



LCFF Budget Overview for Parents

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

CDS Code: 20651770000000

School Year: 2026-27

LEA contact information:

Sheila Perry

Superintendent/Principal

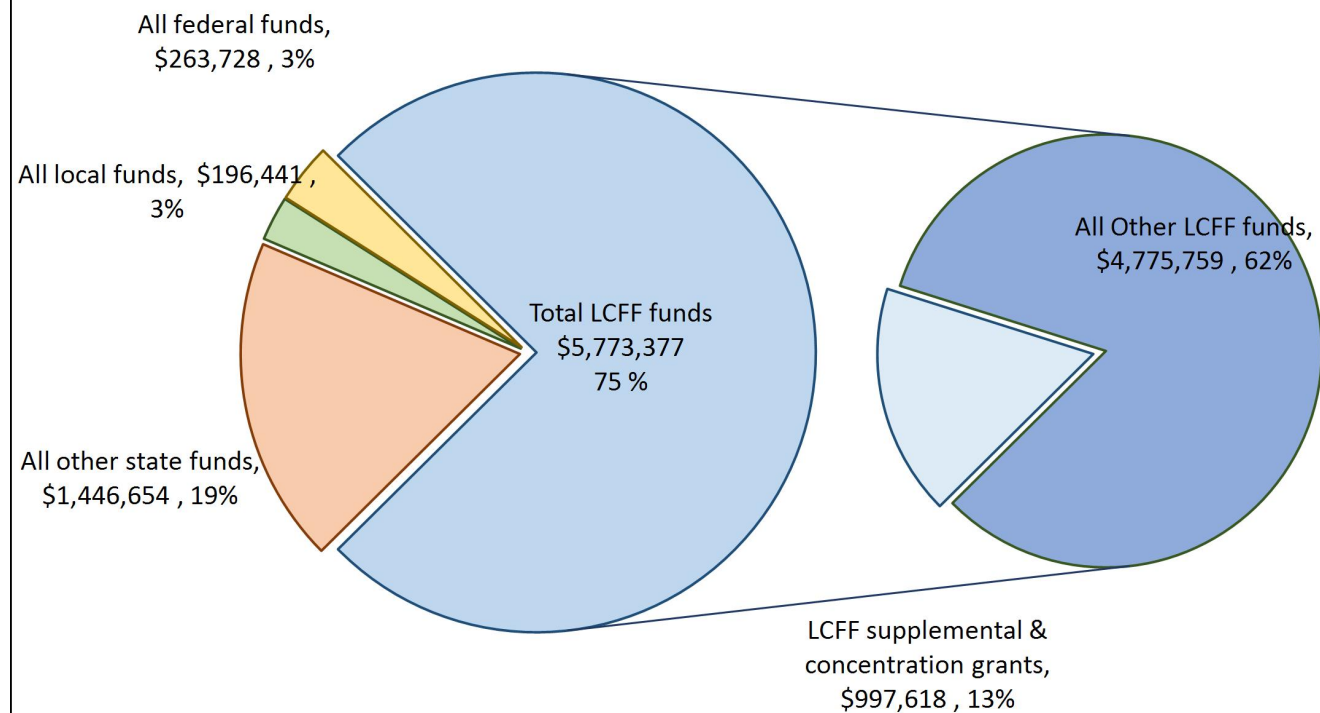
sperry@adusd.us

(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 2026-27 School Year

Projected Revenue by Fund Source



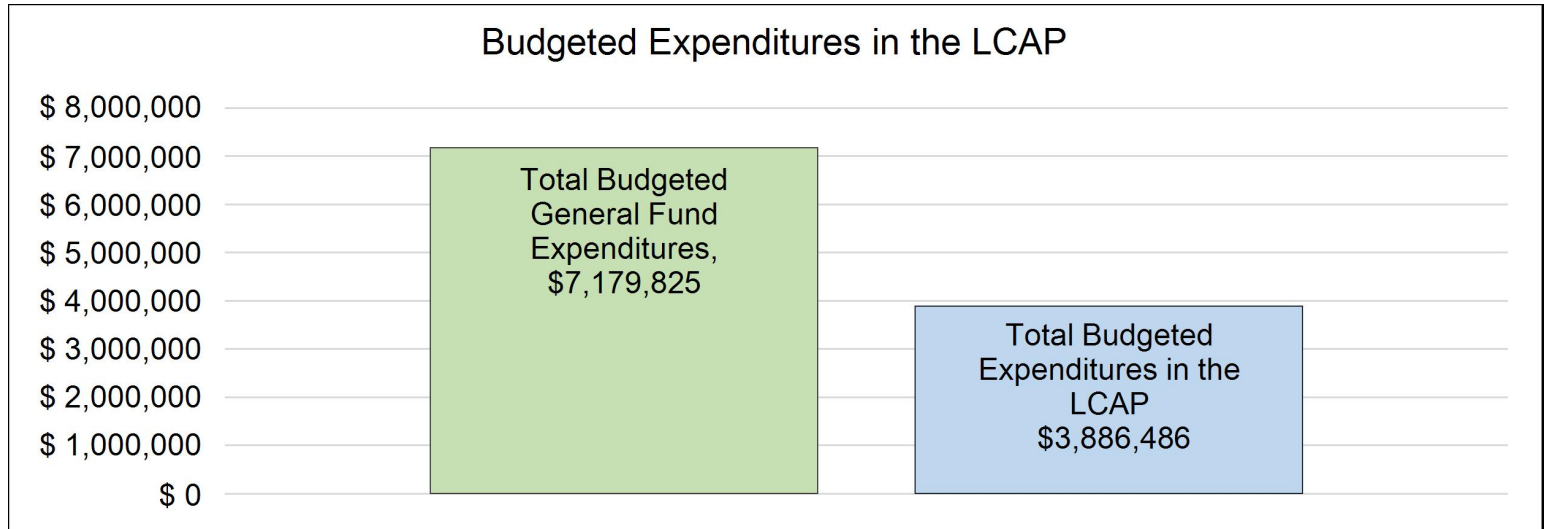
This chart shows the total general purpose revenue Alview-Dairyland Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alview-Dairyland Union School District is \$7,680,201.00, of which \$5,773,377.00 is Local Control Funding Formula (LCFF), \$1,446,654.00 is other state funds, \$196,441.00 is local funds, and \$263,728.00 is federal funds. Of the

\$5,773,377.00 in LCFF Funds, \$997,618.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Alview-Dairyland Union School District plans to spend for 2026-27. 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 \$7,179,825.00 for the 2026-27 school year. Of that amount, \$3,886,486.00 is tied to actions/services in the LCAP and \$3,293,339 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

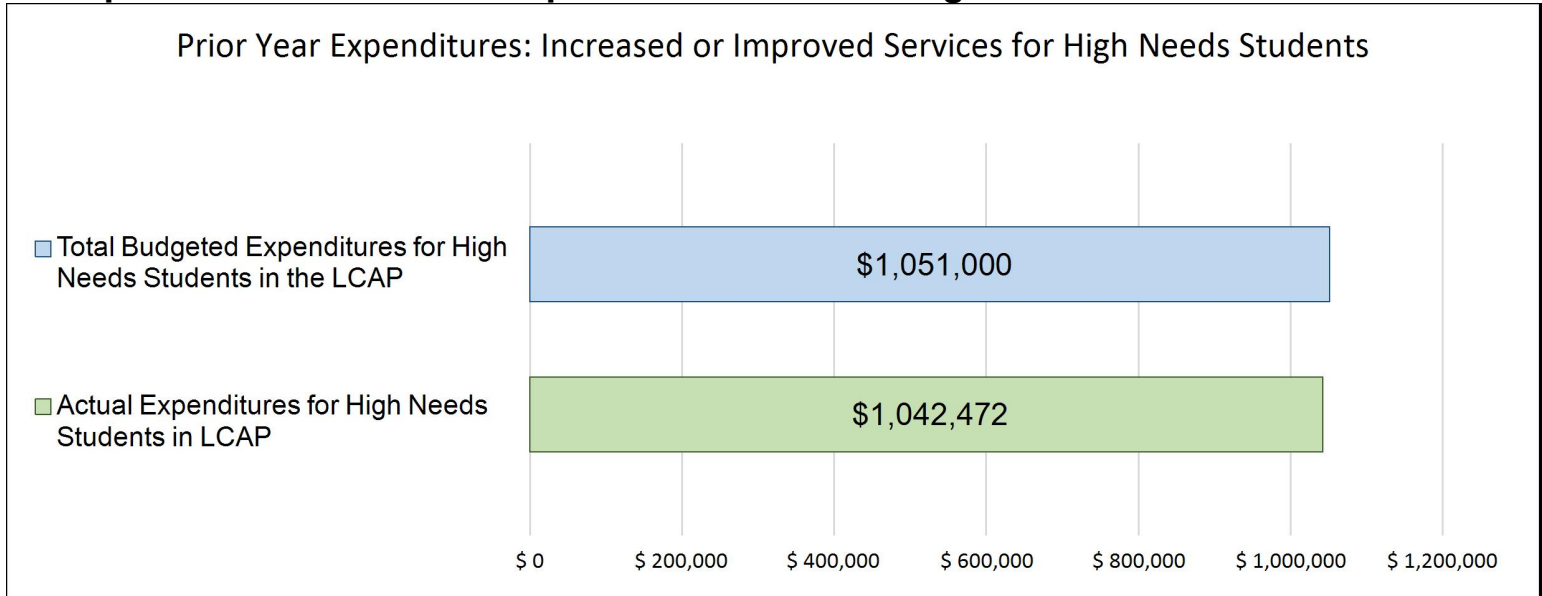
A portion of administrative salaries, classified salaries, employee benefits, instructional materials, classroom supplies, maintenance, transportation, capital outlay and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Alview-Dairyland Union School District is projecting it will receive \$997,618.00 based on the enrollment of foster youth, English learner, and low-income students. Alview-Dairyland Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alview-Dairyland Union School District plans to spend \$1,111,400.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Alview-Dairyland Union School District's LCAP budgeted \$1,051,000.00 for planned actions to increase or improve services for high needs students. Alview-Dairyland Union School District actually spent \$1,042,472.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$8,528 had the following impact on Alview-Dairyland Union School District's ability to increase or improve services for high needs students:

The small difference in planned versus actual expenditures for high needs students in 2025-26 had no impact on the services provided.



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 [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 2025-26 population of 414 students in our District, 63.5% were Low-Income students and 30.7% were English Learners. The District's most recent "unduplicated" pupil percentage was at 69.6%.

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 2026, the District will continue 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.

California School Dashboard results are reported as color categories, based on status (performance level) and change (increase or decrease). The colors that may be assigned are: Blue, Green, Yellow, Orange, or Red. In the case of most Dashboard indicators, the colors correspond to the levels of Very High, High, Medium, Low, and Very Low, respectively. However, in the cases of Suspension and Chronic Absenteeism, where lower rates are desired, Blue corresponds to Very Low, Green to Low, Yellow to Medium, Orange to High, and Red to Very High. The Dashboard does not assign a performance level to student groups with less than 30 students, with the exception of Foster Youth, Homeless students, and Long-Term English Learners, who receive a level if there are 15 or more in the group. No data are reported for any group with less than 11 students to protect students' privacy.

Based on data from the 2025 California School Dashboard, (Table 1) the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Achievement in that subject area remained one of the highest in Madera County. Low-Income students, English Learners, Hispanic students, and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, Students with Disabilities (SWD), and Low-Income students improved by double digits.

Math results on the 2025 Dashboard showed declines of two to five points for most groups, though White students and SWD had more significant declines. Despite these declines in average Distance from Standard, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. Comparing the most recent Math results to the baseline, results were mixed; Overall results were improved, as were those for Hispanic, White, and LTEL students. Low-Income students, English Learners, and SWD all averaged below the baseline year.

In order to continue to mitigate learning loss and support student growth, Alview-Dairyland will continue to focus on differentiated, engaging, and individualized instruction in 2026-27. The District will continue to employ 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 2025 SBAC ELA data (Table 2) showed that the percentages of students meeting/exceeding standard in all groups improved from the 2024 results. In ELA, English Learners and Hispanic students progress in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as every group has shown great progress in increasing the numbers meeting or exceeding the state's standards.

Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. We believe that this contributed to a modest increase in the percentage of Hispanic students meeting or exceeding standard. Math results for 2025 are more positive when compared to the baseline year, with all groups showing improvement, except for white students, who basically maintained their already higher baseline percentage. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. Hispanic students also improved significantly from the baseline, narrowing the performance inequality as well.

Local reading assessment data from Spring, 2026, showed students in grades 2-6 have a high level of proficiency in grade-level reading comprehension scores that average 78% proficiency. Two grade levels increased from the prior year, two declined, and one maintained the same percentage. In examining cohorts that moved up a grade level, results were very similar, with a slight decline from 2nd to 3rd, maintaining from 3rd to 4th, a decline from 4th to 5th, and an increase from 5th to 6th.

Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence that our supports for students as described and implemented in Actions 1.1, 1.10, 1.14, and 1.18 have borne fruit. 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.

It is also clear in examining these academic outcomes of a need to further scaffold our English Learner, LTEL, 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, 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)

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. Though positive assessment results over time have been noted, discrepancies remain 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)

The 2025 Dashboard measure of English Learners' rate of language acquisition rebounded from a decline in 2024, increasing by 10.3% to 46.3%, in the Green performance level. We believe that deeper implementation of Actions 1.5, 1.6, 1.9., 1.18 has contributed to the progress in increasing language acquisition for our English Learners. Also, being more intentional in providing support for Long-Term English Learners (Action 1.20) has had a tremendous impact on improving the ELPI, as LTELs rate of language acquisition increased from 30.6% in 2024 to

68.2% in 2025.

The reclassification rate increased to 9.3%. These data indicate that, as we are seeing positive results as we continue implementation of Actions 1.5 and 1.20, which specifically address the needs of English Learners, and 1.6, 1.7, 1.9, and 1.18 which also provide additional support for ELs and LTELs.

California Science Test (Table 3):

The data show Overall results improved from the prior year, as did those for all student groups, with the exception of White students. English Learners closed the inequality in results by improving at a greater rate than the Overall cohort. Not shown on the table is that only 5% of students scored at the lowest level ("standard not met") on the most recent assessment; 53% of 5th graders and 69% of eighth graders were at the "standard nearly met" level. In comparing baseline to most recent performance, the table shows all groups, except White students, improving. These results confirm the positive impact of our STEM-related actions 1.12, 1.13, 1.21, and 1.22. Inequalities in results continue to exist when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the Overall results heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners, and to provide more hands-on and field experiences for those students through the implementation of actions 1.14 and 1.21.

On the Dashboard Science "points", currently provided for informational purposes only, the District performance was in the Green (High) level, additional confirmation that the STEM-related actions are supporting increased learning for students.

Parents and teachers continue to emphasize the benefits their students receive from STEM instruction. Based on the positive response rate on the 2026 School Climate Survey, with over 90% of parents agreeing that "The STEM program has been a valuable addition to the Science Curriculum," the District recognizes the need to continue and enhance the STEM program. Also, improved CAASPP Science assessment scores for Low-Income students and English Learners since the the program's implementation is further evidence of its effectiveness. (Actions 1.12 and 1.13)

Overall Chronic Absenteeism rates (Table 4) improved again in the 2025 Dashboard to 9.4%, at the Green performance level. All student groups also improved, with the exception of White students and LTELs. While we have not established a correlation, we have noted that the increase in the Chronic Absenteeism rate for White students corresponded to decreases in performance for that cohort on ELA, Math, and Science assessments.

Attendance rates at both campuses improved over the prior school year.

With regard to school climate, 2025 Dashboard Suspension rate data (Table 5) indicated that there was a significant increase in the Overall suspension rate to 3.1%, and placement in the Red performance level. The Low-Income, English Learner, and LTEL student groups were all also in the Red performance level. The number of students suspended increased from 1 in 2024 to 14 in 2025, with most involving non-injury altercations, and vaping incidents. Not shown on the table is that 75% of the suspension were from the Low-Income student group. and 45% from English Learners. All of the suspensions were at Dairyland School, where 62% of students were Low-Income and 38% English Learners. These data demonstrate that there is a need to address the circumstances for these two student groups that resulted in suspension rates greater than the percentage of the student population.

Parent Engagement has also been a part of the District's success. Parents participation in PTC was sustained at a high rate. Parents also continued to support the District's LCAP process through School Site Council (92%), PAC meetings (92%), and DELAC attendance (90%,

due to actions principally directed to reach EL parents). At the Fall parent-teacher conference week, both schools had a 100% attendance rate. This number is indicative of the degree of parent support that affords the District the opportunity for communication and collaboration with families. Spring, 2026 parents' survey responses included 96% of Alview School parents agreeing they felt welcome at school, and 97% of Dairyland School parents feeling welcome.

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 teachers in grades 4-8 have 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.

With regard to physical education, ADUSD sees the need to maintain 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 again stated their support of a strong 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 2020, we discovered that, in order to equip students with the necessary tools to access online learning opportunities, 64% of students needed hotspots for connectivity. This need for devices and connectivity continues for student access to homework, classroom resources, and assignment submission. Since 2022, the District has provided sufficient laptops to facilitate a 1:2 student to device ratio. Students have the ability to use school-issued devices at home and at school. In addition, over 30% 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 2025-26, those same students continued to have 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 continued training on social-emotional learning but to maintain a part-time Wellness Coach on staff with the expertise to address student mental health. (Actions 1.10 and 2.8)

The District is proud of the growth by Low-Income students, English Learners, and LTEL in ELA and Math assessments as they have closed performance gaps in comparison to Overall results. As inequalities in outcomes remain, it is evident that there is a continued need for low adult to student ratios to facilitate interventions and small group instruction. As a result, two additional paraprofessionals at both schools will continue to be utilized to maintain those supports. Dairyland School maintained lower student/teacher ratios by keeping the number of classes in grades 4 through 8 at nine. 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 continue to identify students' needs and provide immediate in-class support. Those same teachers 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)

Despite increases in Distance from Standard and Meeting/Exceeding Standard scores in ELA, as evidenced by the latest state assessments, English Learners', LTELs', and Low-Income students' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results. It is the experience of District staff that early support and broad experiences are powerful tools in preparing students for success in the following grades. Additionally, a survey of local conditions indicated that most of our entering Low-Income students and English Learners had less access to learning activities at home, and more limited exposure to vocabulary. These Dashboard results in ELA, Math, and ELD development progress show clear evidence that there is a continued need for low adult-to-student ratios to facilitate small group learning experiences, instruction, and support for English Learners and Low-Income students (Action 1.22).

Also, 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:

The following action was required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2024 and 2025 Dashboard in these areas, or for the included student groups, the actions must be maintained through the 2026-2027 update.

- (Goal 2, Action 7) On the 2023 California School Dashboard, Chronic Absenteeism rates for Hispanic students and Low-Income students were at the lowest performance indicator level (Red), Districtwide. The same two groups and All Students were at the same level at Alview Elementary. Consequently, the District created this action in this LCAP to address Chronic Absenteeism for

those groups and for the school. The 2025 California School Dashboard for Alview Elementary School showed continued improvements in Chronic Absenteeism for Low-income (2.7% improvement) and Hispanic students (7.6% improvement) that put them, respectively, in the Yellow and Green performance levels. Results at Alview for All Students improved by 3.9%, and was at the Yellow performance level, as well. At the District level, both groups showed continued improvement on the 2025 Dashboard (Low-Income, 1.9% and Hispanic, 4.8%), landing both in the Yellow performance level.

LREBG:

Math results in average Distance from Standard showed declines for Low-Income and English Learner students from 2024 to 2025, indicative of the need to continue the scaffolding for our English Learner and Low-Income student groups to standard or higher. In an examination of local conditions in conducting the LREBG needs assessment, the District determined that these results were due, in part, to the need for additional math vocabulary development for our newcomer English Learner students. As a result, the District recognizes the need to continue improving outcomes for in Low-Income and English Learners Math, with additional focus on newcomers. We will use \$27,160 in LREBG funds to support a teacher who will work with newcomer English Learners in small group intervention as part of Action 1.9. This additional pupil support aligns with allowable uses of funds because it is aimed at addressing barriers to learning by providing increased small groups and individual attention when students' specific learning needs are identified through ongoing assessments. Based on Hattie's Visible Learning research, 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. California School Dashboard ELA Growth in Distance from Standard and California School Dashboard Math Growth in Distance from Standard for English Learners will be the metrics used to measure the effectiveness of this intervention.

Distance from Standard	2025 ELA	Change from 2024	Change from Baseline	2025 MATH	Change from 2024	Change from Baseline
Overall	10.5 points above	2.0 points improvement	15.1 points improvement	15.5 points below	4.7 points decline	1.5 points improvement
English Learners	10.0 points below	3.3 points improvement	17.5 points improvement	39.9 points below	1.9 points decline	3.8 points decline
Low-Income	2.1 points below	1.3 points improvement	16.3 points improvement	31.6 points below	2.6 points decline	1.4 points decline
LTEL	20.7 points below	21.1 points improvement	21.2 points improvement	71.7 points below	3.6 points improvement	4.2 points improvement
Hispanic	2.5 points above	6.6 points improvement	23.4 points improvement	28.6 points below	5.4 points improvement	2.9 points improvement
White	22.3 points above	0.6 points decline	6.3 points improvement	5.0 points above	15.2 points decline	3.1 points improvement
Students w/Disabilities	44.6 points below	11.0 points decline	14.3 points improvement	61.9 points below	21.7 points decline	10.1 points decline

Table 1

Meeting or Exceeding Standard	2025 ELA	Change from 2024	Change from Baseline	2025 MATH	Change from 2024	Change from Baseline
Overall	52.3%	2.7% improvement	8.8% improvement	39.3%	3.7% decline	4.0% improvement
English Learners	23.8%	3.8% improvement	8.9% improvement	17.6%	3.9% improvement	16.4% improvement
Low-Income	43.4%	1.4% improvement	7.4% improvement	32.7%	1.0% decline	3.5% improvement
LTEL	<11	n/a	n/a	<11	n/a	n/a
Hispanic	44.4%	3.7% improvement	10.9% improvement	31.5%	0.8% improvement	7.4% improvement
White	65.1%	2.9% improvement	7.0% improvement	53.5%	7.8% decline	0.3% decline
Students w/Disabilities	<11	n/a	n/a	<11	n/a	n/a

Table 2

Meeting or Exceeding Standard	Science	Change from 2024	Change from Baseline
Overall	32.1%	1.6% improvement	13.7% improvement
English Learners	6.9%	6.9% improvement	3.9% improvement
Low-Income	21.8%	1.4% improvement	6.6% improvement
LTEL	<11	n/d	n/d
Hispanic	34.6%	14.2% improvement	22.9% improvement
White	25.0%	12.0% decline	4.7% decline
Students w/Disabilities	<11	n/d	n/d

Table 3

Chronic Absenteeism Rates	2025	Change from 2024	Change from Baseline
Overall	9.4%	1.4% improvement	8.6% improvement
English Learners	6.8%	5.6% improvement	11.5% improvement
Low-Income	11.5%	1.9% improvement	10.0% improvement
LTEL	8.3%	5.7% increase	5.7% increase
Hispanic	7.6%	4.8% improvement	13.1% improvement
White	13.4%	4.6% increase	0.4% improvement
Students w/Disabilities	9.4%	9.1% improvement	19.6% improvement

Table 4

Suspension Rates	2025	Change from 2024	Change from Baseline
Overall	3.3%	3.1% increase	3.3% increase
English Learners	3.3%	2.6% increase	3.3% increase
Low-Income	3.5%	3.2% increase	3.5% increase
LTEL	8.0%	5.6% increase	5.6% increase
Hispanic	2.5%	2.1% increase	2.5% increase
White	5.1%	5.1% increase	5.1% increase
Students w/Disabilities	2.8%	2.8% increase	2.8% increase

Table 5

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	District Administration provided updates on LCAP actions at the November 18,,2025 meeting and Mid-Year LCAP report on February 10, 2026. In addition, at a Board Retreat on March 27, 2026, 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 2026-27. The Board reviewed year-to-date LCAP actions and expenditures again on 5/12/2026 and continued to discuss the specifics of planned actions for the upcoming year. The Board was given a draft of the 2026-27 LCAP actions and expenditures at a meeting on 5/26/2026. During the February 10, 2026 meeting, the Board discussed the Mid-Year Report with detailed information on state and local metrics, LCAP expenditures to-date, and the progress on implementation of actions. The public hearing of the plan was held on June 9, 2026. 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.

Educational Partner(s)	Process for Engagement
	The 2026-27 LCAP was approved at the Board meeting of June 23, 2026. 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. Five meetings were held throughout the year-- 8/26/25, 10/14/25, 1/13/26, 3/10/26, and 4/28/26.
District Budget Committee	The District Budget committee met on 5/7/2026 to review progress toward existing LCAP actions, expenditures and plans for 2026-27 Supplemental/Concentration grant expenditures.
School Site Council	At School Site Council meetings, district administration provided LCAP updates in November, 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 2026-27. In May of 2026, the Parent Advisory Committee served as the LCAP committee to review and provide input for the 2026-27 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 4/22/26 to review services for students with disabilities. The SST process was discussed as well as behavior trends and interventions. The SELPA director encouraged continuation of behavior incentives--"Caught Being Good" tickets and daily "Project Wisdom" quotes.
DELAC	At DELAC Meetings in December 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 2026-27. In May of 2026, 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

Educational Partner(s)	Process for Engagement
	questions were submitted that required a written response from the District Superintendent.
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. Teachers have also expressed to the Superintendent their feelings of "burnout" in dealing with the increased social-emotional needs of their students.
Classified Staff	Classified Staff meetings were held in May at both campuses (Classified staff is represented by CTA)
Parents and Families	LCAP Parent Information Night -- 3/11/2026; Parents were solicited throughout the year for feedback on the effectiveness of the District's initiatives through "ClassDojo" requests, LCAP input forms and a School Climate Survey. In conversation with the Superintendent, parents have consistently raised the need of mental health resources that can be applied at home to support students' and families mental health awareness. Several parents have talked to teachers about their need for guidance and support. Most of those conversations took place during parent-teacher conferences.
Students	Student Surveys were collected in May of 2026. A Student Advisory Committee Meeting was held on 5/6/2026. During the meeting, a draft copy of the LCAP was presented. Students expressed the benefits of the STEM program, assemblies, outdoor school, and field trips. After reviewing key points from the LCAP draft, students had no questions that needed to be addressed by the superintendent.

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

For 2026-27:

During a meeting with the Executive Director of Madera County SELPA, the Student Success Team Meeting process was discussed as well as the resulting positive changes. The district had an increase in SST meetings in 2025-26 which resulted in behavior interventions and increased academic engagement. Also, the Executive Director recommended a continuation of the District's intervention program to support the needs of mainstreamed students with disabilities as well as the continuation of positive behavior supports.

The 2026 School Climate Survey showed that 93% of Parent Educational Partners indicated that the District's STEM program has been a valuable addition to the science curriculum, and 81% indicated that they would like to see more opportunities for STEM, arts, and sports. 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. Consequently, Action 1.12, After-School STEM, expanded those offerings which will be continued, as will 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 and after-school learning opportunities, the District also revised Action 1.18 to include a new bus to facilitate more home-to school transportation for which low income parents have expressed a need. In addition, parent and student feedback continues 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 supports with regard to social-emotional well being for educators and parents. It is clear that post-pandemic student needs include a stronger focus on mental health and well-being. Parents and teachers have also asked for resources to support their own mental well-being. At all meetings in which parents were present, they expressed a need for counseling and parenting support/guidance. As a result, the District will partner with the Cook Center for Human Connection to provide virtual staff and parent counseling/classes. (Action 3.6) In addition to parenting and staff mental health services, at every meeting opportunity, parents expressed their appreciation and support of the District's Wellness Coach (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)

As noted above, the SELPA director encouraged continuation of behavior incentives--"Caught Being Good" tickets and daily "Project Wisdom" quotes. (Actions 2.3 and 2.5)

In a representative meeting, students expressed the effectiveness of the school attendance incentive. The extra recess, "first dismissed from the cafeteria", and dress-up days were all cited as effective tools in encouraging strong attendance. (Action 2.7)

In conversation with the Superintendent, parents have consistently raised the need of mental health resources that can be applied at home to support students' and families mental health awareness. Several parents have talked to teachers about their need for guidance and support. Most of those conversations took place during parent-teacher conferences. Well over half of the parents of the parents who have approached the Superintendent, other administration staff, and the teachers represent families of Low-Income students and/or English Learners. (Action 3.6)

As noted above, teachers have also approached the Superintendent about feelings of "burnout" due to the increased demands to provide social-emotional support for students. The Cook Center also supports staff with counseling and guidance to avoid teacher "burnout" and provide coping skills for those in the profession.

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, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA. Achievement in that subject area remained one of the highest in Madera County. Low-Income students, English Learners, Hispanic students, and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. The Dashboard growth report showed that 70.5% of students improved their score from the prior year. Despite declines for Low-Income students, English Learners, and SWD in Math, the Dashboard growth report showed that 70.0% of students improved their score from the prior year. In order to continue gains in ELA, and to mitigate learning loss and support student growth in Math, Alview-Dairyland will continue to focus on differentiated, engaging, and individualized instruction in 2026-27.

The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard in all groups improved from the 2024 results. In ELA, English Learners and Hispanic students progress in closing the achievement gap in that subject matter. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with all groups showing improvement, except for white students, who basically maintained their already higher baseline percentage. The increase for English Learners meeting/ exceeding standard far exceeded other groups and narrowed the gap with Overall results. Hispanic students also improved significantly from the baseline, narrowing the performance inequality as well. In comparing the 2025 results to the baseline year, it is evident that our efforts under Goal 1 to improve teaching and learning are being successful, as every group has shown progress in increasing the numbers meeting or exceeding the state's standards.

2025 California School Dashboard Math results for Low-Income students and English Leaners reflect declines from the baseline. These academic outcomes are indicative of a need to further scaffold our English Learner and Low-Income student groups to standard or higher. 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. 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.

The District also recognizes the need to continue improving outcomes and close inequalities in results for those specific groups in ELA, 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.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. We believe that deeper implementation of Goal 1 Actions 5, 6, 9, and 18 has contributed to the progress in increasing language acquisition for our English Learners. Also, being more intentional in providing support for Long-Term English Learners with the implementation of Action 1.20 has had a tremendous impact on improving the ELPI, as LTELs rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025.

The data show the Overall percentage in Science of students meeting/exceeding standard improved from the prior year, as did those for all student groups, with the exception of White students. English Learners closed the inequality in results by improving at a greater rate than the Overall cohort. Only 5% of students scored at the lowest level ("standard not met") on the most recent assessment. In comparing baseline to most recent performance, the table shows all groups, except White students, improving. On the Dashboard Science "points", currently provided for informational purposes only, the District performance was in the Green (High) level, additional confirmation that the STEM-related actions are supporting increased learning for students. These results confirm the positive impact of our STEM-related actions 1.12, 1.13, 1.21, and 1.22. Inequalities in results continue to exist when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the Overall results heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners, and to provide more hands-on and field experiences for those students through the implementation of actions 1.14 and 1.21.

With regard to physical education, ADUSD sees the need to continue enhancements in 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)

Another need that continues to be clear is for the District to continue updating school libraries with relevant and engaging books that provide our Low-Income and English Learner students with enhanced access to books to enrich learning. Throughout educational partner meetings, parents and students continued to express the value in further enrichment through 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 as described in Action 1.7.

With the 2025 Dashboard results in ELA and Math for Low-Income students, English Learners, and LTEL showing inequalities in outcomes, it is also evident that there is a continued need for low adult to student ratios to facilitate interventions and small group instruction.

Paraprofessionals and 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 through Actions 1.15 and 1.17.

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. 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.

LREBG:

Math results in average Distance from Standard showed declines for Low-Income and English Learner students from 2024 to 2025, indicative of the need to continue the scaffolding for our English Learner and Low-Income student groups to standard or higher. In an examination of local conditions in conducting the LREBG needs assessment, the District determined that these results were due, in part, to the need for additional math vocabulary development for our newcomer English Learner students. As a result, the District recognizes the need to continue improving outcomes for in Low-Income and English Learners Math, with additional focus on newcomers. We will use \$27,160 in LREBG funds to support a teacher who will work with newcomer English Learners in small group intervention as part of Action 1.9. This additional pupil support aligns with allowable uses of funds because it is aimed at addressing barriers to learning by providing increased small groups and individual attention when students' specific learning needs are identified through ongoing assessments. Based of Hattie's Visible Learning research, 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. California School Dashboard ELA Growth in Distance from Standard and California School Dashboard Math Growth in Distance from Standard for English Learners will be the metrics used to measure the effectiveness of this intervention.

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	ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2023 by student groups is as follows: All Students: +4.3% Hispanic: +3.9% Low Income: +2.5% English Learner: -3.0% LTEL: -16.7% White: +6.3% Students with Disabilities: +14.0%	ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2024 by student groups is as follows: All Students: +2.7% Hispanic: +3.7% Low Income: +1.5% English Learner: +3.8% LTEL: <11 White: +2.9% Students with Disabilities: <11 [2025 SBAC	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]	All Students: 8.8% improvement Hispanic: 10.9% improvement Low Income: 7.4% improvement English Learner: 8.9% improvement White: 7.0% improvement All Students: 15.1 points improvement English Learner: 17.5 points improvement LTEL: 21.2 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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]	[2024 SBAC Results] Mean Distance from Standard All Students: 8.5 points above English Learner: 13.3 below LTEL: 41.9 points below Low Income: 3.4 below Hispanic: 4.1 below White: 22.9 above Students with Disabilities: 33.6 below [2024 CA School Dashboard]	Results] Mean Distance from Standard All Students: 10.5 points above English Learner: 10.0 below LTEL: 20.7 points below Low Income: 2.1 below Hispanic: 2.5 above White: 22.3 above Students with Disabilities: 44.6 below [2025 CA School Dashboard]	Mean distance from Standard All Students: 10 points above English Learner: 2 above LTEL: 30 below Low Income: 5 above Hispanic: 5 above White: 25 points above Students with Disabilities: 29 below [2026 CA School Dashboard]	Low Income: 16.3 points improvement Hispanic: 23.4 points improvement White: 6.3 points improvement Students with Disabilities: 14.3 points improvement
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%	ACADEMIC INDICATOR, Math Difference in % Met/Exceeded from 2023 by student groups is as follows: All Students: +2.4% Hispanic: -0.9% Low Income: +0.4%	ACADEMIC INDICATOR, Math Difference in % Met/Exceeded from 2024 by student groups is as follows: All Students: - 3.7% Hispanic: +0.8% Low Income: - 1.0% English Learner: +3.8%	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%	All Students: 4.0% improvement Hispanic: 7.4% improvement Low Income: 3.5% improvement English Learner: 16.4% improvement White: 0.3% decline All Students: 1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[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]	English Learner: -4.6% White: +8.4% LTEL: -19.9% Students with Disabilities: +4.9% [2024 SBAC Results] Mean Distance from Standard All Students: 10.8 points below English Learner: 37.9 below LTEL: 75.3 points below Low Income: 29.0 below Hispanic: 34.1 below White: 20.2 above Students with Disabilities: 40.2 below [2024 CA School Dashboard]	LTEL: -<11 White: -7.6% Students with Disabilities: <11 [2025 SBAC Results] Mean Distance from Standard All Students: 15.5 points below English Learner: 39.9 below LTEL: 71.1 points below Low Income: 31.6 below Hispanic: 28.6 below White: 5.0 above Students with Disabilities: 61.9 below [2025 CA School Dashboard]	White: +10% LTEL: +21% [2026 SBAC Results] Mean distance from standard: All students: 1 point above EL students: 6 below LTEL: 45 below Low Income: 3 below Hispanic: 3 below White: 10 above Students with Disabilities: 21 below [2026 CA School Dashboard]	points improvement English Learner: 3.8 points decline LTEL: 4.2 points improvement Low Income: 1.4 points decline Hispanic: 2.9 points improvement White: 3.1 points improvement Students with Disabilities: 10.1 points decline
1.3	Percentage of Teachers Appropriately Credentialed and Assigned.	Met: Reported to the Board California now requires the most recent data	Met: Reported to the Board California now requires the most	The data for 2024-25 are not yet available from the CDE.	Met: Reported to the Board 100% of classroom teachers will	The data for 2024-25 are not yet available from the CDE.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		from the DataQuest (CALSASS) be reported, which is for the 2022-23 school year: 88.9% of classroom teachers were reported with clear credentials and 100% appropriately assigned. [June, 2024, Local Indicators Report to the ADUSD Board]	recent data from the DataQuest (CALSASS) be reported, which is for the 2023-24 school year: 83.6% of classroom teachers were reported with clear credentials and 100% appropriately assigned. [Dashboard Local Indicators Report to the ADUSD Board]		reported with clear credentials and appropriately assigned. [June, 2027, Local Indicators Report to the ADUSD Board]	
1.4	Percentage of Students with Sufficient Access to Standards-aligned Materials	Met: Reported to the Board 100% of students have access to high-quality, standards-aligned curriculum and instructional materials. [June, 2024, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board 100% of students have access to high-quality, standards-aligned curriculum and instructional materials. [June, 2025, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board 100% of students have access to high-quality, standards-aligned curriculum and instructional materials. [June, 2026, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board 100% of students will have access to high-quality, standards-aligned curriculum and instructional materials. [June, 2027, Local Indicators Report to the ADUSD Board]	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 Spring 2025: Comprehension Scores Gr. 2: 79% Gr. 3: 78% Gr. 4: 94% Gr. 5: 80% Gr. 6: 91% 2024-25 Local Data]	The Local Reading Assessment Data from Spring, 2026: Comprehension Scores Gr. 2: 78% Gr. 3: 78% Gr. 4: 78% Gr. 5: 82% Gr. 6: 94% 2025-26 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]	Gr. 2: 1% increase Gr. 3: 10% decline Gr. 4: 12% decline Gr. 5: 8% increase Gr. 6: 1% increase
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) [2023 CALPADS Reports 2.16 and 8.1]	36.0% of English Learners demonstrated appropriate progress in English Acquisition. 30.6% of Long-Term English Learners (LTEL) demonstrated appropriate progress in English Acquisition. [2024 CA School Dashboard] 6.8% of English Learners were	46.3% of English Learners demonstrated appropriate progress in English Acquisition. 68.2% of Long-Term English Learners (LTEL) demonstrated appropriate progress in English Acquisition. [2025 CA School Dashboard] 9.3% of English Learners were reclassified to	55% of English Learners will demonstrate appropriate progress in English Acquisition. [2026 CA School Dashboard] 10% of English Learners will be reclassified to RFEP status (Fully English Proficient) [2026 CALPADS Reports 2.16 and 8.1]	English Learners: 2.9% decline LTEL: 37.6% improvement Reclassification: 3.5% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reclassified to RFEF status (Fully English Proficient) [2024 CALPADS Reports 2.16 and 8.1]	RFEF status (Fully English Proficient) [2025 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 -- 30.5% Low-Income -- 20.4% English Learners - 0% LTEL: <11 Hispanic -- 20.4% White -- 37.0% SWD -- <11 [2024 CAST]	Overall -- 32.1% Low-Income -- 21.8% English Learners - 6.9% LTEL: <11 Hispanic -- 34.6% White -- 25.0% SWD -- <11 [2025 CAST]	Overall -- 37% Low-Income -- 37% English Learners -- 28% Hispanic -- 35% White -- 50% SWD -- 25% [2026 CAST]	Overall --13.7% improvement Low-Income -- 6.6% improvement English Learners -- 3.9% improvement Hispanic -- 22.9% improvement White -- 4.7% decline SWD -- n/a
1.8	Maintain Small Average Class Sizes	2023-24 Average Class Sizes: Alview: 18.6 Dairyland: 26.75 [2023-24 Local Data]	2024-25 Average Class Sizes: Alview: 20.5 Dairyland: 24.0 (2024-25 Local Data)	2025-26 Average Class Sizes: Alview: 19.2 Dairyland: 23.1 2025-[2026 Local Data]	2026-27 Average Class Sizes: Alview: 19 Dairyland: 25 [2026-27 Local Data]	Sizes: Alview: 0.6 increase Dairyland: 3.65 decline
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]	2024-25 Student to Device Ratio 1:2; one for classroom/ one for home use. [2024-25 Local Data]	2025-26 Student to Device Ratio 1:2; one for classroom/ one for home use. [2025-26 Local Data]	2026-27 Student to Device Ratio 1:2; one for classroom/ one for home use. [2026-27 Local Data]	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Access to a Broad Course of Study	Met: Reported to the Board All students are participating in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE. [June, 2024, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board All students are participating in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE. [June, 2025, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board All students are participating in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE. [June, 2026, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board All students will participate in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE. [2027 Local Indicators Report to the ADUSD Board]	No change
1.11	State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards	Met: Reported to the Board 100% of state-adopted content and performance standards are implemented in all curricular areas. [June, 2024, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board 100% of state-adopted content and performance standards are implemented in all curricular areas. [June, 2025, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board 100% of state-adopted content and performance standards are implemented in all curricular areas. [June, 2026, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board 100% of state-adopted content and performance standards will be implemented in all curricular areas. [2027 Local Indicators Report to the ADUSD Board]	No change
1.12	Supports for Students with Exceptional Needs	95.2% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom	94.4% of students with exceptional needs participated in after-school tutoring and 100% worked in small-	85% of students with exceptional needs participated in after-school tutoring and 100% worked in small-	100% of students with exceptional needs participated in after-school tutoring and 100% worked in small-	10.2% decline of students with exceptional needs participating in after-school tutoring

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		intervention settings to meet IEP goals and master grade level standards. [2024 Local Data]	group, classroom intervention settings to meet IEP goals and master grade level standards. [2025 Local Data]	group, classroom intervention settings to meet IEP goals and master grade level standards. [2026 Local Data]	group, classroom intervention settings to meet IEP goals and master grade level standards. [2027 Local Data]	No change in percentage who worked in small-group, classroom intervention settings to meet IEP goals and master grade level standards.

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

Goal Analysis [2025-26]

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.

Action 1.1: This action was implemented as planned. The District successfully recruited, hired, and/or retained highly-qualified instructional staff.

Action 1.2: This action was implemented as planned. The District was successful in providing all students with high-quality, standards-aligned curriculum and instructional materials, as well as high-quality supplementary instructional materials in ELA, math, ELD, science, social studies, and STEM. Another success was ensuring that all students with exceptional needs had access to a broad curriculum that included all core subject areas.

Action 1.3: This action was implemented as planned. The District is proud to successfully maintain a technology department that supports one-to-two student/device ratio in all grade levels and servers and teacher desktop equipment that enables E-boards and student technology use.

Action 1.4: This action was implemented as planned. The District continued to increase access to library books, including current titles, 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. The success of this action is reflected in the borrow rate for those same students, which is almost 25% higher than that of the student population as a whole.

Action 1.5 and 1.6: These actions were implemented as planned. The District successfully maintained two Paraprofessionals at Alview, paraprofessional support for English Learners at Dairyland, and two Paraprofessionals at Dairyland to facilitate push-in instructional support and to ensure that for Low-Income students, Foster Youth, and English Learners have access to all core curricula, including the ELD standards for English learner students.

Action 1.7: This action was implemented as planned. Three (3) educational assemblies per site, field trips for all grade levels, and the funding help to send 6th graders to Outdoor Education were all successfully provided by the District. In addition, upper grade (7-8) teachers participated for the first time in the "traveling teacher" program in order to build a deeper understanding of science topics, learning that will be used to inform science instruction in those grade levels.

Action 1.8: This action was implemented as planned. The District was successful in adding two additional teachers in order to maintain lower class sizes in the upper grades, and in completing the classroom space expansion.

Action 1.9: This action was implemented as planned. An intervention teacher was successfully provided at Dairyland to support small-group instruction for struggling Low-Income students, Foster Youth, and English Learners in grades 4-6. The only challenge was when we discovered that support for newcomer English Learners was also needed, and that will be addressed in the 2026-27 action.

Action 1.10: This action was implemented as planned. The District was successful in collaborating with teachers to identify professional learning needs and provide in-service aimed at maximizing student engagement. Professional learning was provided in the ELD standards for English learner students, in meeting students' social emotional learning needs, providing support for students' mental health, and in ELD instruction.

Action 1.11: This action was partially implemented as planned. The District did provide a high-quality physical education program to students by obtaining the services of a P.E. coordinator and replenishing equipment for grades 4-8. Implementation differed from the plan in that, while the District anticipated using the services of two PE coordinators at the Dairyland campus, the support of classroom teachers and paraprofessionals resulted in the need for only one coordinator to plan and implement PE instruction with fidelity.

Actions 1.12 and 1.13: These actions were mostly implemented as planned. English Learners and Low-Income students had access to science, technology, engineering, and math instruction and career opportunities by the successful continuation and expansion of the after-school STEM workshops at Dairyland and at Alview, and by contracting with the Community Science Workshop Network for continuing regular school hours STEM curriculum and instruction. The change to implementation was that the program has been so successful that it was expanded to include two STEM instructors.

Action 1.14: The District was successful in adding the portable stage to the shade structure at the Alview Elementary School campus, and increased outdoor learning spaces where we were able to conduct school assemblies and activities. The action was completed mostly as planned, with the exception that the District decided to use a more durable material than first planned for the stage to make it more weather-resistant. Because this action has been successfully completed, it will be discontinued.

[Because Action 1.14 from the 2025-26 plan has been deleted from 2026-27, the following actions are numbered one less in the descriptions below. For example, 1.15 in this section is now 1.14.]

Action 1.15 and Action 1.17: These actions were implemented as planned. The District was able to successfully provide each teacher with 20 or more years of experience a stipend between \$3,000 and \$4,000, and without regard to sick days, provide an incentive for certificated and classified staff to miss two or less work days during the school year.

Action 1.16: This action was implemented as planned. Each classroom was allotted \$100 to purchase special or additional supplemental materials that are principally directed toward meeting the needs of Low-Income students.

Action 1.18: This action was implemented as planned. The District successfully provided after-school tutoring three days per week, along with the transportation so students have access to safe, reliable means of traveling from tutoring to home.

Action 1.19: The action was partly implemented as planned. The purchased Math/ELA Support Program, "ClassTime" was successfully implemented. The change was in having local teachers provide training for new teachers in 2025-26 rather than pay for outside trainers.

Action 1.20: This action was implemented as planned. The District successfully supported the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL) with additional materials for paraprofessional support at Dairyland.

Action 1.21: This action was implemented as planned. Supplementary science materials to support increased student mastery of grade level Next Generation Science Standards were purchased.

Action 1.22: This action was implemented as planned. The District was successful in hiring an additional teacher for Transitional Kindergarten, allowing for students to adults ratios of 8:1 or less in the TK classes.

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.

1.2: \$30,000 were budgeted, and \$20,274 were spent. Math and ELA Curriculum had been replenished based on multi-year subscriptions; neither of the subscriptions were up for renewal in 2025-26. A new online version of Science curriculum was purchased at less cost than anticipated. Some EL curriculum components were provided at no cost when Professional Development activities were purchased.

1.3: \$150,000 were budgeted, and \$135,208 were spent. New teacher desktops equipment came in at less cost than expected. The District found a source for refurbished teacher computers that was approximately 15K less than the new versions that were budgeted.

1.7: \$37,000 were budgeted, and \$50,326 were spent. The cost of field trips far exceeded 2024-25, so the budget estimates were well short of actual costs. Charter buses were used in all trips; rates were up approximately 30%. Also, we had a large 8th grade class that required two charters for two separate field trips, rather than the customary single bus and trip. In addition, teachers utilized traveling teachers more than in prior year; upper grades used the service to build a deeper understanding of science topics. In prior years, only teachers in TK-5 used the program.

1.11: \$12,000 were budgeted, and \$5,034 were spent. The District anticipated using the services of two PE coordinators at the Dairyland campus. With the support of classroom teachers and paraprofessionals, only one coordinator was necessary to plan and implement PE instruction with fidelity.

1.14 (now deleted): \$50,000 were budgeted, and \$59,236 were spent. Cost for both the cement and portable stage under the Alview shade structure were more than anticipated. The District decided to use a more durable material than first planned for the stage to make it more weather-resistant.

1.17: \$40,000 were budgeted, and \$32,000 were spent. Fewer employees than anticipated qualified for the attendance incentive due to the parameters being changed from 2024-25 to 2025-26 from three days to two days.

1.19: \$22,000 were budgeted, and \$3,980 were spent. The District opted not to use PD from ClassTime and instead, have local teachers provide training. Teachers were all trained upon the implementation in 2023-24; it was sufficient to have new teachers trained by those on staff in 2025-26. The material difference was based on the elimination of the PD.

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

Goal 1 represents the core mission of the district--providing students with academic and enhanced educational opportunities to prepare them for high school and beyond. The actions included in Goal 1, which data showed to be effective the prior year, showed mixed results based on 2025 state data.

Actions 1.1 and 1.2:

The District's highly-qualified staff, who have, in turn, implemented a standards-aligned curriculum, have been effective, as reflected in the state assessment data. On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Achievement in that subject area remained one of the highest in Madera County. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard in all groups improved from the 2024 results. In ELA, English Learners and Hispanic students progress in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as every group has shown great progress in increasing the numbers meeting or exceeding the state's standards. Though Math results on the 2025 Dashboard showed declines of two to five points for most groups, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. 2025 SBAC Math results for students meeting/exceeding are more positive when compared to the baseline year, with all groups showing improvement, except for white students, who basically maintained their already higher baseline percentage. The increase for English Learners meeting/ exceeding standard far exceeded other groups and narrowed the gap with Overall results. Hispanic students also improved significantly from the baseline, narrowing the performance inequality as well.

Action 1.3:

The 2025 Dashboard results cited above show evidence that this action was effective for Low-Income students, English Learners, and LTEL in ELA, producing gains in "Distance from Standard" of 1.3 points, 3.3 points, and 21.2 points, respectively. These gains were on top of significant gains from the prior year. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL and Low-Income students experienced declines from the prior year, and were below baseline year.

"Meeting or Exceeding Standard" ELA results for Low-Income students and English Learners also improved from the prior year and from the baseline. In Math, English Learners showed improvement from the prior year, while Low-Income students declined, slightly. Growth from the baseline was positive for both groups. In both areas, 70% or more of the students who were assessed improved their scores from the prior year. Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence of the positive outcomes of these actions.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025.

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.

Based on the metrics associated with this action, the action was mostly effective, as the "Meeting or Exceeding Standard" percentages of Low-Income students and English Learners have increased from the baseline and the prior year in ELA, and from the baseline in Math. English Learners as a whole, and LTEL, specifically, gained growth from the prior year in acquiring English-language skills. Both groups have shown growth in ELA average "Distance from Standard", but remain stymied in making improvement in Math.

Action 1.4:

Based on the metrics associated with this action, the District's efforts to increase the amount of engaging, relevant library books and reading materials to Low-Income students and English Learners was mostly effective. The 2025 Dashboard results cited above show evidence that this action was effective for Low-Income students, English Learners, and LTEL in ELA, producing gains in "Distance from Standard" of 1.3 points, 3.3 points, and 21.2 points, respectively. These gains were on top of significant gains from the prior year. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL and Low-Income students experienced declines from the prior year, and were below baseline year.

"Meeting or Exceeding Standard" ELA results for Low-Income students and English Learners also improved from the prior year and from the baseline. In Math, English Learners showed improvement from the prior year, while Low-Income students declined, slightly. Growth from the baseline was positive for both groups. In both areas, 70% or more of the students who were assessed improved their scores from the prior year. Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence of the positive outcomes of these actions.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025.

Over 70% of those that made appointments to check out library materials were our Low-Income and English Learner students.

Actions 1.5:

Based on the metrics associated with this action, the District's efforts to provide reading support for the District's English Learner students was mostly effective. The 2025 Dashboard results in ELA and Math cited above show that this action was effective for English Learners and LTEL in ELA, producing gains in "Distance from Standard" of 1.3 points, 3.3 points, and 21.2 points, respectively. These gains were on top

of significant gains from the prior year. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL students experienced declines from the prior year, and were below baseline year.

"Meeting or Exceeding Standard" ELA results for English Learners also improved from the prior year and from the baseline. There were no results reported for LTEL due to the small size of the cohort that was assessed. In Math, English Learners showed improvement from the prior year. Growth from the baseline was positive as well. Though there was a dip from 2024 to 2025, the improvement in Math performance of our English Learners and LTEL from the baseline year, demonstrated in "Distance from Standard" and "Meeting or Exceeding Standard" for EL, and in "Distance from Standard" for LTEL, are evidence of the positive outcomes of this action.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025.

Actions 1.6:

The 2025 Dashboard results cited above for Low-Income students, English Learners, and LTEL in ELA, show gains in "Distance from Standard" of 1.3 points, 3.3 points, and 21.2 points, respectively. These gains were on top of significant gains from the prior year. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL and Low-Income students experienced declines from the prior year, and were below baseline year.

"Meeting or Exceeding Standard" ELA results for Low-Income students and English Learners also improved from the prior year and from the baseline. In Math, English Learners showed improvement from the prior year, while Low-Income students declined, slightly. Growth from the baseline was positive for both groups. In both areas, 70% or more of the students who were assessed improved their scores from the prior year. Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence of the positive outcomes of these actions.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025.

Based on the metrics associated with this action, the action was mostly effective, as the "Meeting or Exceeding Standard" percentages of Low-Income students and English Learners have increased from the baseline and the prior year in ELA, and from the baseline in Math. English Learners as a whole, and LTEL, specifically, gained growth from the prior year in acquiring English-language skills. Both groups have shown growth in ELA average "Distance from Standard", but remain stymied in making improvement in Math "Distance from Standard".

Action 1.7:

Through assemblies, field trips and camps, students were provided with a greater background from which to base learning experiences. The 2025 Dashboard results cited above show evidence that this action produced gains for Low-Income students, English Learners, and LTEL in ELA "Distance from Standard" of 1.3 points, 3.3 points, and 21.2 points, respectively. These gains were on top of significant gains from the prior year. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL and Low-Income students experienced declines from the prior year, and were below baseline year.

"Meeting or Exceeding Standard" ELA results for Low-Income students and English Learners also improved from the prior year and from the baseline. In Math, English Learners showed improvement from the prior year, while Low-Income students declined, slightly. Growth from the

baseline was positive for both groups. In both areas, 70% or more of the students who were assessed improved their scores from the prior year. Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence of the positive outcomes of these actions.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025.

Based on the metrics associated with this action, the action was mostly effective, as the "Meeting or Exceeding Standard" percentages of Low-Income students and English Learners have increased from the baseline and the prior year in ELA, and from the baseline in Math. English Learners as a whole, and LTEL, specifically, gained growth from the prior year in acquiring English-language skills. Both groups have shown growth in ELA average "Distance from Standard", but remain stymied in making improvement in Math "Distance from Standard".

Actions 1.8:

The 2025 Dashboard results cited above for Low-Income students, English Learners, and LTEL in ELA, show gains in "Distance from Standard" of 1.3 points, 3.3 points, and 21.2 points, respectively. These gains were on top of significant gains from the prior year. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL and Low-Income students experienced declines from the prior year, and were below baseline year.

"Meeting or Exceeding Standard" ELA results for Low-Income students and English Learners also improved from the prior year and from the baseline. In Math, English Learners showed improvement from the prior year, while Low-Income students declined, slightly. Growth from the baseline was positive for both groups. In both areas, 70% or more of the students who were assessed improved their scores from the prior year. Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence of the positive outcomes of these actions.

The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring "Below Standard" in Problem Solving/Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below result in the average "Distance from Standard" declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025.

Based on the metrics associated with this action, the action was mostly effective, 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 "Meeting or Exceeding Standard" percentages of Low-Income students and English Learners have increased from the baseline and the prior year in ELA, and from the baseline in Math. English Learners as a whole, and LTEL, specifically, gained growth from the prior year in acquiring English-language skills. Both groups have shown growth in ELA average "Distance from Standard", but remain stymied in making improvement in

Math. We believe that continued implementation of this action, in concert with Action 1.19 will sustain ELA progress and improve Math results.

Action 1.9:

The 2025 Dashboard results cited above for Low-Income students, English Learners, and LTEL in ELA, show gains in "Distance from Standard" of 1.3 points, 3.3 points, and 21.2 points, respectively. These gains were on top of significant gains from the prior year. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL and Low-Income students experienced declines from the prior year, and were below baseline year.

"Meeting or Exceeding Standard" ELA results for Low-Income students and English Learners also improved from the prior year and from the baseline. In Math, English Learners showed improvement from the prior year, while Low-Income students declined, slightly. Growth from the baseline was positive for both groups. In both areas, 70% or more of the students who were assessed improved their scores from the prior year. Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence of the positive outcomes of these actions.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025.

Based on the metrics associated with this action, the action was mostly effective. These academic outcomes, and the Math results that showed declines for Low-Income and English Learner students, 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 maintaining an additional teacher in order to keep lower class sizes for grades 4-8 and strengthen its approach to support our English Learners and Low-Income student groups.

Action 1.10:

The 2025 Dashboard results cited above for Low-Income students, English Learners, and LTEL in ELA, show gains in "Distance from Standard" of 1.3 points, 3.3 points, and 21.2 points, respectively. These gains were on top of significant gains from the prior year. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL and Low-Income students experienced declines from the prior year, and were below baseline year.

"Meeting or Exceeding Standard" ELA results for Low-Income students and English Learners also improved from the prior year and from the baseline. In Math, English Learners showed improvement from the prior year, while Low-Income students declined, slightly. Growth from the baseline was positive for both groups. In both areas, 70% or more of the students who were assessed improved their scores from the prior year. Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence of the positive outcomes of these actions.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025.

Based on the metrics associated with this action, our professional development activities were mostly effective in enhancing teachers' skills to improve students' outcomes. These academic outcomes, and the Math results that showed declines for Low-Income and English Learner

students, 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 maintaining an additional teacher in order to keep lower class sizes for grades 4-8 and strengthen its approach to support our English Learners and Low-Income student groups.

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 a high level of students' school connectedness (87.5%).

Actions 1.12, 1.13, 1.14, and 1.21:

The data show that, Overall Science assessment results showed significant improvement from the prior year and from the baseline, as did those for Low-Income students and English Learners. Assessment data for Foster Youth were not published. These results confirm that these STEM-related actions were effective. Inequalities in results continue to exist when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners. The inequality in results for English Learners also underscores the need to provide more hands-on and field experiences for those students through the implementation of actions 1.14 and 1.21. 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 students for high school and beyond. As evidenced by School Climate Survey data from the spring of 2026, on average, 95% of Alview parent educational partners and 91% of Dairyland's parent educational partners (60% of whom were parents of Low-Income students) felt that the STEM program was an integral part of the District's Science curriculum.

Action 1.15 and 1.18:

The Retention of High-Qualified Teachers, An Intervention Teacher, and After-School Tutoring were mostly effective in raising student academic assessment results. The 2025 Dashboard results cited above show evidence that this action was effective for Low-Income students, English Learners, and LTEL in ELA, producing gains in "Distance from Standard" of 1.3 points, 3.3 points, and 21.2 points, respectively. These gains were on top of significant gains from the prior year. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL and Low-Income students experienced declines from the prior year, and were below baseline year.

"Meeting or Exceeding Standard" ELA results for Low-Income students and English Learners also improved from the prior year and from the baseline. In Math, English Learners showed improvement from the prior year, while Low-Income students declined, slightly. Growth from the baseline was positive for both groups. In both areas, 70% or more of the students who were assessed improved their scores from the prior year. Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence of the positive outcomes of these actions.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025.

Based on the metrics associated with this action, the action was mostly effective, as the "Meeting or Exceeding Standard" percentages of Low-Income students and English Learners have increased from the baseline and the prior year in ELA, and from the baseline in Math. English Learners as a whole, and LTEL, specifically, gained growth from the prior year in acquiring English-language skills. Both groups have shown growth in ELA average "Distance from Standard", but remain stymied in making improvement in Math.

Action 1.16:

The 2025 Dashboard results cited above show evidence that this action was mostly effective for Low-Income students, English Learners, and LTEL in ELA, producing gains in "Distance from Standard" of 1.3 points, 3.3 points, and 21.2 points, respectively. These gains were on top of significant gains from the prior year. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL and Low-Income students experienced declines from the prior year, and were below baseline year.

"Meeting or Exceeding Standard" ELA results for Low-Income students and English Learners also improved from the prior year and from the baseline. In Math, English Learners showed improvement from the prior year, while Low-Income students declined, slightly. Growth from the baseline was positive for both groups. In both areas, 70% or more of the students who were assessed improved their scores from the prior year. Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence of the positive outcomes of these actions.

Based on the metrics associated with this action, providing teachers with additional classroom funding was mostly effective, as the "Meeting or Exceeding Standard" percentages of Low-Income students and English Learners have increased from the baseline and the prior year in ELA, and from the baseline in Math. English Learners as a whole, and LTEL, specifically, gained growth from the prior year in acquiring English-language skills. Both groups have shown growth in ELA average "Distance from Standard", but remain stymied in making improvement in Math. No Low-Income or English Learner students had to purchase any supplies required for school work or activities.

Action 1.17:

The employee attendance incentive proved to be mostly effective in 2025-26. The 2025 Dashboard results in ELA cited above show evidence that this action was effective for Low-Income students and for English Learners, producing gains over baseline in "Distance from Standard" of 16.3 points and 17.5 points, respectively. These results also narrowed the inequalities in ELA results comparing the student groups to Overall results. The 2025 Dashboard results in Math show evidence that this action was not effective for Low-Income students and for English Learners, with declines over baseline in "Distance from Standard" of 1.4 points and 3.8 points, respectively. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement. In both areas, 70% or more of the students who were assessed improved their scores from the prior year.

"Meeting or Exceeding Standard" results over baseline for Low-Income students showed a 7.4% improvement in ELA and a 3.5% improvement in math. "Meeting or Exceeding Standard" results over baseline for English Learners showed an 8.9% improvement in ELA and a 16.4% improvement in math.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. To ensure that these improvements continue, the Alview-Dairyland teachers must be in the classrooms as much as possible 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.

Action 1.19:

The 2025 Dashboard results cited above show evidence that this action was somewhat effective for Low-Income students, English Learners, and LTEL. "Distance from Standard" math results were positive for LTEL students with a 3.6 points improvement, while EL and Low-Income students experienced declines from the prior year, and were below baseline year.

In "Meeting or Exceeding Standard" Math results, English Learners showed improvement from the prior year, while Low-Income students declined, slightly. Growth from the baseline was positive for both groups. In both areas, 70% or more of the students who were assessed improved their scores from the prior year. Though there were some dips from 2024 to 2025, the improvements in the performance of our Low-Income students, English Learners, and LTEL from the baseline year, demonstrated in both distance from standard and meeting or exceeding standard, are evidence of the positive outcomes of these actions.

The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring "Below Standard" in Problem Solving/Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below result in the average "Distance from Standard" declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning.

Based on the metrics associated with this action, the action was somewhat effective, evidence that that there is a continued need for the support program, "ClassTime" to scaffold EL and Low-Income students' standards mastery and to promote strategic thinking and deeper understanding in Math. We believe that continued implementation of this action, in concert with Action 1.8 will sustain ELA progress and improve Math results.

Action 1.20:

The 2025 Dashboard results show evidence that this action was effective for Long-Term English Learners (LTEL) in ELA and Math, producing gains in "Distance from Standard" of 21.2 points and 4.2 points, respectively. "Meeting or Exceeding Standard" results were not published for LTEL due to the small size of the cohort.

The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement for Long-Term English Learners of 37.6% to 68.2% in 2025. The number of LTEL students declined from 10 in 2024-25 to 8 in 2025-26.

Based on the metrics associated with this action, the action was effective.

Action 1.22:

TK Standards Mastery rates for EL, Low Income and Foster Youth as measured by local assessment data indicate an improvement from the prior year. EL standards mastery rates increased by almost 5% and Low-Income students increased by 7.25% over the prior year.

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.

Action 1.3: The sentence, "c. Purchase servers and new teacher desktop equipment to support E-boards and student technology use" deleted as that part of the action has been completed.

Action 1.8: The sentence, "Furnish and equip a new classroom at Alview to maintain lower class sizes" deleted, as that part of the action has been completed.

Actions 1.13-1.21: Because Action 1.14 was discontinued, the numbering of actions after 1.13 has been changed, and the order remains the same.

Action 1.17: Budget will be increased to cover transportation expenses.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Instructional Staff	Recruit, hire, and retain highly-qualified instructional staff.	\$1,725,586.00	No
1.2	High-quality Standards-aligned Curriculum	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. 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.	\$30,000.00	No
1.3	Improved Use of Technology	Improve the use of technology in instruction by: a. Maintaining a one-to-two student/device ratio in all grade levels b. Retaining services of the full-time technology support person	\$125,000.00	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

Action #	Title	Description	Total Funds	Contributing
1.5	Supports for English Learners	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. Partner with a local consultant to provide teachers with instructional strategies to meet the needs of EL students. 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.	\$82,000.00	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.	\$82,000.00	Yes
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	\$52,000.00	Yes
1.8	Maintain Low Class Sizes	Add two additional teachers in order to maintain lower class sizes.	\$200,000.00	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. Math results in average Distance from Standard showed declines for Low-Income and English Learner students from 2024 to 2025, indicative of the	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		need to continue the scaffolding for our English Learner and Low-Income student groups to standard or higher. In an examination of local conditions in conducting the LREBG needs assessment, the District determined that these results were due, in part, to the need for additional math vocabulary development for our newcomer English Learner students. As a result, the District recognizes the need to continue improving outcomes for in Low-Income and English Learners Math, with additional focus on newcomers. We will use \$27,160 in LREBG funds to support a teacher who will work with newcomer English Learners in small group intervention as part of this action. This additional pupil support aligns with allowable uses of funds because it is aimed at addressing barriers to learning by providing increased small groups and individual attention when students' specific learning needs are identified through ongoing assessments. Based of Hattie's Visible Learning research, 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. California School Dashboard ELA Growth in Distance from Standard and California School Dashboard Math Growth in Distance from Standard for English Learners will be the metrics used to measure the effectiveness of this intervention.		
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. Additional Educator Effectiveness funds will be used to provide increased professional development for teachers in ELD instruction.	\$30,000.00	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

Action #	Title	Description	Total Funds	Contributing
1.12	After-School STEM	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 Alview.	\$32,000.00	Yes
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.	\$124,000.00	Yes
1.14	Retain Highly-Qualified Teachers	Provide each teacher with 20 or more years of experience a stipend between \$3,000 and \$4,000 (dependent on years over 20).	\$30,000.00	Yes
1.15	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
1.16	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.	\$35,000.00	Yes
1.17	Increase Instructional Time to Mitigate Learning Loss	The District will provide after-school tutoring three days per week. The District will also provide transportation so students have access to safe, reliable means of traveling from tutoring to home.	\$262,500.00	Yes
1.18	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.	\$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	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 additional materials for 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.	\$1,000.00	Yes
1.20	Support Science Standards Learning	Purchase supplementary science materials to support increased student mastery of grade level Next Generation Science Standards.	\$5,000.00	Yes
1.21	Focus on Early Support	The District will hire an additional teacher for Transitional Kindergarten, allowing for students to adults ratios of 8:1 or less in the TK classes.	\$80,000.00	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.

With regard to school climate, 2025 Dashboard Suspension rate data indicated that there was a significant increase in the Overall suspension rate to 3.3%, and placement in the Red performance level. The Low-Income, English Learner, and LTEL student groups were all also in the Red performance level. The number of students suspended increased from 1 in 2024 to 14 in 2025, with most involving non-injury altercations, and vaping incidents. All of the suspensions were at Dairyland School, where 62% of students were Low-Income and 38% English Learners. These data demonstrate that there is a need to address the circumstances for these two student groups that resulted in suspension rates greater than the percentage of the student population.

Overall Chronic Absenteeism rates improved again in the 2025 Dashboard to 9.4%, at the Green performance level. All student groups also improved, with the exception of White students and LTELs. While we have not established a correlation, we have noted that the increase in the Chronic Absenteeism rate for White students corresponded to decreases in performance for that cohort on ELA, Math, and Science assessments. The "Caught Being Good" blue ticket and "Project Wisdom" initiatives have proven to be effective in promoting a positive atmosphere and feelings of safety and connectedness. (Actions 2.3 and 2.7)

Teachers also requested continued support and 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 reflects on lessons learned and necessary changes since the development of this plan, it is 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 2023-24 Alview's Attendance Rate was 93.68%; Dairyland's Rate was 95.36%. [2024 Local Data]	In 2024-25 Alview's Attendance Rate was 94.82%; Dairyland's Rate was 95.82%. [2025 Local Data]	In 2025-26 Alview's Attendance Rate was 93.70%; Dairyland's Rate was 95.85%. [2026 Local Data]	In 2025-26, Alview's Attendance Rate will be 96%; Dairyland's Rate will be 97% [2026 Local Data]	Alview -- 0.02% decline Dairyland -- 0.49% increase
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 -- 10.8% EL -- 12.4% LTEL -- 2.6% Low-Income -- 13.4% Hispanic -- 12.4% White -- 8.8% Students with Disabilities -- 18.5% [2024 CA School Dashboard]	Overall -- 9.4% EL -- 6.8% LTEL -- 8.3% Low-Income -- 11.5% Hispanic -- 7.6% White -- 13.4% Students with Disabilities -- 9.4% [2025 CA School Dashboard]	Overall -- 10% EL -- 10% LTEL: 2% Low-Income -- 10% Hispanic -- 10% White -- 8% Students with Disabilities -- 15% [2026 CA School Dashboard]	Overall -- 8.6% improvement EL -- 11.5% improvement LTEL -- 5.7% increase Low-Income -- 10.0% improvement Hispanic -- 13.1% improvement White -- 0.4% improvement Students with Disabilities -- 19.6% improvement
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%.	All students: 0.2% EL: 0.7% LTEL: 2.4% Low Income: 0.3% Hispanic: 0.4%	All students: 3.3% EL: 3.3% LTEL: 8.0% Low Income: 3.5% Hispanic: 2.5%	All students: 0%. EL: 0%. LTEL: 0% Low Income: 0%. Hispanic: 0%.	All students: 3.3% increase EL: 3.3% increase LTEL: 5.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 0% [2023 CA School Dashboard]	White: 0% Students with Disabilities: 0% [2024 CA School Dashboard]	White: 5.1% Students with Disabilities: 2.8% [2025 CA School Dashboard]	White: 0%. Students with Disabilities: 0% [2026 CA School Dashboard]	Low Income: 3.5% increase Hispanic: 2.5% increase White: 5.1% increase Students with Disabilities: 2.8% increase
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 were significantly engaged as measured by a 2024 middle school dropout rate of 0%. [2024 CALPADS Report 8.1]	Students were significantly engaged as measured by a 2025 middle school dropout rate of 0%. [2025 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]	No change
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 was measured by maintaining the expulsion rate at 0%. [2024 DataQuest]	School climate was measured by maintaining the expulsion rate at 0%. [2025 DataQuest]	School climate will be measured by maintaining the expulsion rate at 0% [2026 DataQuest].	No change
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 (4-8 grades): -89% feel welcome (connected) at their school.	Met: Reported to the Board Students who responded (4-8 grades): -82% feel welcome (connected) at their school.	Met: Reported to the Board Students who responded (4-8 grades): -87% feel welcome (connected) at their school.	Met: Reported to the Board Students who respond (4-8 grades): 95% will feel welcome	5% increase in the percentage of students who feel welcome (connected) at their school. 2% increase in the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-83% feel safe at school. -92% feel that the school is meeting their needs in ELA; -89% in math; -89% in science, STEM, and social studies; Alview parents who responded: -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. Dairyland parents who responded: -92% felt welcome (connected) 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.	-81% feel safe at school. -89% feel that the school is meeting their needs in ELA; -85% in math; -90% in science, STEM, and social studies; Alview parents who responded: -94% felt welcome (connected) at their child's school. -98% felt that their child is safe at school. -96% in ELA and 96% in Math felt that the school is meeting their child's academic needs -94% felt that STEM is an integral Science curriculum component. Dairyland parents who responded: -97% felt welcome (connected) at their child's school.	-83% feel safe at school. -92% feel that the school is meeting their needs in ELA; -91% in math; -91% in science, STEM, and social studies; Alview parents who responded: -96% felt welcome (connected) at their child's school. -94% felt that their child is safe at school. -95% in ELA and 97% in Math felt that the school is meeting their child's academic needs -95% felt that STEM is an integral Science curriculum component. Dairyland parents who responded: -96% felt welcome (connected) at their child's school.	(connected) at their school. 95% will feel safe at school. 95% will feel that the school is meeting their needs in ELA; 95% in math; 95% in science and social studies. Alview parents who respond: 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	students who feel safe at school. No change in the percentage who feel that the school is meeting their needs in ELA; 2% increase in the percentage in math; 2% increase in the percentage in science, STEM, and social studies; Alview parents who responded: No change in the percentage who felt welcome (connected) at their child's school. 3% decline in the percentage who felt that their child is safe at school. 2% decline in ELA and a 2% increase in Math in the percentages who felt that the school is meeting their child's academic needs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-95% felt that STEM is an integral Science curriculum component. [June, 2024, Local Indicators Report to the ADUSD Board]	-96% felt that their child is safe at school. -98% in ELA and 98% in Math felt that the school is meeting their child's academic needs. -96% felt that STEM is an integral Science curriculum component. [June, 2025, Local Indicators Report to the ADUSD Board]	-96% felt that their child is safe at school. -98% in ELA and 98% in Math felt that the school is meeting their child's academic needs. -91% felt that STEM is an integral Science curriculum component. [June, 2026, Local Indicators Report to the ADUSD Board]	the school is meeting their child's academic needs 97% will feel that STEM is an integral Science curriculum component. Dairyland parents who respond: 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 their child's academic needs. 95% will feel that	2% decline in the percentage who felt that STEM is an integral Science curriculum component. Dairyland parents who responded: 4% increase in the percentage who felt welcome (connected) at their child's school. 4% increase in the percentage who felt that their child is safe at school. 4% increase in ELA and a 4% increase in Math in the percentages who felt that the school is meeting their child's academic needs. 4% decline in the percentage who felt that STEM is an integral Science curriculum component.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					STEM is an integral Science curriculum component. [June, 2027 Local Indicators Report to the ADUSD Board]	
2.7	School facilities are clean and maintained in good repair as measured by the Facilities Inspection Tool and ongoing sanitization practices.	Met: Reported to the Board Both schools scored a rating of "Good" on the Facilities Inspection Tool in December 2023. [June, 2024, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board Both schools scored a rating of "Good" on the Facilities Inspection Tool in December 2024. [June, 2025, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board Both schools scored a rating of "Good" on the Facilities Inspection Tool in December 2024. [June, 2026, Local Indicators Report to the ADUSD Board]	Met: Reported to the Board Both schools will score a rating of "Good" on the Facilities Inspection Tool in December 2026. [June, 2027, Local Indicators Report to the ADUSD Board]	No change

Goal Analysis [2025-26]

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.

Actions 2.1-2.5 from 2025-26 were implemented successfully, as planned. 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 and accommodate additional classroom buildings. The "Caught Being Good" program continued to work well for character building. After-School Sports were enhanced to include a longer season and for the first time,

students participated in a week-long basketball tournament. The District was able to provide additional hours to a wellness coach whose caseload has increased throughout the year. The position has gone from 3.5 to 6 hours on a daily basis.

Action 2.6: This action was not implemented as planned, in that students demonstrated a greater need than anticipated to seek counseling and regular meetings with the Wellness Coach. As a result, the Coach's caseload was increased with more hours at the Dairyland campus and an additional work day at Alview.

Action 2.7: This action was implemented as planned. Staff will regularly reviewed attendance data for Hispanic and Low-Income students to assess if any were on track to be chronically absent. The District was successful in identifying students who were at risk, and in providing them with counseling by the wellness counselor to determine causes of the absences and possible solutions. The parents of those who appeared to be at risk were contacted, 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.

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.

2.1: \$440,000 were budgeted, and \$549,535 were spent. Two of five of the District's custodial staff members had 12-week leaves that resulted in higher than anticipated personnel costs when substitutes were hired. Also the cost for cleaning and maintenance supplies increased considerably over the prior year.

2.6: \$45,000 were budgeted, and \$52,326 were spent. The District's Wellness Coach had a considerable increase to her caseload with resulted in more hours at the Dairyland campus and an additional work day at Alview.

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

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 2026 survey responses with regard to clean, safe, welcoming, and well-maintained schools. At Alview School, 96% of parents felt welcome, 94% responded that their children were safe at school, and 99% responded that the school is clean and well-maintained. At Dairyland, 96% of parents felt welcome, 96% felt that their children were safe at school, and 99% felt the school is clean and well-maintained. 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 2.5:

The character education and positive behavior rewards were effective in contributing to student engagement at Alview school, but have been ineffective at Dairyland. While Alview has maintained a 0% suspension rates on the 2025 California School Dashboard, the Dairyland rate increased to 6.2%, resulting in a District rate of 3.3%, and placement in the Red performance level on the California School Dashboard. The

Low-Income, English Learner, and LTEL student groups were all also in the Red performance level. There continued to be no expulsions and or drop-outs in 2025-26. In the Spring, 2026, student survey responses 86.5% feel welcome (connected) at their school, and 83.4% feel safe at school. In addition, based on consultation with the MCSOS SELPA Director, the positive behavior supports of "Caught Being Good Tickets" and "Project Wisdom" daily quotes have contributed to an improvement in behavior trends for Students with Disabilities.

Action 2.4:

The after-school sports program was effective in lowering Chronic Absenteeism rates for English Learners (5.6% decline over year, 11.5% decline over baseline) and Low-Income students (1.9% decline over year, 10.0% decline over baseline). There was a significantly lower rate for Low-Income students and English Learners at Dairyland School (8.2%, 5.8%, respectively) than at the District level (11.5%, 6.8%), as upper grade students made sure to attend to be eligible for sports. Over 70% 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 at partner meetings verbalized their support of a stronger PE program and expressed the value their students glean from competitive school sports. In the Spring, 2026, student survey responses, 86.5% feel welcome (connected) at their school, a high rate that also confirms the effectiveness of this action.

Action 2.6:

The metrics used to monitor this action show that the addition of the Wellness Coach was somewhat effective. Overall Chronic Absenteeism rates improved again in the 2025 Dashboard to 9.4%, at the Green performance level. All student groups also improved, with the exception of White students and LTELs. Rates for English Learners were lower (5.6% decline over year, 11.5% decline over baseline), as were those for Low-Income students (1.9% decline over year, 10.0% decline over baseline). As noted above, students' feelings of school connectedness were sustained at high percentages. The effectiveness of the action was mitigated by the District suspension rates on the 2025 California School Dashboard, which increased to 3.3%, and placement in the Red performance level on the California School Dashboard. The Low-Income, English Learner, and LTEL student groups were all also in the Red performance level.

Actions 2.7:

Overall Chronic Absenteeism rates improved again in the 2025 Dashboard to 9.4%, at the Green performance level. All student groups also improved, with the exception of White students and LTELs. Rates for English Learners were lower (5.6% decline over year, 11.5% decline over baseline), as were those for Low-Income students (1.9% decline over year, 10.0% decline over baseline), demonstrating the effectiveness of this action.

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.

Metric 2.6: "Target for Year 3 Outcome" column had lost data between 2024 and 2025. The column has been revised to include those deleted data.

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.

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.	\$540,000.00	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.	\$270,000.00	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
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.	\$55,000.00	Yes
2.7	Required Action: Reduce Chronic Absenteeism Rates	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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	for Low-Income and Hispanic Students.	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. 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. In addition, student attendance incentive programs will be implemented at both campuses to reward both classrooms and individual students for perfect attendance. These incentives have been suggested by students and do not required any expenditures. They include "Crazy Days" (hats, shirts, etc.), extra recess time, and preferred lunchtime and seating.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parents, families, 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 96% of parents responding to surveys indicated that they feel welcome at their child's school. In the areas of school safety and caring, over 97.5% of respondents felt the District's teachers cared for their children. 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]	In 2025, meeting averages were at 85% for SSC, 75% for PTC and 95% for PAC. [2025 Local Data]	In 2026, meeting averages were at 92% for SSC, 70% for PTC members and 92% for PAC. [2026 Local Data]	Participation in SSC, PTC, PAC and LCAP Committees will increase by 50% over the baseline attendance rates. [2027 Local Data]	Meeting averages increased 12% for SSC and 2% for PAC, and declined 5% for PTC.
3.2	DELAC Committee Attendance	95% attendance. [2024 Local Data]	95% attendance. (2025 Local Data)	90% attendance. (2026 Local Data)	DELAC meetings will be held with 95% attendance. [2027 Local Data]	5% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent Participation at School Events and Assemblies	83% of Alview parents participated in awards assemblies from September-June. 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. [2024 Local Data]	85% of Alview parents participated in awards assemblies from September-June. 100% of parents attended kindergarten and 8th grade graduation ceremonies, 90% of Alview parents and 80% of Dairyland parents were in attendance for holiday performances. [2025 Local Data]	92% of Alview parents participated in awards assemblies from September-June. 100% of parents attended kindergarten and 8th grade graduation ceremonies, 95% of Alview parents and 75% of Dairyland parents were in attendance for holiday performances. [2026 Local Data]	90% of Alview parents will participate in awards assemblies from September-June. 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. [2027 Local Data]	9% increase of Alview parents participating in awards assemblies from September-June. No change (100%) of parents attended kindergarten and 8th grade graduation ceremonies, 5% increase of Alview parents and 3% decrease of Dairyland parents in attendance for holiday performances.
3.4	School Climate Survey	100% of District families returned School Climate Surveys in April of 2024. [2024 Local Data]	98 Surveys were turned in for Alview Parents and 110 for Dairyland. (There are 185 students at Alview; 216 at Dairyland) A definite response rate is difficult to measure since some parents completed surveys for	117 Surveys were turned in for Alview Parents and 123 for Dairyland. (There are 192 students at Alview; 208 at Dairyland) A definite response rate is difficult to measure since some parents completed surveys for multiple students	95% of parents will complete and return School Climate Surveys 95% of Alview School parents felt welcome at school 95% of Dairyland School parents felt welcome at school 95% of Alview parents felt that	2% increase of Alview School parents who felt welcome at school No change (97%) of Dairyland School parents who felt welcome at school No change (92%) of Alview parents who felt that "the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			multiple students in each family. 94% of Alview School parents felt welcome at school 97% of Dairyland School parents felt welcome at school 92% of Alview parents felt that "the school keep[s] you well-informed of your student's academic progress, school rules and policies." 87% of Dairyland parents felt that "the school keep[s] you well-informed of your student's academic progress, school rules and policies." (2025 Local Data)	in each family. The District has a total of 168 families. 96% of Alview School parents felt welcome at school 97% of Dairyland School parents felt welcome at school 92% of Alview parents felt that "the school keep[s] you well-informed of your student's academic progress, school rules and policies." 93% of Dairyland parents felt that "the school keep[s] you well-informed of your student's academic progress, school rules and policies." (2026 Local Data)	"the school keep[s] you well-informed of your student's academic progress, school rules and policies." 95% of Dairyland parents felt that "the school keep[s] you well-informed of your student's academic progress, school rules and policies." [2027 Local Data]	school keep[s] you well-informed of your student's academic progress, school rules and policies." 6% increase of Dairyland parents felt that "the school keep[s] you well-informed of your student's academic progress, school rules and policies."
3.5	Participation in Adult English Classes	On average, 12 parents attended weekly ELD classes throughout the 2023- 24 school year. [2024 Local Data]	On average, 10-15 parents attended weekly ELD classes throughout the 2024-25 school year.	On average, 10-12 parents attended weekly ELD classes throughout the 2025-26 school year.	At least 25 parents will participate in Adult ELD Evening Classes. [2027 Local Data]	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2025 Local Data)	(2026 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]	100% of parents and teachers utilized ClassDojo as a communication tool (2025 Local Data)	100% of parents and teachers utilized ClassDojo as a communication tool (2026 Local Data)	98% of parents and 100% of teachers will utilize ClassDojo as a means of school-parent-teacher communication. [2027 Local Data]	2% increase of parents and no change (100%) in teachers utilized ClassDojo as a communication tool
3.7	Parent participation in Annual Conferences	99.7% of parents participated in conferences in the fall of 2023. [2024 Local Data]	100% of parents participated in conferences in the fall of 2024. [2025 Local Data]	99.5% of parents participated in conferences in the fall of 2025. [2026 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]	0.3% increase (100%) of parents participated in conferences in the fall of 2025.

Goal Analysis [2025-26]

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.

With the exception of Action 3.3, all of the actions in Goal #3 were implemented as planned.

Action 3.1: All of the activities in 3.1 were held, beginning with the Back to School Barbecue during which approximately 560 parents/students were in attendance. Fall conferences had 99.5% attendance and Parent-Teacher Club quarterly attendance remained at the high levels. In 2025-26, monthly Alview "Library Club" assemblies were very well-attended.

Action 3.2: The annual parent survey to solicit input on communication, climate, and conditions at both schools was conducted in Spring of 2026.

Action 3.4: Parents who requested them were provided computer programs for home use, for acquiring English language skills and mastery. English Language Development (ELD) classes were offered to parents on a weekly basis

Action 3.5: On March 11th, the District's Informational Night hosted a presentation on internet safety from the Madera County Sheriff's Department and provided an opportunity for LCAP input; 30 parents were in attendance.

Action 3.3: This action was not implemented as planned; with regard to babysitting for Parent ESL classes and meetings, ADUSD was able to utilize high school volunteers instead of District 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.

There were no material differences.

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

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.

Actions 3.1, 3.2, and 3.3 were effective, as shown by the associated metrics: 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. Additionally, due to actions principally directed to reach EL parents as part of that action, DELAC meetings were held with 90% attendance. Parent survey data collected in Spring, 2026, reflected that 96% of Alview School parents felt welcome at school, a result equal to the same percentage of parents who felt welcome at Dairyland. In response to the question if "the school keep you well-informed of your student's academic progress, school rules and policies," 92% of Alview parents and 93% of Dairyland parents strongly agreed or agreed. At the Fall parent-teacher conference week, both schools had a 99.5% attendance rate. This number is indicative of the degree of parent support that affords the District the opportunity for communication and collaboration with families.

An average of ten to twelve parents attended weekly ELD classes this school year, showing that Action 3.4, specifically, has been effective.

100% of parents and 100% of teachers utilized ClassDojo as a communication tool.

With 30 parents attending to learn how they can keep their children safe and better monitor their internet activity, this action was effective as well.

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.

Action 3.1 wording was revised for clarity.

Action 3.6 was added to the LCAP.

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.

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: • 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	\$1,500.00	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.	\$1,000.00	Yes
3.4	ELD and English Language Acquisition Support for Parents	Provide computer programs for English language acquisition and mastery for home use. Offer English Language Development (ELD) classes for parents on a weekly basis. Associated cost is for materials and paraprofessional support.	\$2,900.00	Yes
3.5	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. The District will explicitly invite and encourage the participation of parents of Low-Income students, parents of English Learners and Foster Youth, and parents of Students with Disabilities.	\$1,000.00	No
3.6	Parents' and Families' Mental Health Resources.	The District will contract with the Cook Center to provide parent and family resources and coaching to extend mental health supports at home.	\$14,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$997,618.00	\$90,629.00

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
21.912%	0.000%	\$0.00	21.912%

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	Action: Improved Use of Technology Need: On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Achievement in that subject area remained one of the highest in	The District will Improve the use of technology in instruction by: a. Maintaining a one-to-two student/device ratio in all grade levels b. Retaining services of the full-time technology support person c. Purchase servers and new teacher desktop equipment to support E-boards and student technology use.	• 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
	Madera County. Low-Income students, English Learners, and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, and Low-Income students improved by double digits. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Despite these declines in average Distance from Standard, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners and Low-Income students improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as both groups have shown great progress in increasing the numbers meeting or exceeding the state's standards. Results were	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 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 and the ELPI as metrics to measure its effectiveness. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• 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
	not reported for LTEL due to small numbers in the cohort who were assessed. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring "Below Standard" in Problem Solving/Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below standard result in the average "Distance from Standard" declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning.		

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
	The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. 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 to continue the action that has resulted in the many improvements described above. Despite increases in Distance from Standard and Meeting/Exceeding Standard scores in ELA, as evidenced by the latest state assessments, English Learners', LTELs', and Low-Income students' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results. The data show that Low-Income students and English Learners are making academic growth, and the action needs to continue in order to build on that success. Additionally, ADUSD English Learners and Low-Income students need to have access to online technology. Past efforts have enabled students to use school-issued devices at home and at school. A survey of local conditions indicated that EL and Low-Income students continue to need District-issued hotspots for internet connectivity. With this amount of		

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
	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. A survey of staff and local conditions demonstrated that teachers need access to improved technology in order to ensure they make the most effective use of technology to promote students' learning. Scope: LEA-wide		
1.4	Action: Library Books and Materials Need: On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Achievement in that subject area remained one of the highest in Madera County. Low-Income students, English Learners, and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, and Low-Income students improved by double digits.	The District will continue the replacement and increase the number of library books, including current titles, to support students in improving literacy. 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	• 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

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
	Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Despite these declines in average Distance from Standard, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners and Low-Income students improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as both groups have shown great progress in increasing the numbers meeting or exceeding the state's standards. Results were not reported for LTEL due to small numbers in the cohort who were assessed. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded	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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	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
	other groups and narrowed the gap with Overall results. The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring "Below Standard" in Problem Solving/Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below standard result in the average "Distance from Standard" declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. 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		

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
	foremost is the need to continue the action that has resulted in the many improvements described above. Despite increases in Distance from Standard and Meeting/Exceeding Standard scores in ELA, as evidenced by the latest state assessments, English Learners', LTELs', and Low-Income students' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results. There continues to be clear is for the District to offer updated and relevant library books for our English Learners. 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. The data show that Low-Income students and English Learners are making academic growth, and the action needs to continue in order to build on that success. 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. Scope:		

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
	LEA-wide		
1.6	Action: Additional Paraprofessional Support (Dairyland) Need: On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Achievement in that subject area remained one of the highest in Madera County. Low-Income students, English Learners, and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, and Low-Income students improved by double digits. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Despite these declines in average Distance from Standard, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year.	The District will provide two Paraprofessionals at Dairyland to facilitate push-in instructional support for Low-Income students, Foster Youth, and English Learners. 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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.	• 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
	The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners and Low-Income students improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as both groups have shown great progress in increasing the numbers meeting or exceeding the state's standards. Results were not reported for LTEL due to small numbers in the cohort who were assessed. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring "Below Standard" in Problem Solving/Modeling/Data Analysis and in Communicating		

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
	Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below standard result in the average “Distance from Standard” declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. 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. Despite increases in Distance from Standard and Meeting/Exceeding Standard scores in ELA, as evidenced by the latest state assessments, English Learners', LTELs', and Low-Income students' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results. These data demonstrate the need to continue the action that has resulted in the many improvements described above.		

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: Schoolwide		
1.7	Action: Build Background Knowledge for Increased Learning Need: On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Achievement in that subject area remained one of the highest in Madera County. Low-Income students, English Learners, and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, and Low-Income students improved by double digits. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Despite these declines in average Distance from Standard, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but	The District will build background knowledge to increase learning and provide experiences that enhance connections to the school community and promote a positive school climate by: a. Providing three (3) educational assemblies per site. b. Providing field trips for all grade levels. c. Providing funds to help send 6th graders to Outdoor Education 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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	• 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
	Low-Income students and English Learners averaged below the baseline year. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners and Low-Income students improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as both groups have shown great progress in increasing the numbers meeting or exceeding the state's standards. Results were not reported for LTEL due to small numbers in the cohort who were assessed. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners		

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	scoring “Below Standard” in Problem Solving/Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below standard result in the average “Distance from Standard” declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. 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. Despite increases in Distance from Standard and Meeting/Exceeding Standard scores in ELA, as evidenced by the latest state assessments, English Learners', LTELs', and Low-Income students' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results. These data demonstrate the need to continue the		

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	action that has resulted in the many improvements described above. The results in English language acquisition progress that more than half of our English Learners are not making adequate progress indicate a continuing need to build background knowledge to increase learning and provide experiences that enhance connections to the school community and build on the success we saw from the most recent assessment data. 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. Scope: LEA-wide		
1.8	Action: Maintain Low Class Sizes Need: On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Achievement in that subject area remained one of the highest in Madera County. Low-Income students, English Learners, and Long-Term English Learners (LTEL) all improved from 2024,	The District will add an additional teacher for a total of two in order to maintain lower class sizes for grades 4-8. 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 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.	• 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

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
	closing achievement gaps in comparison to Overall results. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, and Low-Income students improved by double digits. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Despite these declines in average Distance from Standard, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners and Low-Income students improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as both groups have shown great progress in increasing the numbers meeting or exceeding the state's standards. Results were not reported for LTEL due to small numbers in the cohort who were assessed. Math results in meeting/exceeding standard were similar to those in distance from	Acceleration from targeted interventions has had the expected increases learning outcomes for Low-Income students who are struggling. We also believe that, with continued implementation of smaller class sizes, we will see the results for English Learners and LTEL. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis to 4-6 and 7th-8th graders.	Meeting/Exceeding Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California School Dashboard: English Learner Progress Indicator

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	standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring "Below Standard" in Problem Solving/Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below standard result in the average "Distance from Standard" declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This		

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	action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. 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 to continue the action of providing low adult-to-student ratios to facilitate interventions and small group instruction for Low-Income students that has resulted in the many improvements described above. Despite increases in Distance from Standard and Meeting/Exceeding Standard scores in ELA, as evidenced by the latest state assessments, English Learners', LTELs', and Low-Income students' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results, indicating the need for continued individual attention. Scope: Schoolwide		
1.9	Action: Small-Group Intervention Need: On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5	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. This action is expected to increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because the	• California School Dashboard: ELA Students' Growth in Distance from Standard • California School Dashboard: Math Students' Growth

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	points from the prior year. Achievement in that subject area remained one of the highest in Madera County. Low-Income students, English Learners, and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, and Low-Income students improved by double digits. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Despite these declines in average Distance from Standard, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners and Low-Income students improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as both groups have shown great progress in increasing the numbers meeting or	intervention teacher will target interventions for students based on formative assessment data that 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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.	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
	exceeding the state's standards. Results were not reported for LTEL due to small numbers in the cohort who were assessed. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring "Below Standard" in Problem Solving/Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below standard result in the average "Distance from Standard" declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem		

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	Solving/Modeling/Data Analysis and in Communicating Reasoning. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. 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 to continue the action that has resulted in the many improvements described above. Despite increases in Distance from Standard and Meeting/Exceeding Standard scores in ELA, as evidenced by the latest state assessments, English Learners', LTELs', and Low-Income students' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results. The Distance from Standard results for Low-Income students and English Learners in ELA , and the math results for Low-income students demonstrate the effectiveness of this action and the need for a dedicated 4-6 grades intervention teacher to build on that success. Scope:		

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1.10	Action: Professional Development Need: On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Achievement in that subject area remained one of the highest in Madera County. Low-Income students, English Learners, and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, and Low-Income students improved by double digits. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Despite these declines in average Distance from Standard, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners and Low-	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 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. Additional Educator Effectiveness funds will be used to provide increased professional development for teachers in ELD instruction. 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.	• 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
	Income students improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as both groups have shown great progress in increasing the numbers meeting or exceeding the state's standards. Results were not reported for LTEL due to small numbers in the cohort who were assessed. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring "Below Standard" in Problem Solving/Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase	In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	

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	in percentages below standard result in the average “Distance from Standard” declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. 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 to continue the action that has resulted in the many improvements described above. Additionally, our local experience has demonstrated a direct connection between student engagement and standards mastery, so 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. Despite increases in Distance from Standard and Meeting/ Exceeding Standard scores in		

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	ELA, as evidenced by the latest state assessments, English Learners' and LTELs' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results, making it apparent that professional development focused on the unique need of English Learners should be continued. Scope: LEA-wide		
1.12	Action: After-School STEM Need: The California Science Assessment data show Overall results improved from the prior year, as did those for all student groups, with the exception of White students. English Learners closed the inequality in results by improving at a greater rate than the Overall cohort. Not shown on the table is that only 5% of students scored at the lowest level ("standard not met") on the most recent assessment; 53% of 5th graders and 69% of eighth graders were at the "standard nearly met" level. In comparing baseline to most recent performance, the table shows all groups, except White students, improving. These results confirm the positive impact of the after-school STEM program. On the Dashboard Science "points", currently provided for informational purposes only, the District performance was in the Green (High)	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 Alview. 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.	• California School Dashboard: Math Students' Growth in Distance from Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California Science Test

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	level, additional confirmation that the STEM-related actions are supporting increased learning for students. While science assessment scores show progress, math results showed some need to continue extra math supports. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. The 2025 SBAC Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring “Below Standard” in Problem Solving/ Modeling/Data Analysis increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below standard result in the average “Distance from Standard” declining or remaining close to the baseline. These results	In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	

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	confirm the need to continue to provide After-School STEM 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 with focus on those who are struggling the most with Problem Solving/ Modeling/Data Analysis. The 2025 survey showed that 93% of Parent Educational Partners indicated that the District's STEM program has been a valuable addition to the science curriculum, and 81% indicated that they would like to see more opportunities for STEM, arts, and sports. Scope: LEA-wide		
1.13	Action: High-Quality STEM Instruction Need: The California Science Assessment data show Overall results improved from the prior year, as did those for all student groups, with the exception of White students. English Learners closed the inequality in results by improving at a greater rate than the Overall cohort. In comparing baseline to most recent performance, the table shows all groups, except White students, improving. These	The District will continue 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. 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	• California School Dashboard: Math Students' Growth in Distance from Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California Science Test

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	results confirm the positive impact of the after-school STEM program. On the Dashboard Science "points", currently provided for informational purposes only, the District performance was in the Green (High) level, additional confirmation that the STEM-related actions are supporting increased learning for students. While science assessment scores show progress, math results showed some need to continue extra math supports, showing declines for English Learners and for Low-Income students. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. The 2025 SBAC Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. 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 to continue the action that has resulted in the science assessment	allow teachers to provide more targeted instruction and support in that curricular area, with the 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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	

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	improvements described above. These results confirm the need to continue to provide high-quality STEM instruction by contracting with the Community Science Workshop Network for continuing regular school hours STEM curriculum and instruction. The Math scores that reflect gaps between those student groups and Overall results demonstrate the need to provide high-quality STEM instruction that has Math as an integral part of problem-solving and skill-building. The 2025 survey showed that 93% of Parent Educational Partners indicated that the District's STEM program has been a valuable addition to the science curriculum, and 81% indicated that they would like to see more opportunities for STEM, arts, and sports. Scope: LEA-wide		
1.14	Action: Retain Highly-Qualified Teachers Need: On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Low-Income students, English Learners, and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. The Dashboard	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). 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	• 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

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	growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, and Low-Income students improved by double digits. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners and Low-Income students improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as both groups have shown great progress in increasing the numbers meeting or exceeding the state's standards. Results were not reported for LTEL due to small numbers in the cohort who were assessed. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and	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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	Meeting/Exceeding Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California School Dashboard: English Learner Progress Indicator

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	English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. The academic data continue to create insight on the importance of several factors to support the needs of English Learners and Low-Income student groups. First and foremost is the need to continue actions that have resulted in the many improvements described above. The data show that Low-Income students and English Learners are making academic growth, and the action needs to continue in order to build on that success. Additionally, despite increases in Distance from Standard and Meeting/Exceeding Standard scores in ELA, as evidenced by the latest state assessments, English Learners', LTELs', and Low-Income students' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results. It is our experience that maintaining a high-quality, stable instructional staff that learns and builds on prior learning, become increasingly self-efficacious, and that		

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
	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. The instruction, assessment, and support provided by our staff will enhance the demonstrated progress of our English Learners, LTELs, and Low-Income students. Scope: LEA-wide		
1.15	Action: Supplemental Materials Need: Based on the most recent assessment of local conditions, 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. On the 2025 California School Dashboard, the District's Low-Income students improved from 2024, closing achievement gaps in comparison to Overall results. In comparing 2025 Dashboard results to baseline levels, we saw that Low-Income students improved by double digits. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for Low-Income students improved from the 2024 results. In comparing the 2025 results to the baseline year, Low-Income students have shown great progress in	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. 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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	• 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

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
	increasing the numbers meeting or exceeding the state's standards. Math results on the 2025 Dashboard showed a decline of 2.6 points for Low-Income students. Comparing the most recent Math results to the baseline, Low-Income students averaged below the baseline year. Math results in meeting/exceeding standard were similar to those in distance from standard. Math results for 2025 are more positive when compared to the baseline year, with Low-Income students showing improvement. These data show that Low-Income students are making academic growth, though inequalities in results between them and the Overall groups results still exist. This action needs to continue to build on the success seen so far and improve academic results for our Low-Income students. Scope: LEA-wide		
1.16	Action: Attendance Incentive Need: On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Low-Income students, English Learners, and Long-Term English Learners (LTEL) all improved from	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. 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 time. Having that staff in the classrooms as much	• California School Dashboard: ELA Students' Growth in Distance from Standard • California School Dashboard: Math Students' Growth in Distance from Standard • ELA: Students' Growth in

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	2024, closing achievement gaps in comparison to Overall results. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, and Low-Income students improved by double digits. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners and Low-Income students improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as both groups have shown great progress in increasing the numbers meeting or exceeding the state's standards. Results were not reported for LTEL due to small numbers in the cohort who were assessed. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when	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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	Percentage Meeting/Exceeding Standard • Math: Students' Growth in Percentage Meeting/Exceeding Standard • California School Dashboard: English Learner Progress Indicator

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	compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. The academic data show that Low-Income students and English Learners are making academic growth, and the action needs to continue in order to build on that success. Additionally, the 2025 Dashboard results in Math for Low-Income students and English Learners show remaining inequalities in outcomes when compared to Overall results, and the need to maintain the attendance of an experienced instructional staff. Scope: LEA-wide		
1.17	Action: Increase Instructional Time to Mitigate Learning Loss Need:	The District will provide after-school tutoring three days per week. The District will also provide transportation so students have access to safe, reliable means of traveling from tutoring to home.	California School Dashboard: ELA Students' Growth in Distance from Standard

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	On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Achievement in that subject area remained one of the highest in Madera County. Low-Income students, English Learners, and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. The Dashboard growth report shows that 70.5% of students improved their score from the prior year. In comparing 2025 Dashboard results to baseline levels, we saw that all groups improved. English Learners, LTEL, and Low-Income students improved by double digits. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Despite these declines in average Distance from Standard, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners and Low-Income students improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline	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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	• 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
	year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as both groups have shown great progress in increasing the numbers meeting or exceeding the state's standards. Results were not reported for LTEL due to small numbers in the cohort who were assessed. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring "Below Standard" in Problem Solving/Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below standard result in the average "Distance from Standard" declining or remaining close to the baseline. These results confirm the need to continue to provide Math		

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	supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. 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. While there needs to be a continued focus on language development and math skills for English Learners, those data indicate that providing after school tutoring has had a very positive impact on the academic performance for Low-Income students in ELA and math, and for ELs in ELA, and that the action needs to be continued. A survey of local conditions has also shown that families of Low-Income students and English Learners were more likely to face problems if it were necessary to provide transportation for their children from after school activities. This situation created a potential hurdle for those children to participate in after school tutoring. Providing transportation will ensure that any Low-Income student or English Learner who wishes to		

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	attend will have access because they do not have to depend upon an uncertain ride. Scope: LEA-wide		
1.18	Action: Math Support Program Need: Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners and 2.6 points for Low-Income students. Despite these declines in average Distance from Standard, the Dashboard growth report shows that 70.0% of students improved their score from the prior year. Comparing the most recent Math results to the baseline, results were improved for LTEL students, but Low-Income students and English Learners averaged below the baseline year. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are more positive when compared to the baseline year, with the Overall group, Low-Income students, and English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The Meeting or Exceeding" percentages only includes those who scored at standard or	The District will continue 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. 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 improved academic performance as reflected in the state's math assessment. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	• 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
	above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of Low-Income students and English Learners scoring "Below Standard" in Problem Solving/Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below standard result in the average "Distance from Standard" declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for Low-Income students and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning. These data also indicate 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. Scope: LEA-wide		
1.20	Action: Support Science Standards Learning Need: The California Science Assessment data show Overall results improved from the prior year, as did those for all student groups, with the	The District will purchase supplementary science materials to support increased student mastery of grade level Next Generation Science Standards. This action is expected to increase outcomes for Low-Income students, English Learners, and Foster Youth in science. Supplemental materials	- California Science Test

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	exception of White students. English Learners closed the inequality in results by improving at a greater rate than the Overall cohort. In comparing baseline to most recent performance, the table shows all groups, except White students, improving. These results confirm the positive impact of the supplementary materials ot support science learning. On the Dashboard Science "points", currently provided for informational purposes only, the District performance was in the Green (High) level, additional confirmation that the science-related actions are supporting increased learning for students. While Overall results were in the Green, results for Low-Income students and English Learners were at the Yellow performance level. Though these results confirm the positive impact of this action, inequalities in results continue to exist 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 supplementary science materials to support increased student mastery of grade level Next Generation Science Standards. Scope: LEA-wide	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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.	
1.21	Action: Focus on Early Support	This action is expected to significantly increase academic outcomes for Early Learning Low-	TK Standards Mastery rates for EL, Low Income

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	Need: The "Distance from Standard" and "Meeting or Exceeding Standard" academic data continue to create insight on the importance of several factors to support the needs of English Learners and Low-Income student groups. First and foremost is the need to continue actions to provide students with more individual attention as in Actions 1.5, 1.6, 1.8, 1.9, and 1.17 that have resulted in the many improvements cited in the Reflections section. Despite increases in Distance from Standard and Meeting/Exceeding Standard scores in ELA, as evidenced by the latest state assessments, English Learners' and Low-Income students' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results. It is the experience of District staff that early support and broad experiences are powerful tools in preparing students for success in the following grades. Additionally, a survey of local conditions indicated that most of our entering Low-Income students and English Learners had less access to learning activities at home, and more limited exposure to vocabulary. These Dashboard results in ELA, Math, and ELD development progress show clear evidence that there is a continued need for low adult-to-student ratios to facilitate small group learning experiences, instruction, and	Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math, ELA, and English language development. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an school-wide basis.	and Foster Youth as measured by local assessment data.

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
	support for English Learners and Low-Income students. Scope: Schoolwide		
2.4	Action: After-School Sports Program Need: The after-school sports program was effective in lowering Chronic Absenteeism rates for English Learners (5.6% decline over year, 11.5% decline over baseline) and Low-Income students (1.9% decline over year, 10.0% decline over baseline). There was a significantly lower rate for Low-Income students and English Learners at Dairyland School (8.2%, 5.8%, respectively) than at the District level (11.5%, 6.8%), as upper grade students made sure to attend to be eligible for sports. Over 70% 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 at partner meetings verbalized their support of a stronger PE program and expressed the value their students glean from competitive school sports.	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. 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. 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	• California School Dashboard: Chronic Absenteeism Rate • Student Survey: Feelings of School Connectedness

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	In the Spring, 2026, student survey responses, 86.5% feel welcome (connected) at their school, a high rate that also confirms the effectiveness of this action. 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. Scope: Schoolwide	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. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.	
2.6	Action: Support Students' Social-Emotional Needs Need: The metrics used to monitor this action show that the addition of the Wellness Coach was somewhat effective. In the first year of implementing a Wellness Coach position, the Overall Chronic Absenteeism rates improved again in the 2025 Dashboard to 9.4%, at the Green performance level. All student groups also improved, with the exception of White students and LTELs. Rates for English Learners were lower (5.6% decline over year, 11.5% decline over baseline), as were those for Low-Income	Provide a Part-Time Wellness Coach to meet with students on a weekly basis to promote mental health and wellness. We believe that providing the social-emotional and health supports of a Wellness Coach will lower suspension rates for Low-Income students and English Learners, 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.	• 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
	students (1.9% decline over year, 10.0% decline over baseline). As noted above, students' feelings of school connectedness were sustained at high percentages. The effectiveness of the action was mitigated by the District suspension rates on the 2025 California School Dashboard, which increased to 3.3%, and placement in the Red performance level on the California School Dashboard. The Low-Income, English Learner, and LTEL student groups were all also in the Red performance level, indicating a continuing need to provide the social-emotional supports that are available through interactions with the Wellness Coach. Scope: LEA-wide	In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	
3.3	Action: Offer Incentives and Eliminate Barriers to Parent Engagement 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 District will provide babysitting for ELD classes and other parent advisory meetings to promote participation by Low-Income parents, parents of English Learners, and parents of Foster Youth. The success of the District's parent engagement efforts are evidence of the efficacy of this action and why it should be continued. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	• 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
	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 2024-25 school year. 95.5% of parents responding to the District's Spring, 2025, survey agreed that they feel welcome at their child's school. Scope: LEA-wide		
3.6	Action: Parents' and Families' Mental Health Resources. Need: In conversation with the Superintendent, parents have consistently raised the need of mental health resources that can be applied at home to support students' and families mental health awareness. Several parents have talked to teachers about their need for guidance and support. Most of those conversations took place during parent-teacher conferences. Well over half of the parents of the parents who have approached the Superintendent, other administration staff, and the teachers represent families of Low-Income students and/or English Learners. These conversations have made it clear that parents need help in order to address their children's social-emotional needs at home and	The District will contract with the Cook Center to provide parent and family resources and coaching to extend mental health supports at home. This action is expected to provide parents of Low-Income students and English Learners the resources and tools they need to help their children at home, so social-emotional support does not end at the school doors. We believe that parents will respond positively to the increased support. Additionally, we believe that this will increase students' feelings of school connectedness, as they experience the connection of their school's social-emotional supports with those at home. In order to maximize its impact in improving the mental and emotional well-being for all students, this action is being provided on a Districtwide basis.	• School Climate Survey: Students' Feelings of School Connectedness. • Educational Partner Feedback -- The District will include a question on the annual survey for families to confirm that the Cook Center resources and coaching is having a positive impact on students at home.

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	build on the work the District is doing to support the students. Scope: LEA-wide		

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	Action: Supports for English Learners Need: On the 2025 California School Dashboard, the District's students again demonstrated overall academic achievement in the Green, or "High" performance level in ELA, improving by 2.5 points from the prior year. Achievement in that subject area remained one of the highest in Madera County. English Learners and Long-Term English Learners (LTEL) all improved from 2024, closing achievement gaps in comparison to Overall results. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and LTEL improved by double digits. Math results on the 2025 Dashboard showed declines of 1.9 points for English Learners.	Provide two Paraprofessionals at Alview to provide reading support for the District's English Learner students. This action will provide extra supports 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.	• 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:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Comparing the most recent Math results to the baseline, results were improved for LTEL students, but English Learners averaged below the baseline year. The 2025 SBAC ELA data showed that the percentages of students meeting/exceeding standard for English Learners improved from the 2024 results. English Learners progressed in closing the achievement gap in that subject matter. In comparing the 2025 results to the baseline year, it is evident that our efforts in improving teaching and learning in ELA are being successful, as English Learners showed great progress in increasing the percentages meeting or exceeding the state's standards. Results were not reported for LTEL due to small numbers in the cohort who were assessed. Math results in meeting/exceeding standard were similar to those in distance from standard, with the exception of English Learners, who showed significant progress. Math results for 2025 are also positive when compared to the baseline year, with English Learners showing improvement. The increase for English Learners meeting/exceeding standard far exceeded other groups and narrowed the gap with Overall results. The Meeting or Exceeding" percentages only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Looking at the SBAC Math area reports, we see that the percentages of English Learners scoring "Below Standard" in		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
	Problem Solving/ Modeling/Data Analysis and in Communicating Reasoning increased from 2023 (baseline) to 2025. While the percentages scoring higher have increased from the baseline, the increase in percentages below standard result in the average “Distance from Standard” declining or remaining close to the baseline. These results confirm the need to continue to provide Math supports for and English Learners with focus on those who are struggling the most with Problem Solving/Modeling/Data Analysis and in Communicating Reasoning. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement of 10.3% to 46.3%, close to the baseline year percentage. This action has had an impact on improving the ELPI for LTELs, as their rate of language acquisition increased from 30.6% in 2024 to 68.2% in 2025. The academic data continue to create insight on the importance of several other factors to support the needs of our English Learner student group. First and foremost is the need to continue the action that has resulted in the many improvements described above. Despite increases in Distance from Standard and Meeting/Exceeding Standard scores in ELA, as evidenced by the latest state assessments, English Learners' and LTELs' scores are lower than Overall results, with significant inequalities. Math scores reflect the same gaps between those student groups and Overall results, evidence that that there is a		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	continued need for low adult-to-student ratios to facilitate interventions and small group instruction for English Learners, and provide further scaffolding for our English Learners and LTEL in order to reach standard or higher through differentiated, individualized extra support sin classroom by paraprofessionals. Scope: Limited to Unduplicated Student Group(s)		
1.19	Action: Support for Long-Term English Learners (LTEL) Need: The 2025 Dashboard results show evidence that this action was effective for Long-Term English Learners (LTEL) in ELA and Math, producing gains in "Distance from Standard" of 21.2 points and 4.2 points, respectively. "Meeting or Exceeding Standard" results were not published for LTEL due to the small size of the cohort. The 2025 Dashboard measure of English Learners' rate of language acquisition (ELPI) showed an improvement for Long-Term english Learners of 37.6% to 68.2% in 2025. \ The number of LTEL students declined from 10 in 2024-25 to 8 in 2025-26. Despite the gains in ELA and Math reflected on the Dashboard, there are still significant inequalities in results in both areas when comparing LTEL to Overall scores, indicating a need to continue to provide the small group	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. 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.	• 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	instruction and intervention that has been successful. Scope: Limited to Unduplicated Student Group(s)		
3.4	Action: ELD and English Language Acquisition Support for Parents 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. Scope: Limited to Unduplicated Student Group(s)	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. Parents who learn English are more adept in communications with school personnel and better able to support their students academically. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a Districtwide basis.	- Participation in Adult English Classes

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. (Action 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

2026-27 Total Planned 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	\$4,552,810.00	997,618.00	21.912%	0.000%	21.912%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,691,486.00	\$195,000.00	\$0.00	\$0.00	\$3,886,486.00	\$3,413,586.00	\$472,900.00

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	\$1,725,586.00	\$0.00	\$1,725,586.00				\$1,725,586.00	
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	\$99,000.00	\$26,000.00	\$125,000.00				\$125,000.00	
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	\$82,000.00	\$0.00	\$82,000.00				\$82,000.00	
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	\$82,000.00	\$0.00	\$82,000.00				\$82,000.00	
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	\$52,000.00	\$52,000.00				\$52,000.00	
1	1.8	Maintain Low Class Sizes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Dairyland Grades	Ongoing	\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	

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
						Low Income	4-8									
1	1.9	Small-Group Intervention	All	No				Ongoing	\$75,000.00	\$0.00		\$75,000.00			\$75,000.00	
1	1.10	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$30,000.00	\$0.00	\$5,000.00	\$25,000.00			\$30,000.00	
1	1.11	High Quality P.E. Instruction	All	No				Ongoing	\$5,000.00	\$7,000.00	\$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	\$32,000.00	\$32,000.00				\$32,000.00	
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	\$124,000.00	\$124,000.00				\$124,000.00	
1	1.14	Retain Highly-Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
1	1.15	Supplemental Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.16	Attendance Incentive	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$35,000.00	\$0.00	\$35,000.00				\$35,000.00	
1	1.17	Increase Instructional Time to Mitigate Learning Loss	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$95,000.00	\$167,500.00	\$167,500.00	\$95,000.00			\$262,500.00	
1	1.18	Math Support Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,500.00	\$5,500.00				\$5,500.00	
1	1.19	Support for Long-Term English Learners (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Dairyland Elementary	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
1	1.20	Support Science Standards Learning	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	1.21	Focus on Early Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alview		\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	
2	2.1	Maintain School Facilities' Safety and Cleanliness	All	No				Ongoing	\$540,000.00	\$0.00	\$540,000.00				\$540,000.00	
2	2.2	Maintain Excellent Support Services	All	No				Ongoing	\$270,000.00	\$0.00	\$270,000.00				\$270,000.00	
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	\$55,000.00	\$0.00	\$55,000.00				\$55,000.00	
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	\$1,500.00	\$1,500.00				\$1,500.00	
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	
3	3.4	ELD and English Language Acquisition Support for Parents	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	\$2,000.00	\$900.00	\$2,900.00				\$2,900.00	

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
					Student Group(s)											
3	3.5	Regular Parent Meetings to Promote Students' Well-being	All	No				Ongoing	\$1,000.00	\$0.00	\$1,000.00				\$1,000.00	
3	3.6	Parents' and Families' Mental Health Resources.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$14,000.00	\$14,000.00				\$14,000.00	

2026-27 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
\$4,552,810.00	997,618.00	21.912%	0.000%	21.912%	\$1,111,400.00	0.000%	24.411 %	Total:	\$1,111,400.00
								LEA-wide Total:	\$658,500.00
								Limited Total:	\$85,900.00
								Schoolwide Total:	\$367,000.00

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	\$125,000.00	
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	\$82,000.00	
1	1.6	Additional Paraprofessional Support (Dairyland)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland Elementary	\$82,000.00	
1	1.7	Build Background Knowledge for Increased Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,000.00	
1	1.8	Maintain Low Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dairyland Grades 4-8	\$200,000.00	

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	1.10	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$5,000.00	
1	1.12	After-School STEM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	
1	1.13	High-Quality STEM Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$124,000.00	
1	1.14	Retain Highly-Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
1	1.15	Supplemental Materials	Yes	LEA-wide	Low Income	All Schools	\$2,500.00	
1	1.16	Attendance Incentive	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	
1	1.17	Increase Instructional Time to Mitigate Learning Loss	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$167,500.00	
1	1.18	Math Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,500.00	
1	1.19	Support for Long-Term English Learners (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Dairyland Elementary	\$1,000.00	
1	1.20	Support Science Standards Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.21	Focus on Early Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alview	\$80,000.00	
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	\$55,000.00	

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	3.3	Offer Incentives and Eliminate Barriers to Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.4	ELD and English Language Acquisition Support for Parents	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,900.00	
3	3.6	Parents' and Families' Mental Health Resources.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,978,698.00	\$4,061,017.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Instructional Staff	No	\$1,985,359.00	\$1,996,025.00
1	1.2	High-quality Standards-aligned Curriculum	No	\$30,000.00	\$ 20,274.00
1	1.3	Improved Use of Technology	Yes	\$150,000.00	\$ 135,208.00
1	1.4	Library Books and Materials	Yes	\$5,000.00	\$ 3,946.00
1	1.5	Supports for English Learners	Yes	\$82,000.00	\$ 77,026.00
1	1.6	Additional Paraprofessional Support (Dairyland)	Yes	\$82,000.00	\$ 76,408.00
1	1.7	Build Background Knowledge for Increased Learning	Yes	\$37,000.00	\$ 50,326.00
1	1.8	Maintain Low Class Sizes	Yes	\$200,000.00	\$ 215,377.00
1	1.9	Small-Group Intervention	No	\$75,000.00	\$ 68,752.00
1	1.10	Professional Development	Yes	\$30,000.00	\$ 31,547.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	High Quality P.E. Instruction	No	\$12,000.00	\$ 5,034.00
1	1.12	After-School STEM	Yes	\$30,000.00	\$ 29,525.00
1	1.13	High-Quality STEM Instruction	Yes	\$120,000.00	\$ 117,876.00
1	1.14	Expanded Learning Spaces	Yes	\$50,000.00	\$ 59,236.00
1	1.15	Retain Highly-Qualified Teachers	Yes	\$26,000.00	\$ 29,120.00
1	1.16	Supplemental Materials	Yes	\$2,500.00	\$ 500.00
1	1.17	Attendance Incentive	Yes	\$40,000.00	\$ 32,000.00
1	1.18	Increase Instructional Time to Mitigate Learning Loss	Yes	\$155,000.00	\$ 151,012.00
1	1.19	Math Support Program	Yes	\$22,000.00	\$ 3,980.00
1	1.20	Support for Long-Term English Learners (LTEL)	Yes	\$1,000.00	\$ 970.00
1	1.21	Support Science Standards Learning	Yes	\$5,000.00	\$ 3,747.00
1	1.22	Focus on Early Support	Yes	\$80,000.00	\$ 74,364.00
2	2.1	Maintain School Facilities' Safety and Cleanliness	No	\$440,000.00	\$ 549,535.00
2	2.2	Maintain Excellent Support Services	No	\$262,339.00	\$ 268,096.00

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	2.3	Continue Character Education Activities	No	\$0.00	\$0.00
2	2.4	After-School Sports Program	Yes	\$5,000.00	\$ 4,713.00
2	2.5	Positive Behavior Reward Program	No	\$0.00	\$0.00
2	2.6	Support Students' Social-Emotional Needs	Yes	\$45,000.00	\$ 52,326.00
2	2.7	Required Action: Reduce Chronic Absenteeism Rates for Low-Income and Hispanic Students.	No	\$0.00	\$ 0.00
3	3.1	Sponsor School Activities to Encourage Parent Participation.	No	\$1,000.00	\$ 1,040.00
3	3.2	School Climate Survey	No	\$0.00	\$ 0.00
3	3.3	Offer Incentives and Eliminate Barriers to Parent Engagement	Yes	\$1,000.00	\$ 0.00
3	3.4	ELD and English Language Acquisition Support for Parents	Yes	\$2,500.00	\$ 2,854.00
3	3.5	Regular Parent Meetings to Promote Students' Well-being	No	\$2,000.00	\$ 200.00

2025-26 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)
\$979,700.00	\$1,051,000.00	\$1,042,472.00	\$8,528.00	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	\$150,000.00	\$135,208.00	0	
1	1.4	Library Books and Materials	Yes	\$5,000.00	\$3,946.00	0	
1	1.5	Supports for English Learners	Yes	\$82,000.00	\$77,026.00	0	
1	1.6	Additional Paraprofessional Support (Dairyland)	Yes	\$82,000.00	\$76,408.00	0	
1	1.7	Build Background Knowledge for Increased Learning	Yes	\$37,000.00	\$50,326.00	0	
1	1.8	Maintain Low Class Sizes	Yes	\$200,000.00	\$215,377.00	0	
1	1.10	Professional Development	Yes	\$5,000.00	\$12,970.00	0	
1	1.12	After-School STEM	Yes	\$30,000.00	\$29,525.00	0	
1	1.13	High-Quality STEM Instruction	Yes	\$120,000.00	\$117,876.00	0	
1	1.14	Expanded Learning Spaces	Yes	\$50,000.00	\$59,236.00	0	
1	1.15	Retain Highly-Qualified Teachers	Yes	\$26,000.00	\$29,120.00	0	
1	1.16	Supplemental Materials	Yes	\$2,500.00	\$500.00	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.17	Attendance Incentive	Yes	\$40,000.00	\$32,000.00	0	
1	1.18	Increase Instructional Time to Mitigate Learning Loss	Yes	\$60,000.00	\$ 60,000.00	0	
1	1.19	Math Support Program	Yes	\$22,000.00	\$ 3,980.00	0	
1	1.20	Support for Long-Term English Learners (LTEL)	Yes	\$1,000.00	\$970.00	0	
1	1.21	Support Science Standards Learning	Yes	\$5,000.00	\$3,747.00	0	
1	1.22	Focus on Early Support	Yes	\$80,000.00	\$74,364.00	0	
2	2.4	After-School Sports Program	Yes	\$5,000.00	\$4713.00	0	
2	2.6	Support Students' Social-Emotional Needs	Yes	\$45,000.00	\$52,326.00	0	
3	3.3	Offer Incentives and Eliminate Barriers to Parent Engagement	Yes	\$1,000.00	\$0.00	0	
3	3.4	ELD and English Language Acquisition Support for Parents	Yes	\$2,500.00	\$2,854.00	0	

2025-26 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)
4,366,712.00	\$979,700.00	0%	22.436%	\$1,042,472.00	0.000%	23.873%	\$0.00	0.000%

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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and

- For charter schools, see [Education Code Section 47606.5](#).
- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 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 2024