School Year: **2026-27**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dairyland School	20651776023923	10/22/2026	7/14/2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Dairyland School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Dairyland School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

2 Schoolwide Program

The use of federal funds will be in direct alignment with state funds as we strive to achieve the three identified LCAP goals. Along with state-funded tutoring, federal funds will be applied to programs used in a tutoring or small group environment to scaffold student standards mastery. Several programs are used in conjunction with state-funded laptops to assist students with the skills needed to access the technology provided. Federal funds will also be aligned with state Supplemental and Concentration grants to provide training and professional development to support state-funded programs and materials such as STEM instruction and technology applications.
In addition, federal funds are used for paraprofessional support to maximize student engagement and learning in the context of our school-wide "Response to Intervention" (RTI) program.

Overall, Federal funds are used to supplement state and locally funded activities that are designed to meet the goals of the LCAP.

Educational Partner Involvement

How, when, and with whom did Dairyland School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council was part of the planning process for the SPSA review and update. Consultation took place at two separate meetings; April 23, 2026 and May 19, 2026
The SPSA went before our local governing board and was approved on 7/14/2026

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Dairyland is not eligible for CSI or ATSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

There were no state indicators in the Red or Orange performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

There were no state indicators for which any student group was two or more performance levels below the "all student" performance on the 2025 California School Dashboard.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The EL progress level, especially, the Long Term English Learner acquisition rate, underscores the need to continue with small group interventions and after-school tutoring.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Dairyland School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.46%			1
African American	0.47%	0.46%	0.46%	1	1	1
Asian	1.40%	0.93%	0.46%	3	2	1
Filipino	0.47%	%	%	1		
Hispanic/Latino	61.40%	65.28%	66.21%	132	141	145
White	34.88%	33.33%	31.96%	75	72	70
Two or More Races	1.40%	%	%	3		
Not Reported	%	%	0.46%			1
			Total Enrollment	215	216	219

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 4	25	38	44
Grade 5	38	29	44
Grade 6	54	39	28
Grade 7	50	57	44
Grade 8	48	53	59
Total Enrollment	215	216	219

Conclusions based on this data:

1. Enrollment has had a slight increase of 2% over the last three years.
2. The ethnic make-up of the overall student population has remained constant for the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	78	83	79	36.3%	38.4%	36.1%
Fluent English Proficient (FEP)	27	30	29	12.6%	13.9%	13.2%

Conclusions based on this data:

1. The number of English Learners decreased by 4 in the last year.
2. The percentage of reclassified EL students has remained constant over the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation and Achievement

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	26	36	39	26	36	39	26	36	39	100	100	100
Grade 5	36	30	41	36	29	41	36	29	41	100	96.7	100
Grade 6	55	39	28	54	37	28	54	37	28	98.2	94.9	100
Grade 7	50	56	41	50	51	39	50	51	39	100	91.1	95.1
Grade 8	46	52	58	46	50	58	46	50	58	100	96.2	100
All Grades	213	213	207	212	203	205	212	203	205	99.5	95.3	99

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			Advanced (Level 4)			Proficient (Level 3)			Developing (Level 2)			Minimal (Level 1)		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	2471.	2485.	2484.	23.08	25.00	23.08	23.08	30.56	35.90	30.77	30.56	28.21	23.08	13.89	12.82
Grade 5	2507.	2507.	2517.	11.11	10.34	21.95	44.44	44.83	31.71	30.56	27.59	24.39	13.89	17.24	21.95
Grade 6	2525.	2530.	2536.	16.67	8.11	10.71	22.22	43.24	50.00	48.15	37.84	28.57	12.96	10.81	10.71
Grade 7	2563.	2580.	2553.	18.00	17.65	15.38	38.00	43.14	28.21	30.00	25.49	41.03	14.00	13.73	15.38
Grade 8	2575.	2558.	2576.	19.57	10.00	15.52	36.96	30.00	34.48	28.26	44.00	34.48	15.22	16.00	15.52
All Grades	N/A	N/A	N/A	17.45	14.29	17.56	33.02	37.93	35.12	34.43	33.50	31.71	15.09	14.29	15.61

Areas

Performance area results provide a more detailed look at students' performance on the overall assessment. For more information about the performance area results, go to the Understanding Results web page.

Reading How well do students understand stories and information that they read?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	*	27.78	10.26	*	61.11	87.18	*	11.11	2.56
Grade 5	13.89	*	12.20	69.44	*	70.73	16.67	*	17.07
Grade 6	11.11	8.11	*	55.56	70.27	*	33.33	21.62	*
Grade 7	12.00	19.61	7.69	66.00	70.59	66.67	22.00	9.80	25.64
Grade 8	23.91	16.00	15.52	52.17	58.00	67.24	23.91	26.00	17.24
All Grades	13.68	17.24	12.20	63.68	66.50	71.22	22.64	16.26	16.59

Writing How well do students communicate in writing?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	*	19.44	12.82	*	69.44	87.18	*	11.11	0.00
Grade 5	25.00	*	24.39	61.11	*	65.85	13.89	*	9.76
Grade 6	18.52	13.51	*	68.52	78.38	*	12.96	8.11	*
Grade 7	34.00	29.41	28.21	58.00	66.67	61.54	8.00	3.92	10.26
Grade 8	34.78	12.00	24.14	52.17	72.00	67.24	13.04	16.00	8.62
All Grades	26.42	17.73	20.98	61.32	70.94	70.73	12.26	11.33	8.29

Listening How well do students understand spoken information?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	*	5.56	5.13	*	77.78	79.49	*	16.67	15.38
Grade 5	5.56	*	12.20	83.33	*	75.61	11.11	*	12.20
Grade 6	14.81	5.41	*	72.22	83.78	*	12.96	10.81	*
Grade 7	12.00	15.69	20.51	72.00	74.51	74.36	16.00	9.80	5.13
Grade 8	15.22	16.00	12.07	69.57	70.00	75.86	15.22	14.00	12.07
All Grades	11.79	12.81	10.73	75.00	74.38	77.56	13.21	12.81	11.71

Research/Inquiry How well can students find and present information about a topic?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	*	11.11	10.26	*	72.22	74.36	*	16.67	15.38
Grade 5	16.67	*	14.63	75.00	*	78.05	8.33	*	7.32
Grade 6	11.11	10.81	*	72.22	81.08	*	16.67	8.11	*
Grade 7	14.00	25.49	10.26	70.00	66.67	79.49	16.00	7.84	10.26
Grade 8	15.22	12.00	22.41	73.91	72.00	63.79	10.87	16.00	13.79
All Grades	14.15	14.29	15.12	72.17	73.89	72.20	13.68	11.82	12.68

Conclusions based on this data:

1. In 2024-25, the overall percentage of students who scored proficient (Standard Met or Standard Exceeded) increased from the prior year--52.22% from 50.41%
2. With the exception of 8th grade, mean scores exceeded those of 2023-24 levels.
3. Continue with intervention, ELD, and tutoring to targeted student groups.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	26	36	39	26	36	39	26	36	39	100	100	100
Grade 5	36	30	41	36	30	41	36	30	41	100	100	100
Grade 6	55	39	28	55	39	28	55	39	28	100	100	100
Grade 7	50	56	41	50	55	39	50	55	39	100	98.2	95.1
Grade 8	46	52	58	46	51	58	46	51	58	100	98.1	100
All Grades	213	213	207	213	211	205	213	211	205	100	99.1	99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			Advanced (Level 4)			Proficient (Level 3)			Developing (Level 2)			Minimal (Level 1)		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	2471.	2498.	2492.	11.54	25.00	15.38	34.62	22.22	41.03	42.31	44.44	35.90	11.54	8.33	7.69
Grade 5	2511.	2483.	2508.	13.89	10.00	17.07	25.00	13.33	19.51	50.00	50.00	31.71	11.11	26.67	31.71
Grade 6	2522.	2551.	2547.	9.09	17.95	21.43	29.09	30.77	17.86	36.36	33.33	53.57	25.45	17.95	7.14
Grade 7	2535.	2526.	2554.	14.00	12.73	17.95	18.00	18.18	25.64	44.00	41.82	35.90	24.00	27.27	20.51
Grade 8	2588.	2545.	2565.	30.43	15.69	17.24	17.39	21.57	27.59	21.74	27.45	24.14	30.43	35.29	31.03
Grade 11															
All Grades	N/A	N/A	N/A	15.96	16.11	17.56	23.94	21.33	26.83	38.03	38.39	34.15	22.07	24.17	21.46

Areas

Performance area results provide a more detailed look at students' performance on the overall assessment. For more information about the performance area results, go to the Understanding Results web page.

Concepts & Procedures How well did students apply mathematical concepts and procedures to solve problems?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	*	36.11	28.21	*	55.56	64.10	*	8.33	7.69
Grade 5	25.00	6.67	19.51	61.11	70.00	51.22	13.89	23.33	29.27
Grade 6	14.55	35.90	*	52.73	51.28	*	32.73	12.82	*
Grade 7	14.00	9.09	23.08	56.00	65.45	61.54	30.00	25.45	15.38
Grade 8	34.78	13.73	24.14	36.96	60.78	50.00	28.26	25.49	25.86
Grade 11									
All Grades	20.66	19.43	22.93	53.05	60.66	58.54	26.29	19.91	18.54

Problem Solving & Modeling/Data Analysis How well can students show and apply their problem solving skills?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	*	25.00	15.38	*	44.44	69.23	*	30.56	15.38
Grade 5	11.11	10.00	19.51	66.67	60.00	56.10	22.22	30.00	24.39
Grade 6	0.00	15.38	*	69.09	58.97	*	30.91	25.64	*
Grade 7	14.00	10.91	10.26	60.00	61.82	71.79	26.00	27.27	17.95
Grade 8	21.74	13.73	12.07	65.22	52.94	65.52	13.04	33.33	22.41
All Grades	10.80	14.69	14.63	65.26	55.92	65.37	23.94	29.38	20.00

Communicating Reasoning How well can students think logically and express their thoughts in order to solve a problem?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 4	*	19.44	10.26	*	63.89	84.62	*	16.67	5.13
Grade 5	8.33	13.33	14.63	77.78	66.67	56.10	13.89	20.00	29.27
Grade 6	5.45	5.13	*	63.64	79.49	*	30.91	15.38	*
Grade 7	8.00	12.73	15.38	76.00	65.45	71.79	16.00	21.82	12.82
Grade 8	21.74	15.69	15.52	63.04	70.59	70.69	15.22	13.73	13.79
All Grades	11.27	13.27	14.15	70.42	69.19	70.73	18.31	17.54	15.12

Conclusions based on this data:

1. The percent proficient (Standard Exceeded or Standard Met) decreased slightly from 39.9% to 37.44 % from prior year.
2. By grade level, mean scores and percent proficient declined in grades 5, 7. and 8.

3. Continue with intervention and tutoring for targeted student groups.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
4	*	*	1518.3	*	*	1500.8	*	*	1535.2	10	10	16
5	1510.1	*	*	1498.8	*	*	1520.9	*	*	15	9	9
6	1516.6	1510.6	*	1502.2	1501.8	*	1530.7	1518.9	*	18	15	8
7	1524.2	1526.0	1528.8	1521.3	1509.1	1512.6	1526.5	1542.1	1544.4	19	21	16
8	*	1555.4	1584.0	*	1573.0	1574.1	*	1537.3	1593.5	8	21	16
All Grades										70	76	65

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
4	*	*	18.75	*	*	62.50	*	*	18.75	*	*	0.00	*	*	16
5	13.33	*	*	33.33	*	*	40.00	*	*	13.33	*	*	15	*	*
6	5.56	13.33	*	38.89	40.00	*	44.44	26.67	*	11.11	20.00	*	18	15	*
7	5.26	19.05	18.75	21.05	42.86	56.25	68.42	19.05	0.00	5.26	19.05	25.00	19	21	16
8	*	19.05	31.25	*	38.10	50.00	*	33.33	12.50	*	9.52	6.25	*	21	16
All Grades	10.00	14.47	18.46	38.57	46.05	61.54	44.29	26.32	10.77	7.14	13.16	9.23	70	76	65

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
4	*	*	25.00	*	*	62.50	*	*	12.50	*	*	0.00	*	*	16
5	20.00	*	*	53.33	*	*	13.33	*	*	13.33	*	*	15	*	*
6	11.11	26.67	*	44.44	46.67	*	44.44	6.67	*	0.00	20.00	*	18	15	*
7	26.32	42.86	25.00	42.11	23.81	50.00	26.32	14.29	0.00	5.26	19.05	25.00	19	21	16
8	*	33.33	37.50	*	47.62	43.75	*	14.29	12.50	*	4.76	6.25	*	21	16
All Grades	24.29	38.16	32.31	50.00	39.47	52.31	21.43	10.53	7.69	4.29	11.84	7.69	70	76	65

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
4	8.00	*	6.25	24.00	*	50.00	48.00	*	43.75	20.00	*	0.00	25	*	16
5	0.00	*	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
6	0.00	6.67	*	27.78	20.00	*	61.11	40.00	*	11.11	33.33	*	18	15	*
7	0.00	4.76	18.75	15.79	47.62	18.75	47.37	28.57	37.50	36.84	19.05	25.00	19	21	16
8	*	4.76	25.00	*	23.81	50.00	*	42.86	18.75	*	28.57	6.25	*	21	16
All Grades	2.86	3.95	12.31	24.29	30.26	41.54	57.14	43.42	36.92	15.71	22.37	9.23	70	76	65

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
4	*	*	62.50	*	*	37.50	*	*	0.00	*	*	16
5	26.67	*	*	60.00	*	*	13.33	*	*	15	*	*
6	27.78	20.00	*	61.11	60.00	*	11.11	20.00	*	18	15	*
7	0.00	14.29	6.25	73.68	61.90	68.75	26.32	23.81	25.00	19	21	16
8	*	9.52	56.25	*	80.95	37.50	*	9.52	6.25	*	21	16
All Grades	21.43	17.11	36.92	65.71	68.42	53.85	12.86	14.47	9.23	70	76	65

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
4	*	*	6.25	*	*	81.25	*	*	12.50	*	*	16
5	20.00	*	*	60.00	*	*	20.00	*	*	15	*	*
6	5.56	40.00	*	83.33	40.00	*	11.11	20.00	*	18	15	*
7	57.89	57.14	68.75	36.84	23.81	6.25	5.26	19.05	25.00	19	21	16
8	*	85.71	62.50	*	4.76	31.25	*	9.52	6.25	*	21	16
All Grades	38.57	63.16	46.15	52.86	23.68	43.08	8.57	13.16	10.77	70	76	65

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
4	*	*	18.75	*	*	75.00	*	*	6.25	*	*	16
5	13.33	*	*	60.00	*	*	26.67	*	*	15	*	*
6	0.00	6.67	*	66.67	33.33	*	33.33	60.00	*	18	15	*
7	0.00	19.05	18.75	31.58	47.62	37.50	68.42	33.33	43.75	19	21	16
8	*	19.05	50.00	*	14.29	31.25	*	66.67	18.75	*	21	16
All Grades	4.29	11.84	27.69	57.14	46.05	50.77	38.57	42.11	21.54	70	76	65

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
4	*	*	18.75	*	*	81.25	*	*	0.00	*	*	16
5	6.67	*	*	80.00	*	*	13.33	*	*	15	*	*
6	5.56	20.00	*	88.89	60.00	*	5.56	20.00	*	18	15	*
7	21.05	14.29	18.75	78.95	71.43	75.00	0.00	14.29	6.25	19	21	16
8	*	0.00	12.50	*	90.48	87.50	*	9.52	0.00	*	21	16
All Grades	14.29	7.89	12.31	81.43	78.95	86.15	4.29	13.16	1.54	70	76	65

Conclusions based on this data:

1. Overall, the greatest percentage (46.05%) of students scored in the "Level 3" category.
2. Tables indicate that students are improving in their migration from Level 2 to Level 3.
3. The large number of EL students in grades 6 and 7 demonstrates a need for Long-Term English Learners (LTEL students) to have additional support in English acquisition.

School and Student Performance Data

Student Population

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2025-26 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
219	**65.3**	**36.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Dairyland School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2025-26 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	79	36.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	143	65.3
Students with Disabilities	12	5.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.5
American Indian	1	0.5
Asian	1	0.5
Hispanic	145	66.2
White	70	32.0

Conclusions based on this data:

1. The percentage of Socioeconomically Disadvantaged Students has decreased from the prior year but the English Learner population has shown a slight increase.
2. The greatest percentage of students are Hispanic.

School and Student Performance Data

Overall Performance

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2026 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Green	**Suspension Rate**  Green
Mathematics  Green		
English Learner Progress  Green		
Science  Green		

Conclusions based on this data:

1. The indicators for ELA and Math were both "Yellow". ELA scores were up slightly but not enough to move back to the "green" category. Math scores declined and continue to be below standard. The suspension rate and chronic absenteeism increased a small amount over the prior year.

2. English Learner Progress increased from 2024 levels. The District's students benefited from ELD and small group interventions to support EL's learning needs.

School and Student Performance Data

Academic Performance
English Language Arts

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	3	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2026 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 Yellow
10.7 points above proficient	9.6 points below proficient	15.4 points below proficient
Maintained 0.8 points	Maintained 0.9 points	Increased 5.4 points
207 Students	87 Students	33 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	4.2 points above proficient
		Increased 9.3 points
		142 Students

Students with Disabilities	African American	American Indian
 No Performance Color 37.2 points below proficient Maintained 1.3 points 12 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Yellow 1.1 points above proficient Maintained -0.8 points 135 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 26.7 points above proficient Increased 6 points 69 Students

Conclusions based on this data:

1. Low-Income and English Learner decreased from 2024 levels but Hispanic and LTEL student groups all increased over the prior year.
2. Hispanic and White students were the only groups that scored above standard.
3. More intervention, ELD, and tutoring needs to be targeted to all student groups that did not meet standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	5	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2026 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 Yellow
9.8 points below proficient	23.1 points below proficient	38.7 points below proficient
Increased 10.5 points	Increased 23.7 points	Increased 33 points
207 Students	87 Students	33 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	16.6 points below proficient
		Increased 23.7 points
		142 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
88 points below proficient	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 8.1 points	1 Student	1 Student
12 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	23.3 points below proficient
1 Student		Increased 10.9 points
		135 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	11.4 points above proficient
		Increased 10.4 points
		69 Students

Conclusions based on this data:

1. All student groups except White scored below standard; White, EL, and Low-Income student groups had declining scores from 2024 while Hispanic students and Long-Term English Learners had an increase over the prior year.
2. More intervention, ELD, and tutoring needs to be targeted to all student groups in Mathematics.

School and Student Performance Data

Academic Performance
Science

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	1

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2026 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Green	Yellow	No Performance Color
60.1 science points	52.1 science points	52.8 science points
Increased 4.4	Maintained 1	Increased 11.1
99 Students	34 Students	19 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
		Blue
		58.8 science points
		Increased 6.9
		66 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students		

Asian	Filipino	Hispanic
		 Green 57.1 science points Increased 2.8 63 Students

Two or More Races	Pacific Islander	White
		 No Performance Color 65.4 science points Increased 8.1 36 Students

Conclusions based on this data:

1. All student groups maintained the same status as in the prior year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2026 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Green	Blue
59.7% making progress.	68.8% making progress.
Number Students: 67	Number Students: 32

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2026 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
6%	34.3%	3%	53.7%

Conclusions based on this data:

1. ELs and Long-Term ELs made significant progress in moving up at least one ELPI level.
2. Continue with intervention and ELD supports principally directed to support English Learner progress.

School and Student Performance Data

Academic Performance
College/Career Report

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2026 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data to report.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2026 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Green	Green	Blue
6.4% Chronically Absent	5.2% Chronically Absent	0.0% Chronically Absent
Declined 1.3	Declined 0.6	Declined 8.3
218 Students	77 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
		Yellow
		7.9% Chronically Absent
		Maintained -0.3
		152 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
0.0% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 12.5	1 Student	1 Student
12 Students		

Asian	Filipino	Hispanic
 No Performance Color		 Green
Fewer than 11 students - No Data for Privacy		4.2% Chronically Absent
1 Student		Declined 2.0
		144 Students

Two or More Races	Pacific Islander	White
		 Orange
		11.3% Chronically Absent
		Maintained 0.2
		71 Students

Conclusions based on this data:

1. White and Long-Term English Learners showed an increase in chronic absenteeism while Hispanic, Low-Income, and EL students had decreases over the prior year.
2. Continue with incentives and parent messaging that emphasizes the importance of school attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2026 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data to report.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	6	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2026 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 Green
3.2% suspended at least one day	5.0% suspended at least one day	5.9% suspended at least one day
Declined 3.0	Declined 0.6	Declined 2.3
222 Students	80 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		 Green
		3.2% suspended at least one day
		Declined 3.3
		156 Students

Students with Disabilities	African American	American Indian
 No Performance Color 0.0% suspended at least one day Declined 6.3 12 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student		 Green 3.4% suspended at least one day Declined 1.3 148 Students

Two or More Races	Pacific Islander	White
		 Green 2.8% suspended at least one day Declined 6.8 71 Students

Conclusions based on this data:

1. In an effort to improve school climate, students in all groups were suspended at higher rates than in the prior year. Violations of behavior expectations warranted severe consequences in order to maintain a school culture of respect.
2. A combination of behavior supports and reflective consequences were effective in maintaining a positive school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 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 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]	ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2023 by student groups is as follows: All Students: +15% Hispanic: +18% Low Income: +18% English Learner: +21% White: +10% LTEL: +21% [2026 SBAC Results] Mean distance from Standard All Students: 10 points above English Learner: 2 above Low Income: 5 above Hispanic: 5 above White: 25 points above
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 2024 by student groups is as follows: All Students: -3.7% Hispanic: +0.8% Low Income: -1.0% English Learner: +3.8% 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]	ACADEMIC INDICATOR, MATH Difference in % Met/Exceeded from 2025 by student groups is as follows: All Students: +15% Hispanic: +18% Low Income: +18% English Learner: +21% White: +10% LTEL: +21% [2026 SBAC Results] Mean distance from standard: All students: 1 point above EL students: 6 below Low Income: 3 below Hispanic: 3 below White: 10 above
Percentage of Teachers Appropriately Credentialed and Assigned.	77.7% of classroom teachers were reported with clear credentials and 100% appropriately assigned. [June, 2026, Local Indicators Report to the ADUSD Board]	100% of classroom teachers will be reported with clear credentials and appropriately assigned. [June, 2027, Local Indicators Report to the ADUSD Board]

Percentage of Students with Sufficient Access to Standards-aligned Materials	100% of students had access to high-quality, standards-aligned curriculum and instructional materials.	100% of students will continue to have access to high-quality, standards-aligned curriculum and instructional materials.
Local Reading Assessment: Growth in Fluency, Accuracy, and Comprehension	RESULTS Local Reading Assessment Data from Spring 2025: Comprehension Scores Gr. 4: 78% Gr. 5: 82% Gr. 6: 94% [2025-26 Local Data]	RESULTS Local Reading Assessment Data from Winter 2026: Comprehension Scores Gr. 4: 90% Gr. 5: 90% Gr. 6: 90% [2026-27 Local Data]
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	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 RFEP status (Fully English Proficient) [2025 CALPADS Reports 2.16 and 8.1]	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]
California Science Test: Percentage of Students Meeting or Exceeding Standard	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]
Maintain Small Average Class Sizes	2025-26 Average Class Sizes: Dairyland: 23.1 [2025-26 Local Data]	2026-27 Average Class Sizes: Dairyland: 25 [2026-27 Local Data]
All ADUSD Students Will Have Access to Technology As Measured by Student to Device Ratio	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]
Access to a Broad Course of Study	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]	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]
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards	100% of state-adopted content and performance standards are implemented in all curricular areas. [June, 2026, Local Indicators Report to the ADUSD Board]	100% of state-adopted content and performance standards will be implemented in all curricular areas. [2027 Local Indicators Report to the ADUSD Board]
Supports for Students with Exceptional Needs	85% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom intervention settings to meet IEP goals and master grade level standards. [2026 Local Data]	100% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom intervention settings to meet IEP goals and master grade level standards. [2027 Local Data]

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Recruit, hire, and retain highly-qualified instructional staff.	All Students	862,793.00 LCFF 1000-1999: Certificated Personnel Salaries None Specified None Specified
1.2	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.	All Students, Students with Disabilities	15,000.00 Lottery: Instructional Materials 4000-4999: Books And Supplies
1.3	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	All Students	62,500.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
1.4	Continue replacement/increase of library books, including better facilities, to support students in improving literacy.	English Learners, Foster Youth, Low Income	2,500.00 LCFF - Supplemental 4000-4999: Books And Supplies
1.6	Provide Paraprofessionals at Dairyland to facilitate push-in instructional support for Low-Income students, Foster Youth, and English Learners.	English Learners, Foster Youth, Low Income, Students with Disabilities	82,000.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 52,000 Title I 2000-2999: Classified Personnel Salaries
1.7	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	English Learners, Foster Youth, and Low Income	26,000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
1.8	Add an additional teacher for a total of two in order to maintain lower class sizes for grades 4-8.	English Learners, Foster Youth, and Low Income	170,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.9	Employ an intervention teacher at Dairyland to support small-group instruction for struggling students in grades 4-6.	English Learners, Foster Youth, and Low Income	75,000.00 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1000-1999: Certificated Personnel Salaries
1.10	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. In addition, provide professional development for teachers to identify students' social emotional learning needs and provide support for students' mental health.	English Learners, Foster Youth, and Low Income	2,500.00 Title II Part A: Improving Teacher Quality None Specified
1.11	Support high-quality physical education to students by obtaining the services of a P.E. consultant and replenish equipment for grades 4-8.	All Students	12,000.00 LCFF 2000-2999: Classified Personnel Salaries
1.12	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.	English Learners, Foster Youth, Low Income	16,000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
1.13	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	English Learners, Foster Youth, Low Income	62,000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
1.15	Provide each teacher with 20 or more years of experience a stipend between $3000-$4000 (dependent on years over 20).	English Learners, Foster Youth, and Low Income	15,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.16	Provide each classroom with $100 to purchase special or additional materials that are principally directed toward meeting the needs of Unduplicated Pupils.	English Learners, Foster Youth, Low Income	1,250.00 LCFF - Supplemental 4000-4999: Books And Supplies
1.17	Without regard to sick days, provide an incentive for certificated and classified staff to miss two or less work days during the school year.	English Learners, Foster Youth, Low Income	17,500.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.18	Provide teachers with an hourly stipend to provide after-school tutoring 3 days per week.	English Learners, Foster Youth, Low Income	131,250.00 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries
1.19	Purchase "Classtime", a supplemental Math program to support critical mathematical thinking.	All Students	2,750.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.20	Support Science Standards Learning Purchase supplementary science materials to support increased student mastery of grade level Next Generation Science Standards.	English Learners, Foster Youth, Low Income	2,500.00 LCFF - Supplemental 4000-4999: Books And Supplies
1.21	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.	English Learners	500.00 LCFF - Supplemental None Specified

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

1.1: The District successfully recruited, hired, and/or retained highly-qualified instructional staff.
Action 1.2: All students were provided high-quality, standards-aligned curriculum and instructional materials.
Action 1.3: The District is proud to successfully maintaining 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: 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 1.6: The District successfully maintained two paraprofessionals at Dairyland to ensure that 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 mostly implemented as planned. Three (3) educational assemblies per site, field trips for all grade levels, and funding help to send 6th graders to Outdoor Education were all successfully provided by the District. However, upper grades (6-8) teachers participated for the first time in order to build a deeper understanding of science topics, learning that will be used to inform science instruction in the upper grades.
Action 1.8: 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: 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: 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: 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 program was expanded to include two STEM instructors.
Action 1.15 and Action1.17: 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: 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: 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: Supplementary science materials to support increased student mastery of grade level Next Generation Science Standards were purchased.
Action 1.21: 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.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

1.2: Over-Budgeted -- 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: Over-Budgeted -- New teacher desktop 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: Under-Budgeted – 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: Over-Budgeted -- 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): Under-Budgeted -- 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: Over-Budgeted -- 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: Over-Budgeted -- 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.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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 1.17: Budget will be increased to cover transportation expenses.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive, Clean, Safe, and Healthy Environment
Dairyland School is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

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)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will be increasingly engaged as measured by School Attendance Rates	In 2025-26,Dairyland's Rate was 95.85%. [2026 Local Data}	In 2025-26, Dairyland's Rate will be 97% [2026 Local Data]
California School Dashboard: Chronic Absenteeism Rate Will Be a Measure of School Engagement	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% Low-Income -- 10% Hispanic -- 10% White -- 8% Students with Disabilities -- 15% [2026 CA School Dashboard]
California School Dashboard: Suspension Rate Will Be a Measure of School Climate	All students: 3.3% EL: 3.3% LTEL: 8.0% Low Income: 3.5% Hispanic: 2.5% White: 5.1% Students with Disabilities: 2.8% [2025 CA School Dashboard]	All students: 0%. EL: 0%. Low Income: 0%. Hispanic: 0%. White: 0%. Students with Disabilities: 0%
Middle School Drop-out Rate Will Be a Measure of School Climate	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]
Students' Feelings of School Safety and School Connectedness: Parent and Student Satisfaction and Overall School Climate Will Be Measured by Parent and Student Surveys.	Students who responded (4-8 grades): -87% feel welcome (connected) at their 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; Dairyland parents who responded: -96% felt welcome (connected) at their child's school -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}]	Students who respond (6-8 grades): • 95% will feel welcome (connected) at their school. • 95% will feel safe at school. feel that the school is meeting their needs in ELA; • 95% in math; • 95% in science and social studies 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 STEM is an integral Science curriculum component.

		[June, 2027 Local Indicators Report to the ADUSD Board]
School facilities are clean and maintained in good repair as measured by the Facilities Inspection Tool and ongoing sanitization practices.	Dairyland scored a rating of "Good" on the Facilities Inspection Tool in December 2025. [June, 2026 Local Indicators Report to the ADUSD Board	Dairyland School will score a rating of "Good" on the Facilities Inspection Tool in December 2026. [June, 2027, Local Indicators Report to the ADUSD Board]

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All Students	270,000.00 LCFF - Base 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits
2.2	Keep an adequate number of office and clerical staff on the job daily providing excellent services to students, staff, and parents.	All Students	135,000.00 LCFF - Base 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits
2.3	For character building, continue to read Project Wisdom quotes each day during morning announcements at both campuses and continue the "Caught Being Good" blue-ticket behavior rewards.	All Students	0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
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.	English Learners, Foster Youth, and Low Income	5,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
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 PTC)	All Students	1000.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies
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.	English Learners and Low-Income Students	27,500.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
2.7	Reduce Chronic Absenteeism Rates for Low-Income and Hispanic Students. 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	English Learners, Foster Youth, Low Income	0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	will be sent a letter noting the absences and consequences of poor attendance. In addition, student attendance incentive programs will be implemented at Dairyland to reward both classrooms and individual students for perfect attendance.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2.1: Under-Budgeted -- 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: Under-Budgeted -- The District’s Wellness Coach had

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no planned changes to Goal 2; it's metrics and and/or actions.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Stakeholders as Partners in Student Education
Dairyland parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC, PTC and PAC Meeting Participation	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]
DELAC Committee Attendance	90% attendance. (2026 Local Data)	DELAC meetings will be held with 90% attendance.
Parent Participation at School Events and Assemblies	100% of parents attended 8th grade graduation ceremonies and 75% of Dairyland parents were in attendance for holiday performances. [2026 Local Data]	Parent participation will increase to 80% for awards assemblies, holiday programs, back-to- school nights, LCAP informational meetings, etc. [2027 Local Data]
School Climate Survey	123 Surveys were turned in for Dairyland Parents (There are 208 students at Dairyland) A definite response rate is difficult to measure since some parents completed surveys for multiple students in each family. The District has a total of 168 families. 97% of Dairyland School parents felt welcome at school 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)	95% of parents will complete and return School Climate Surveys [2027 Local Data]

Participation in Adult English Classes	On average, 10-12 parents attended weekly ELD classes throughout the 2025-26 school year. [2026 Local Data]	At least 25 parents will participate in Adult ELD Evening Classes. [2027 Local Data]
Parents' and Teachers' Use of ClassDojo	100% of parents and 100% of teachers utilized ClassDojo as a communication tool. [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]
Parent participation in Annual Conferences	99.5% of parents participated in conferences in the fall of 2025. [2025 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]

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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 • Dairyland quarterly awards assemblies • One Book Fair Parent Education Nights--Internet Safety, Suicide Prevention, Campus Safety, Human Trafficking Awareness • Spring Parent/Teacher conferences • 8th Grade graduation • DELAC meetings • School Site Council meetings • Parent/Teacher Club meetings • Parent Advisory Council meetings • ELD classes for adults	All Students, Students with Disabilities	750.00 LCFF - Supplemental 4000-4999: Books And Supplies
3.2	School Climate Survey Annually survey parents to solicit input on communication, climate, and conditions at both schools (funded by general supply budget).	All Students	0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
3.3	Offer Incentives and Eliminate Barriers to Parent Engagement Provide babysitting for ELD classes and other parent advisory meetings to promote participation by Low -Income parents, parents of English Learners, parents of Foster Youth, and parents of students with exceptional needs.	English Learners, Foster Youth, and Low Income	500.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.4	ELD and English Acquisition Support for Parents Provide computer programs for English language acquisition and mastery for home use and offer English Language Development (ELD) classes for parents on a weekly basis. Associated cost is for materials and paraprofessional support.	English Learners, Low Income	1450.00 LCFF - Supplemental 4000-4999: Books And Supplies
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.	English Learners, Low Income	500.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
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.	English Learners, Low-Income Students, Foster Youth	7000.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Most of the actions in Goal #3 were implemented successfully. The year began 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. 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. With regard to babysitting for Parent ESL classes and meetings, ADUSD was able to utilize high school volunteers instead of District personnel.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no planned changes to the goal, metrics, or strategies/actions.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$77,374
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,059,743.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$52,000.00
Title II Part A: Improving Teacher Quality	$2,500.00

Subtotal of additional federal funds included for this school: $54,500.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Extended Learning Opportunity	$131,250.00
LCFF	$874,793.00
LCFF - Base	$405,000.00
LCFF - Supplemental	$503,200.00
Lottery: Instructional Materials	$15,000.00
Other	$75,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$1,000.00

Subtotal of state or local funds included for this school: $2,005,243.00

Total of federal, state, and/or local funds for this school: $2,059,743.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	131,250.00
LCFF	874,793.00
LCFF - Base	405,000.00
LCFF - Supplemental	503,200.00
Lottery: Instructional Materials	15,000.00
Other	75,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00
Title I	52,000.00
Title II Part A: Improving Teacher Quality	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,276,543.00
2000-2999: Classified Personnel Salaries	649,000.00
4000-4999: Books And Supplies	24,450.00
5000-5999: Services And Other Operating Expenditures	106,750.00
None Specified	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	131,250.00
1000-1999: Certificated Personnel Salaries	LCFF	862,793.00
2000-2999: Classified Personnel Salaries	LCFF	12,000.00

2000-2999: Classified Personnel Salaries	LCFF - Base	405,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	207,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	180,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,450.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	106,750.00
None Specified	LCFF - Supplemental	500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	15,000.00
1000-1999: Certificated Personnel Salaries	Other	75,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00
2000-2999: Classified Personnel Salaries	Title I	52,000.00
None Specified	Title II Part A: Improving Teacher Quality	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,611,043.00
Goal 2	438,500.00
Goal 3	10,200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

(1) School Principal

(3) Classroom Teachers

(3) Other School Staff

(6) Parent or Community Members

Name of Members	Role
Robin Walton	Classroom Teacher
Marisol Ramirez	Other School Staff
Jennifer Martinez	Other School Staff
Melissa Dolzadelli	Parent or Community Member
Delia Souza	Parent or Community Member
Sonia Souza	Parent or Community Member
Sandra Hansen	Classroom Teacher
Amy Carroll	Parent or Community Member
Sheila Perry	Principal
Carley Moore	Classroom Teacher
Cari Tharp	Parent or Community Member
Mary Bertao	Other School Staff
Valerie Alberton	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/22/2026.

Attested:

Principal, Sheila Perry on 7/14/2026

SSC Chairperson, Cari Tharp on 10/22/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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