Facilities Inspection Tool.   |
|          | Students will show academic growth in ELA as measured by Dashboard Indicator.   | SBAC Results from CA School Dashboard/DataQuest 2019: ACADEMIC INDICATOR, ELA (DISTANCE FROM LEVEL 3) Mean distance from Standard-- All Students: 9.8 above (Green Category)<br>EL: 15.1 below (Yellow Category)<br>Low Income: 5.3 below (Yellow Category)<br>Hispanic: 16 below (Orange Category) | SBAC will be administered in April/May of 2022 and results will be measured as soon as they become available. In preparation for SBAC, teachers are adhering to timelines to ensure student access to all grade level standards. In addition, ongoing assessments, including SBAC interims, are being administered to measure progress toward the desired outcome. | 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<br>Mean distance from Standard-- All Students: 15 above (Green Category)<br>EL: 2 above (Green Category)<br>Low Income: 5 above (Green Category)<br>Hispanic: 5 above (Green Category) |

| Priority | Metric   | Baseline   | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24  |
|----------|--|--|---|--|
|          |  | <p>White: 32.1 points above (Green Category)<br/>           Students with Disabilities: The number of students was 9, so no results were reported</p>  |   | <p>White: 40 points above (Blue Category)<br/>           Students with Disabilities: 10 point growth over 2019</p>   |
|          | <p>Students will show academic growth in Mathematics as measured by Dashboard Indicator.</p> | <p>SBAC Results from CA School Dashboard/DataQuest 2019: ACADEMIC INDICATOR, MATH (DISTANCE FROM LEVEL 3)<br/>           Mean distance from standard--<br/>           All students: 8.2 above (Blue Category)<br/>           EL students: 13.1 below (Green Category)<br/>           Low Income: 4.5 below (Green Category)<br/>           Hispanic: 15.3 below (Green Category)<br/>           White: 29.2 above (Green Category)<br/>           Students with Disabilities: The number of students was 9, so no results were reported.</p> | <p>SBAC will be administered in April/May of 2022 and results will be measured as soon as they become available. In preparation for SBAC, teachers are adhering to timelines to ensure student access to all grade level standards. In addition, ongoing assessments, including SBAC interims, are being administered to measure progress toward the desired outcome.</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.<br/>           Mean distance from standard--<br/>           All students: 15 above (Blue Category)<br/>           EL students: 5 Above (Green Category)<br/>           Low Income: 10 Above (Green Category)<br/>           Hispanic: 7 Above (Green Category)<br/>           White: 40 above (Blue Category)<br/>           Students with Disabilities: 10 point growth over 2019</p> |
|          | <p>Students will be increasingly engaged as measured by School Attendance Rates.</p>         | <p>In 2020-21, Alview School's Attendance Rate was 96.07%; Dairyland's Rate was 96.99%</p>   | <p>Results will be determined at year-end. The ongoing attendance challenges associated with COVID-19 will be a factor in the District's inability to meet the desired outcome for school attendance rates.</p>   | <p>Each school will have an attendance rate of at least 97.5%.</p>   |
|          | <p>School engagement will be measured by Dashboard chronic absenteeism rate.</p>             | <p>Results from CA School Dashboard/DataQuest 2019:</p>  | <p>Results will be determined at year-end. The ongoing attendance challenges</p>  | <p>Chronic Absenteeism will drop to 2% or less.</p>  |

| Priority | Metric  | Baseline  | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24   |
|----------|---|---|---|---|
|          |   | <p>CHRONIC ABSENTEEISM RATE<br/>3.3% (Green Category)</p>   | <p>associated with COVID-19 will be a factor in the District's inability to meet the desired outcome for chronic absenteeism.</p>   |   |
|          | <p>School Climate will be measured by Dashboard suspension rates.</p>   | <p>Results from CA School Dashboard/DataQuest 2019: SUSPENSION RATE INDICATOR--<br/>All students: 1.9%. (Yellow Category)<br/>EL: 1.7%. (Yellow Category)<br/>Low Income: 2.1%. (Yellow Category)<br/>Hispanic: 2.5%. (Green Category)<br/>White: 1.1%. (Yellow Category)<br/>Students with Disabilities: (No color assigned)</p> | <p>Year-to-date, alternatives to suspension have been effective. As of January 2022, the District is on track for suspension rates to be under 1% for all student groups.</p> | <p>Alternatives to suspension will be implemented to lower student suspension rates to under 1% for all student groups.</p> |
|          | <p>School Climate will be measured by middle school drop-out rate.</p>  | <p>Results from CA School Dashboard/DataQuest 2019: Students were significantly engaged as measured by a middle school dropout rate of 0%</p>   | <p>The District is on track to maintain a 0% middle school dropout rate.</p>  | <p>Middle School dropout rate will continue at 0%.</p>  |
|          | <p>School Climate will be measured by expulsion rate.</p>   | <p>School climate was measured by maintaining the expulsion rate at 0%</p>  | <p>The District is on track to maintain a 0% expulsion rate.</p>  | <p>Expulsion rate will be maintained at 0%.</p>   |
|          | <p>Parent and Student satisfaction and overall school climate will be measured by parent and student surveys,</p> | <p>Surveys were conducted in May 2021:<br/>Alview parents who responded: 97% felt welcome at their child's school.</p>  | <p>School Climate Surveys will be dispersed in May of 2022.</p>   | <p>Parent school climate surveys will glean a 98% positivity response in all measured areas.</p>                            |

| Priority | Metric   | Baseline  | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24  |
|----------|--|---|---|--|
|          |  | <p>94% felt that their child is safe at school.<br/>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:<br/>98% felt welcome at their child's school.<br/>97% felt that their child is safe at school.<br/>98% felt that the school is meeting their child's needs in ELA; 99% in math; 97% felt that STEM is an integral Science curriculum component.</p> <p>Students who responded in 2019:<br/>Students who responded (6-8 grades):<br/>87% feel welcome at their school.<br/>80% feel safe at school.<br/>89% feel that the school is meeting their needs in ELA; 86% in math; 82% in science and social studies.</p> |   | <p>Student school climate surveys will glean at least a 90% positivity response in all measured areas.</p> |
|          | <p>School climate/learning environment will be measured by average class size.</p> | <p>2020-21 Average Class Sizes:<br/>Alview: 18<br/>Dairyland: 24.2</p>  | <p>2021-22 Average class size year to date is as follows:<br/>1. Alview: 19<br/>2. Dairyland: 25.7*</p> | <p>Average class size will be maintained at less than 20 at Alview and less than 25 at Dairyland.</p>      |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress                            | Desired Outcome for 2023-24 |
|----------|--------|----------|---|-----------------------------|
|          |        |          | *Intervention class not included in overall average |                             |

### Actions and Services

| Goal/Action | Action Title/Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds  | Mid-Year Report |
|-------------|---|----------|--------------|--------------------|------------------------|--------------|-----------------|
| 2.1         | <b>Maintain School Facilities' Safety and Cleanliness</b><br>Maintain "Good-Exemplary" rating on the Facility Inspection Tool regarding the condition, safety, and cleanliness of buildings and grounds at both sites. Continue disinfection protocols that include bi-weekly deep-cleaning and daily misting of classroom surfaces, restrooms, play equipment and buses. | Ongoing  | No           | LCFF 144,000       | LCFF 30,000            | \$174,000.00 | \$210,724       |
| 2.2         | <b>Maintain excellent support services to students, staff, parents.</b><br>Keep an adequate number of office and clerical staff on the job daily providing excellent services to students, staff, and parents.  | Ongoing  | No           | LCFF 212,000       |                        | \$212,000.00 | \$119,163.00    |
| 2.3         | <b>Continue character education activities at both schools.</b><br>Continue to read Project Wisdom quotes each day during morning announcements at both campuses. "Caught Being   | Ongoing  | No           |                    | LCFF 0                 | \$0.00       | \$0.00          |



| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | Good" tickets to be distributed by staff members to students who exhibit positive character traits throughout the day.  |          |              |                       |                           |                |                 |
| 2.4             | <b>Continue the after-school sports program.</b><br>One football coach, one volleyball coach, two basketball coaches, and two soccer coaches will be hired during the year to cover the coaching duties for the 7th and 8th grade programs.   | Ongoing  | Yes          | LCFF 3500             |                           | \$3,500.00     | \$0.00          |
| 2.5             | <b>Retain an additional teacher to maintain lower class sizes.</b><br>Continue with an additional teacher to maintain lower class sizes for grades 4-6. See goal #1, Action 8   | Ongoing  | Yes          |                       | LCFF 0                    | \$0.00         | \$0.00          |
| 2.6             | <b>Professional Development</b><br>In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling learners, including English learners. See Goal 1, Action 10 | Ongoing  | Yes          | LCFF 0                |                           | \$0.00         | \$0.00          |

| Goal/Action | Action Title/Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|---|----------|--------------|--------------------|------------------------|-------------|-----------------|
| 2.7         | <b>Positive Behavior Reward Program</b><br>Continue a Caught Being Good program to encourage students to act appropriately by offering incentives to do so. | Ongoing  | Yes          |                    | LCFF 0                 | \$0.00      | \$0.00          |

### Goal 3

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

#### Rationale

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.

#### Expected Annual Measurable Objectives for Goal 3

| Priority | Metric  | Baseline   | Year 1 Mid-Year Progress  | 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. | Year-to-date, The District has held quarterly SSC, PAC, and LCAP Committee Meetings. Four additional meetings are planned for the second half of the 2021-22 school year to glean additional LCAP input. Due to COVID-19 concerns, the January Parent Teacher Club meeting was postponed and year-to-date attendance has not increased over 2020-21 levels. | 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. |

| Priority | Metric  | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24   |
|----------|---|---|--|---|
|          | The District will promote participation in programs for unduplicated students as measured by DELAC Committee attendance.  | In 2021-22, quarterly DELAC meetings were held with 80% attendance.   | Two DELAC meetings have been held so far this year with four additional planned during the second half of the school year to glean LCAP and EL Master Plan input. Attendance has averaged 60%.   | DELAC meetings will be held more frequently--six times throughout the school year with 90% attendance.                                      |
|          | The District will promote parent participation at school events and assemblies.   | There were no assemblies in 2020-21 but 100% of parents attended a third grade Mother's Day event, kindergarten and eighth grade graduation ceremonies. | Due to COVID-19 concerns, the District has discouraged in-person parent participation at awards assemblies and holiday programs. Teachers, instead, have made photos and video available for parent access. The District will be providing an LCAP parent informational meeting on 2/24/22 and is actively soliciting participation. | 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.  | The School Climate Survey will be dispersed in May of 2022.  | 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.   | Year-to-date, Adult English Classes have averaged between 10-12 participants. Babysitting is offered but several parents have cited COVID concerns as a barrier to attendance.   | At least 25 parents will participate in Adult ESL Evening Classes.  |
|          | Parents will use ClassDojo to communicate with teachers about classroom events and individual student progress. ClassDojo will also be accessed by parents for District announcements with regard to activities and scheduling. | 96% of parents and 100% of teachers utilized ClassDojo as a communication tool.   | Teachers report that 100% of parents have access to ClassDojo for home-school communication. Approximately 97% are using Dojo at least weekly to receive classroom/student information and District announcements.   | 98% of parents will utilize ClassDojo as a means of school-parent-teacher communication.  |

| Priority | Metric  | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24   |
|----------|---|---|--|---|
|          | Parents will participate in annual conferences to discuss student progress and collaborate with teachers to support learning needs. Parents of students with special needs will be consulted individually to solicit input for how the District can serve their unique needs and support their IEP goals. | 97% of parents participated in conferences in the fall of 2020. | In October of 2021, 98% of parents participated in conferences. 100% of parents with unique needs did attend their child's conference as well. | 98% or more of parents will participate in fall parent-teacher conferences. 100% of parents of students with unique needs will attend individual conferences. |

### Actions and Services

| Goal/Action | Action Title/Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|---|----------|--------------|--------------------|------------------------|-------------|-----------------|
| 3.1         | <b>Sponsor school activities to encourage parent participation.</b><br>Parents will be encouraged to participate in the following school events and/or committees:<br>Back-to-School BBQ.<br>Fall Parent/Teacher conferences<br>Alview Monthly awards assemblies<br>Dairyland quarterly awards assemblies<br>Science Fair – Parent Viewing Night<br>One Book Fair at each campus<br>Parent Education Nights-- Internet Safety/ Suicide Prevention, etc.<br>Spring Parent/Teacher conferences<br>3rd Grade Mothers' Day Tea.<br>8th Grade Parent Tea.<br>Kindergarten graduation | Ongoing  | No           |                    | LCFF 800               | \$800.00    | \$941.00        |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | 8th Grade graduation<br>DELAC meetings<br>School Site Council meetings<br>Parent/Teacher Club meetings<br>Parent Advisory Council meetings<br>ELD classes for adults  |          |              |                       |                           |                |                 |
| 3.2             | <b>School Climate Survey</b><br>Annually survey parents to solicit input on communication, climate, and conditions at both schools.   |          | No           |                       | LCFF 0                    | \$0.00         | \$0.00          |
| 3.3             | <b>Offer incentives and eliminate barriers to parent engagement.</b><br>Provide food and babysitting services for DELAC meetings, ESL classes and other parent advisory meetings to promote participation by low income parents, parents of English Learners, and parents of students with exceptional needs. | Ongoing  | Yes          | LCFF 800              | LCFF 200                  | \$1,000.00     | \$229.00        |
| 3.4             | <b>ELD Support for Parents.</b><br>Provide computer programs for English language acquisition and mastery for home use.   |          | Yes          |                       | LCFF 1500                 | \$1,500.00     | \$0.00          |

| Goal/Action | Action Title/Description   | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--|----------|--------------|--------------------|------------------------|-------------|-----------------|
| 3.5         | <b>English Acquisition Support for Parents.</b><br>Offer English language development classes for parents on a weekly basis.   |          | Yes          | LCFF 2500          |                        | \$2,500.00  | \$1,200.00      |
| 3.6         | <b>Provide translation services at all public meetings.</b><br>Provide translation for meetings including parent conferences, PTC, DELAC, PAC, and School Site Council Meetings. | Ongoing  | Yes          | LCFF 2000          |                        | \$2,000.00  | \$0.00          |

## Goal 4

## Rationale

## Expected Annual Measurable Objectives for Goal 4

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--------|----------|--------------------------|-----------------------------|
|          |        |          |                          |                             |

## Actions and Services

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|             |                          |          |              |                    |                        |             |                 |

**Goal 5**

**Rationale**

**Expected Annual Measurable Objectives for Goal 5**

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--------|----------|--------------------------|-----------------------------|
|          |        |          |                          |                             |

**Actions and Services**

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|             |                          |          |              |                    |                        |             |                 |