MADERA UNIFIED SCHOOL DISTRICT
LOCAL CONTROL & ACCOUNTABILITY PLAN
2026-2027



LCFF

Local Control Funding Formula

The Local Control Funding Formula (LCFF) is California's formula for determining the level of state funding provided to school districts. The majority of funding is dedicated to improving academic outcomes for all students with additional funding provided for English learners, foster youth and students living in poverty.

8 State Priorities

- Basic Services
- Academic Standards
- Parent Involvement
- Student Achievement
- Student Engagement
- School Climate
- Course Access
- Other Pupil Outcomes



LCAP

Local Control and Accountability Plan

The Local Control and Accountability Plan (LCAP) is the district's three-year plan showing how state LCFF funds are used to serve all students. During the 2025-26 school year, Madera Unified School District has held over 50 meetings and workshops to gain community input from educational partners on how best to serve students.



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8/7/2026

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Increased or Improved Services to Foster Youth, English Learners, and Low-Income Students for 2026-27 **157**
Required Descriptions

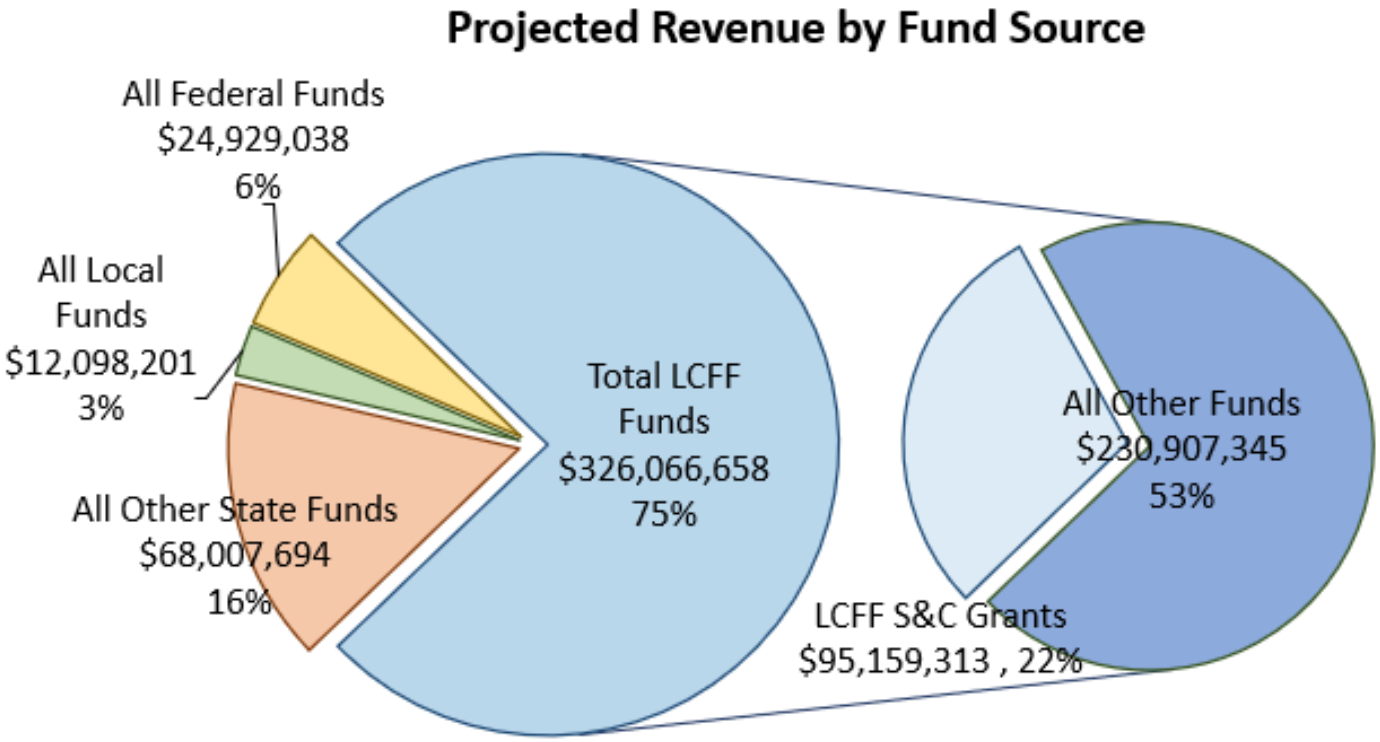
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Local Control Funding Formula (LCFF)Budget Overview for Parents

Developed by the California Department of Education, November 2021

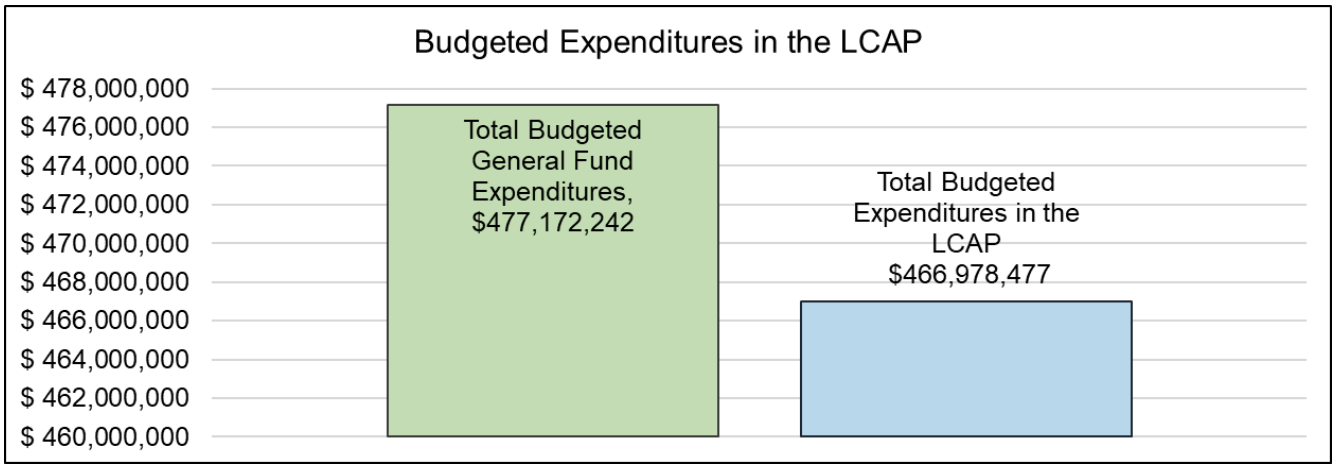
LCFF Budget Overview for Parents Template
Local Educational Agency (LEA) Name: Madera Unified School District CDS Code: 20 65243 0000000 School Year: 2026-27 LEA contact information: Sheryl Sisil, Associate Superintendent of Educational Services Email: SherylSisil@maderausd.org, Phone No. (559) 675-4500
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).



This chart above shows the total general purpose revenue Madera Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Madera Unified School District is $431,101,591.00, of which $326,066,658.00 is Local Control Funding Formula (LCFF), $68,007,694 is other state funds, $12,098,201.00 is local funds, and $24,929,038.00 is federal funds. Of the $326,066,658.00 in LCFF Funds, $95,159,313.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Madera Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Madera Unified School District plans to spend $477,172,242.00 for the 2026-27 school year. Of that amount, $466,978,477.00 is tied to actions/services in the LCAP and $10,193,765.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

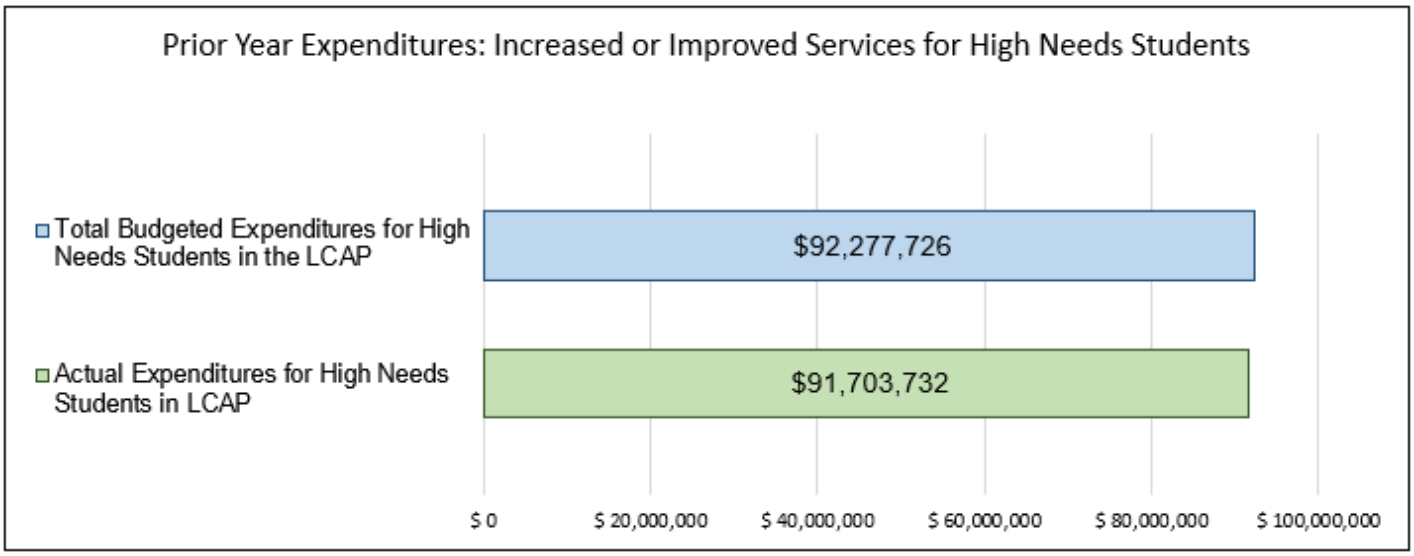
The LCAP Budgeted Expenditures total $466,978,477.00 which are tied to actions/services, the total reflects $10,193,765 below the General Fund Expenditures due to including the funds for the California State Preschool (CSPP) and excluding the STRS-on-Behalf expenditures in the General Fund. See below:

•Fund 01 General Fund	$14,214,856 STRS-on-Behalf Funds
•Fund 12 California State Preschool (CSPP)	-$4,021,091 Total Funds (excludes STRS-on-Behalf)
	$10,193,765 Expenditures not in LCAP

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

In 2026-27, Madera Unified School District is projecting it will receive $95,159,313.00 based on the enrollment of Foster Youth, English Learner, and low-income students. Madera Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Madera Unified School District plans to spend $97,707,495.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2025-26, Madera Unified School District's LCAP budgeted $92,277,726.00 for planned actions to increase or improve services for high-needs students. Madera Unified School District spent $91,703,732.00 for actions to increase or improve services for high-needs students in 2025-26. The difference between the budgeted amount and the actual expenditures is $573,994.

Even though the district did not expend all budgeted funds designated to increase or improve services in 2025–26, the district met and exceeded the required 41.81% threshold. In addition, the district has budgeted an additional $2,548,182 above the required amount for 2026–27.



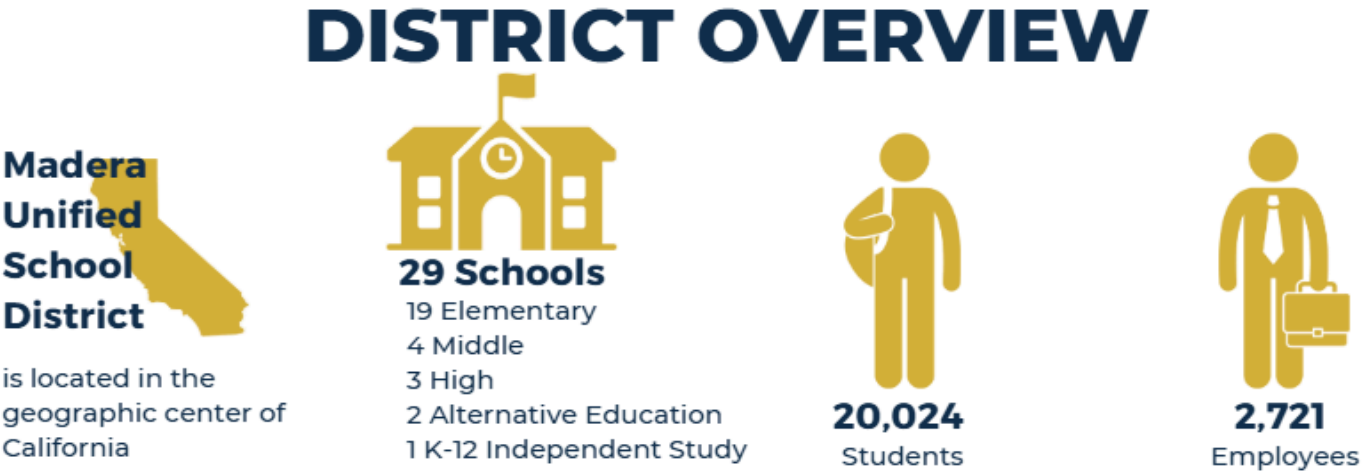
Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera Unified School District	Sheryl Sisil, Associate Superintendent of Educational Services	sherylsisil@maderausd.org (559) 675-4500

Plan Summary 2026-27
General Information

A description of the LEA, its schools, and its students in grades Transitional Kindergarten -12th grade, as applicable to the LEA.



Our Vision: *Madera Unified will set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.*

Our Mission: *We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.*

Our Belief Statement: *Madera Unified is where Students are challenged to broaden their vision, inspired by meaningful opportunities and strive for authentic achievements.*

Our Creed: WE BELIEVE in…

- *Strong relationships between students, staff, parents and our community*
- *Rigorous expectations for ALL students with proper supports and opportunities to achieve mastery*
- *Collaboratively planned relevant, challenging, and creative lessons*
- *Intrinsic motivation through curiosity, creativity, and choice*
- *Intentionally engaging classrooms and active learning*
- *Strong civic engagement through service learning*
- *The highest student achievement in all areas*
- *An orderly learning environment with dynamic school cultures*
- *A financially sound & effective organization*

Our Core Values: *These questions frame our decisions when considering expenditures and initiatives. During our Executive Cabinet meetings, we ask ourselves each question aloud and invite debate.*

Equity Before Equality *Will this prioritize equity before equality?*	**Student Centered** Decision Making *Is this focused on students' needs?*	**Collaborative Culture** *Will this facilitate a collaborative culture in our district?*
Excellence for All *Will this promote excellence for all?*		
Learning Organization *Will this further the development of our learning organization?*	**Community Relationships** *Will this foster and deepen relationships with our community partners?*	**Results Oriented** *Will this be measured effectively and be results oriented?*
HONESTY + COMPETENCY = TRUST		

Madera Unified serves a community with a diverse population of students and their families across grades Transitional Kindergarten (TK) through 12th grade. Some highlights include over 91% of Madera Unified students are socioeconomically disadvantaged and identify as Hispanic, 28% of students are considered English Learners . Due to the significant number of students who are low income, English Learner, or Foster Youth; Madera Unified's unduplicated pupil population is approximately 91%.

Student Group	Total	Percentage
English Learners	5,474	27.5%
Foster Youth	105	0.5%
Homeless	443	2.2%
Socioeconomically Disadvantaged	18,187	91.2%
Students with Disabilities	1,769	8.9%
Race/Ethnicity	**Total**	**Percentage**
African American	227	1.1%
American Indian	89	0.4%
Asian	235	1.2%
Filipino	32	0.2%
Hispanic	18,193	91.3%
Two or More Races	133	0.7%
Pacific Islander	3	0.0%
White	798	4.0%

Madera Unified School District is proud to serve a community deeply connected to two of California's most vital economic engines: agriculture and manufacturing. Located in the heart of the Central Valley, Madera is known for its fertile land, hardworking families, and rich history in farming. At the same time, Madera's growing manufacturing sector continues to expand opportunities in advanced technologies, food processing, construction, and logistics.

These industries are more than just economic drivers—they represent the values of craftsmanship, resilience, and innovation that define our region. At Madera Unified, we are committed to preparing students to thrive in these essential sectors through robust Career Technical Education (CTE) pathways in agriculture, agri-science, welding, advanced manufacturing, robotics, and engineering to name a few.

Through hands-on learning, industry partnerships, and exposure to real-world applications, our students gain the skills, certifications, and experiences needed to succeed in college, career, and beyond. Whether in the fields or on the factory floor, Madera Unified is cultivating the next generation of problem-solvers, makers, and leaders who will carry forward the proud legacy of our community.

The College and Career Readiness Department celebrated a year of significant growth, achievement, and recognition across Madera Unified. With the support of a $1.1 million Career Technical Education Incentive Grant, the department invested in industry-grade equipment across high school campuses, including manufacturing equipment at Torres High School, a new video screen at Madera South High School, and additional tools to strengthen hands-on learning. The grant also supported student travel for Career Technical Student Organization competitions and events.

Madera Unified also saw an increase in CTE pathway completion for the Class of 2025, and the second annual Graduate Profile Showcases were held at five district sites, earning an initial pass rate of 93% in March.

Students achieved outstanding success in regional, state, national, and world-level competitions. At the Fresno ROP Design Build Showdown, Madera South Fabrication won the two-day trailer build, while Madera High Construction won the three-day shed build challenge. Across Career Technical Student Organizations, students placed in the top five in their respective contests, with major state and national winners in FFA, SkillsUSA, FBLA, HOSA, FCCLA, and FIRST Robotics.

Highlights included multiple state-winning teams and proficiency winners from Madera South FFA, state champions from SkillsUSA and FBLA at Torres High School, national recognition through HOSA, and first-place state honors and officer recognition through FCCLA at Madera South and Madera High School. Torres FIRST Robotics also earned its fourth World Championship title, finishing with an impressive 69-4-0 record, winning the 2026 Northern California District Championship, and receiving major awards including the Quality Award, Autonomous Award, and Industrial Design Award.

Together, we are growing minds and building futures—rooted in tradition, prepared for tomorrow.

In Arts Education the 2025–26 school year marked another year of historic growth for Arts Education in Madera Unified, with access, participation, and program depth exceeding multiple three-year strategic targets ahead of schedule. Arts coursework now reaches a record 84% of students during the school day, while out-of-school engagement is projected to increase by 50% through expanded partnerships such as SummerArts and the reimagined Madera Theatre Project. The district also expanded advanced arts pathways, with students now able to reach "Advanced" status in Media Arts, Theatre, Visual Art, and Music, and 255 students earning Advanced status this year.

Across disciplines, students experienced new opportunities and high levels of achievement. Dance instruction launched at four sites, generating strong interest in Contemporary and Folklorico programs and culminating in

debut concerts at Madera South High School Theatre. Music programs continued to demonstrate excellence, including Torres Marching Band earning a Top 10 State Ranking for the third consecutive year, all three high school Symphonic Bands earning Superior ratings at CMEA festivals, Desmond Middle School Mariachi winning first place at the CSBC Mariachi Championships, and multiple percussion ensembles securing championship titles.

Theatre, Visual Art, and interdisciplinary arts programming also saw significant accomplishments. StagePass, an ELOP partnership providing free theatre access, served more than 454 students, nearly doubling the prior year's participation, while Madera High School's Madrigal Dinner brought together Theatre, Orchestra, Choir, and Culinary programs in a high-impact community showcase. Visual Art students earned local, state, and national recognition, including a student from Torres High School winning the Congressional Art Competition, with her artwork selected for display at the U.S. Capitol. Expanded exhibitions, new Studio Art courses, and graduation regalia for Advanced artists further reflect the district's commitment to elevating the arts as a meaningful pathway for student voice, achievement, and community connection.

Madera Unified has continued to grow in both access and impact through Expanded Learning Programs, serving 4,000 students across 25 sites in grades TK–12. Program offerings expanded through teacher-led enrichment at both middle and high schools, providing students with engaging opportunities such as Graduate Profile, sports conditioning, Folklorico, military career exploration, beginner guitar, journaling, chess, journalism, Photoshop and editing, and academic tutoring. Partnerships also strengthened student supports, including RadKids safety classes for 3rd and 4th graders, Write Brain enrichment that helped elementary students become published authors, high-dosage tutoring through Tutor.com at all three middle schools, and small-group math tutoring through Valdez Tutoring at six high-need elementary schools.

Expanded Learning also continued to build meaningful enrichment experiences through community partnerships with Gonzalez Boxing, Fresno Chaffee Zoo, UC Merced, the Multilingual Education Department, and Arts Education. ELOP camps served large numbers of students, including more than 1,400 students during Summer Squad in July 2025 and more than 600 students during Winter Crew in January 2026. Winter programming included TK–4 enrichment, a Next Level Camp for 5th–8th graders with CPR certification, a Ninja Warrior course, and a family night attended by approximately 300 families.

Looking ahead, June 2026 summer camps will provide elementary students with options between academic summer school and all-day enrichment camps, along with highlights such as Fair Camp at the Madera District Fair, an all-girls high school boxing class, and music camps in partnership with Arts Education.

Last but certainly not least Madera Unified continues to prioritize academic performance of all students through many quality initiatives, which are all included in the body of the LCAP. However, it is important to draw attention to a few of the key initiatives leading the way in Madera.

Madera Unified continued to strengthen academic performance through aligned, districtwide efforts across Elementary and Secondary Curriculum & Instruction, Multilingual Educational Programs, and Early Childhood Education. Collectively, these departments focused on improving access to high-quality instruction, building teacher and administrator capacity, expanding early learning opportunities, strengthening English Learner supports, and using data to guide instruction, intervention, and continuous improvement.

Elementary Curriculum, Instruction & Assessment supported academic growth through targeted professional learning, curriculum alignment, instructional coaching, and intervention systems. Key highlights included support for 115 administrator/grade-level instructional support requests and 190 individual teacher support requests, districtwide academic events, and the launch of the updated instructional website. In English Language Arts, the department advanced Science of Reading professional learning, supported the LCRS grant at 10 elementary sites, implemented the K–2 Reading Difficulties Screener, and completed K–6 Guaranteed and Viable

Curriculum work to identify essential literacy standards. In mathematics, teachers engaged in full-day professional learning, site-based coaching, classroom observations, and curriculum adoption work that led to the recommendation of Amplify Desmos Mathematics California K–5 to support rigorous, equitable math instruction. The department also strengthened ELD, science, social science/content literacy, and RtI systems, including Tier 3 reading lab support for 598 students, 55% of whom are English Learners.

Secondary Curriculum, Instruction & Assessment focused on strengthening instructional coherence, standards alignment, and data-driven planning across core content areas. The department led more than 60 full-day Curriculum Design Team sessions to revise the district's Guaranteed and Viable Curriculum and Common Summative Assessments, supported summer school curriculum and teacher training, and facilitated professional learning in areas such as Integrated ELD, Project-Based Learning, Graduate Profile, Rigor and Relevance, collaborative structures, and the Teaching, Assessing, Learning cycle. Secondary teams also completed coaching cycles and PLC capacity-building sessions to improve collaborative planning and instructional practice. Content-area highlights included new middle and high school math curriculum adoption, ELA data analysis and unit planning, NGSS-aligned science instruction, ELD coaching cycles across sites, and History/Social Science curriculum development, including new course design.

Multilingual Educational Programs advanced English Learner achievement through compliance, monitoring, biliteracy, and teacher pipeline efforts. The district successfully completed Federal Program Monitoring for English Learner programs with zero findings, while also using the process to identify areas for continuous improvement. Two action plans were developed: one to strengthen monitoring for English Learners, beginning with students at risk of becoming Long-Term English Learners and current LTEL students, and another to improve the ELAC process through administrator training, accountability systems, and stronger parent voice in decision-making. The department also celebrated significant student outcomes, including 553 English Learners reclassified as Fluent English Proficient and 352 students earning the California State Seal of Biliteracy during the 2025–26 school year.

Additional multilingual highlights included the district's first full Dual Language Immersion "Pioneer" cohort, which began in kindergarten in 2017 and completed the first full DLI pathway in Madera County through 8th grade. The majority of these students earned Biliteracy Attainment recognition, demonstrating growth in bilingualism, biliteracy, and cross-cultural competence. The Madera Teacher Residency Program also continued to demonstrate the district's commitment to developing highly qualified bilingual educators through a "grow our own" model rooted in mentorship, clinical practice, cultural responsiveness, and community connection.

Early Childhood Education strengthened the academic foundation for Madera's youngest learners by serving more than 1,000 preschool and transitional kindergarten students, an increase of 100 students from the previous year. Preschool efforts focused on instructional quality and continuous improvement through CLASS 2.0 and CLASS Environment certification, baseline CLASS observations in 30% of CSPP classrooms, and targeted coaching based on results. Data showed strengths in Emotional Support and Classroom Organization, while Instructional Support was identified as an area for continued growth through higher-level questioning, quality feedback, and language-rich interactions. The Preschool Program also successfully completed its FPM review, resolving all findings by March 2026.

In Transitional Kindergarten, the district expanded to 38 TK classrooms, including 10 new classrooms, making TK available at all 18 elementary schools. The opening of new Universal Transitional Kindergarten buildings at Alpha, Lincoln, Pershing, and Virginia Lee Rose Elementary Schools further expanded access to early learning environments. Cal-SAFE continued to support teen parents and their children through family engagement, health partnerships, early intervention referrals, food distribution, academic guidance, and classroom experiences connected to child development pathways.

Overall, these efforts demonstrate a comprehensive approach to improving academic performance across the district. Madera Unified is strengthening instruction from early learning through high school by aligning curriculum, expanding access to intervention and enrichment, supporting multilingual learners, investing in teacher capacity, and using assessment and monitoring systems to inform instruction. The work across these departments reflects a continued commitment to equity, early intervention, language development, biliteracy, college and career readiness, and improved outcomes for all students.

According to the California Department of Education, the LCFF Equity Multiplier provides additional funding to LEAs for specific school sites with high student need, and the funding must be used for evidence-based services and supports to improve student outcomes. A school is identified when, in the prior year, it has a nonstability rate greater than 25% and a socioeconomically disadvantaged pupil rate greater than 70%, Madera Unified has four schools identified as Equity Multiplier schools; they are Eastin Arcola Elementary (English Learner, Hispanic, Low Income on CAASPP ELA and Mathematic), Furman Independent Study (Low Income and Hispanic students on CAASPP ELA and Mathematics), Mt. Vista Continuation High School (Low Income, Hispanic students in suspension rate), and Ripperdan Community Day School (English Learner, Long Term English Learners, Low Income and Hispanic students in suspension rate).

Reflections: Annual Performance

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

Based on the 2023 California School Dashboard the following school and/or student groups earned the lowest performance level (red):

Districtwide Student Groups earning the lowest performance level

Dashboard Indicator	Student Group	Addressed in the Following Action	Page #
Graduation Rate	English Learner	Required Action - Goal #4, Action #3	Page 108
Mathematics	English Learner American Indian	Required Action - Goal #4, Action #10	Page 114
English Language Arts	English Learner Homeless African American	Required Action - Goal #4, Action #9	Page 112
Suspension Rate	Homeless Foster Youth African American	Required Action - Goal #3, Action #7	Page 85

Schools earning an overall rating in the lowest performance level

Dashboard Indicator	School	Addressed in the Following Action	Page #
English Language Arts	Nishimoto Elementary King Middle School Furman ISP	Required Action - Goal #4, Action #9	Page 112
Mathematics	Desmond Middle School Jefferson Middle School King Middle School Torres High School Furman ISP	Required Action - Goal #4, Action #10	Page 114
Suspension Rate	Howard Elementary Alpha Elementary	Required Action - Goal #3, Action #7	Page 85

	King Middle School Mt. Vista Continuation High School Ripperdan Community Day School		
Chronic Absenteeism	Furman ISP Lincoln Elementary School	Required Action - Goal #3, Action #1	Page 82
English Learner Progress Indicator	Pershing Elementary School Alpha Elementary School King Middle School	Required Action - Goal #1: Action #2	Page 52

Student Groups within a school earning the lowest performance level

Dashboard Indicator	School	Student Group	Addressed in the Following Action	Page #
English Language Arts	Howard Elementary	English Learner	Required Action - Goal #4, Action #9	Page 112
	Adams Elementary	English Learner Students w/ Disabilities		
	Rose Elementary	English Learner		
	Lincoln Elementary	English Learner		
	Millview Elementary	English Learner		
	Chavez Elementary	English Learner		
	Dixieland Elementary	Socioeconomically Disadvantaged English Learner		
	Nishimoto Elementary	Socioeconomically Disadvantaged Hispanic English Learner		
	Sierra Vista Elementary	Students w/ Disability		
	Jefferson Middle School	English Learner		
	Desmond Middle School	Students w/ Disability		
	King Middle School	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability		
	Furman ISP	Socioeconomically Disadvantaged Hispanic		
Dashboard Indicator	**School**	**Student Group**	**Addressed in the Following Action**	**Page #**
Mathematics	Adams Elementary	Students w/ Disability	Required Action - Goal #4, Action #10	Page 114
	Rose Elementary	Students w/ Disability		
	Dixieland Elementary	English Learner		
	Nishimoto Elementary	Students w/ Disability		
	Sierra Vista Elementary	Students w/ Disability		

	Desmond Middle School	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability		
	Jefferson Middle School	Hispanic English Learner		
	King Middle School	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability		
	Torres High School	Socioeconomically Disadvantaged Hispanic		
	Furman ISP	Socioeconomically Disadvantaged Hispanic		
Dashboard Indicator	**School**	**Student Group**	**Addressed in the Following Action**	**Page #**
Suspension Rate	Berenda Elementary	Students w/ Disability Two or More Races	Required Action - Goal #3, Action #7	Page 85
	Sierra Vista Elementary	Hispanic		
	Howard Elementary	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability White		
	Alpha Elementary	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability		
	Jefferson Middle School	English Learner Students w/ Disability Homeless White		
	King Middle School	Socioeconomically Disadvantaged Hispanic English Learner Homeless		
	Madera High School	Students w/ Disability		
	Madera South High School	English Learner		
	Matilda Torres High School	Homeless		
	Mt. Vista Continuation HS	Socioeconomically Disadvantaged Hispanic English Learner		

	Ripperdan CDS	Socioeconomically Disadvantaged Hispanic		
Dashboard Indicator	**School**	**Student Group**	**Addressed in the Following Action**	**Page #**
Chronic Absenteeism	Lincoln Elementary	Asian	Required Action - Goal #3, Action #1	Page 82
	Furman ISP	Socioeconomically Disadvantaged English Learner		
Chronic Absenteeism	Furman ISP	Hispanic	Required Action - Goal #7, Action#3	Page 143

2025 California Dashboard Summary

MUSD continues to demonstrate progress on the California School Dashboard. The following 2025 Dashboard Summary represents performance comparing growth from 2023 to 2025:

In **Mathematics**, MUSD achieved a 6.2-point increase and moved toward improved performance overall. Several student groups also showed positive growth in mathematics performance:

- African American Students: +13.4 points
- English Learners: +10.1 points
- Students of Two or More Races: +6.6 points
- Socioeconomically Disadvantaged Students: +6.4 points
- Hispanic Students: +6.3 points
- White Students: +6.3 points
- American Indian Students: +5.4 points
- Homeless Youth: +2.9 points

At the same time, some student groups experienced declines in mathematics performance, highlighting areas for continued focus and support:

- Foster Youth: -15.7 points
- Filipino Students: -6.9 points
- Students with Disabilities: -2.1 points

Long-Term English Learners (LTELs) were newly reported in 2025 with a DFS of -178.2, indicating a continued need for targeted academic support.

Overall, the comparison in Mathematics results from 2023 to 2025 indicates encouraging districtwide improvement in performance for many student groups, particularly African American students and English Learners, while highlighting the need for continued focus on Foster Youth, Filipino students, Students with Disabilities, and LTELs.

In **English Language Arts (ELA)**, MUSD demonstrated progress from 2023 to 2025 achieving a 7.2-point increase on the California Dashboard. Several student groups showed notable improvement in ELA performance:

- Students of Two or More Races: +29.8 points

- African American Students: +18.3 points
- English Learners: +14.5 points
- Homeless Youth: +10.4 points
- White Students: +9.2 points
- American Indian Students: +8.6 points
- Socioeconomically Disadvantaged Students: +7.1 points
- Hispanic Students: +7.0 points

Student groups experiencing declines in performance in ELA, include:

- Filipino Students: -26.5 points
- Foster Youth: -6.7 points
- Asian Students: -4.4 points
- Students with Disabilities: -2.1 points

Long-Term English Learners (LTELs) were newly reported in 2025 with a DFS of -112.8, highlighting an ongoing area of need for targeted literacy support.

Overall, the comparison in ELA results from 2023 to 2025 reflects meaningful districtwide progress in achievement, especially among historically underserved student groups such as African American students, English Learners, Homeless Youth, and students identifying as Two or More Races, while also identifying groups that may benefit from additional focused intervention and support moving forward.

Additionally, MUSD continued to demonstrate strong progress on the California Dashboard across several key student outcome indicators between 2023 and 2025.

- **Chronic Absenteeism:** -5.7%
- **Suspension Rate:** -1.0%
- **Graduation Rate:** +1.7%
- **College and Career Indicator:** +6.3%

Reductions in Chronic Absenteeism and Suspension Rates reflects upon our continued efforts to improve student engagement, attendance, and school climate. We also continue to improve student achievement outcomes beyond graduation. The district's Graduation Rate and College and Career Indicator improvements over the two-year period demonstrated continued growth in the number of students prepared for postsecondary education and career pathways.

These results reflect sustained districtwide progress and continuous improvement across multiple California Dashboard indicators. These outcomes reflect our strategic focus on key district initiatives, including:

- Development of a Guaranteed and Viable Curriculum (GVC) in grades TK-12 and Renewed implementation of Professional Learning Communities (PLC).
- A continued focus on English Learner (EL) student success through high quality teacher training and support to ensure EL students are making adequate yearly progress on the English Language Proficiency Assessment(s) for California (ELPAC); which is tied directly to the CA School Dashboard.
- Implementation of the California Community Schools Partnership Grant
- Implementation of a district wide Multi-Tiered System of Support (MTSS). This has been a collaborative effort to align Academic, SocialEmotional & Behavioral (SEB), and Health & Wellness departments and services and supports offered to the schools we serve in MUSD.

Districtwide Student Groups: This refers to any student group on the California School Dashboard within the LEA

Improvement Highlights: Areas Exiting the Lowest Performance Level (Red) in 2024 and/or 2025

- English Language Arts: English Learner Students, Homeless Students
- Mathematics: English Learner Students and American Indian Students
- Suspension Rate: African American Students, Homeless Students and African American Students
- Graduation Rate: English Learner Students

Continued Challenges: Areas Remaining in the Lowest Performance Level (Red) in 2025

- English Language Arts: African American Students, Long-Term English Learners (LTEL), and Students with Disabilities
- Mathematics: African American Students, Homeless Youth, Long-Term English Learners (LTEL), and Students with Disabilities
- Science: Foster Youth, Long-Term English Learners (LTEL), and Students with Disabilities
- Chronic Absenteeism: African American Students, Asian Students and Students identifying as Two or More Races

Schoolwide Performance Levels: This refers to any school within the LEA and the schools individual performance in one or more areas of the California School Dashboard

Improvement Highlights: Schools exiting the Lowest Performance Level (Red) in 2024 and/or 2025

- English Language Arts: Nishimoto Elementary, Furman Independent Study and MLK Middle School
- Mathematics: Desmond Middle School, MLK Middle School, and Torres High School
- English Learner Progress Indicator: Alpha Elementary, Pershing Elementary and MLK Middle School
- Chronic Absenteeism: Furman Independent Study
- Suspension Rate: Alpha Elementary, Howard Elementary, Mountain Vista Continuation High School, Ripperdan Community Day School and MLK Middle School

Continued Challenges: Schools in the Lowest Performance Level (Red) in 2025

- English Language Arts: Furman Independent Study and Mountain Vista Continuation High School
- Mathematics: Eastin-Arcola Elementary, Furman Independent Study, Mountain Vista Continuation High School and Thomas Jefferson Middle School
- English Learner Progress Indicator: Berenda Elementary, Chavez Elementary, Nishimoto Elementary, Parkwood Elementary and Sierra Vista Elementary
- Chronic Absenteeism: Alpha Elementary, Dixieland Elementary, Lincoln Elementary, Monroe Elementary, Pershing Elementary, Thomas Jefferson Middle School and Virginia Lee Rose Elementary.
- Suspension Rate: Chavez Elementary and Eastin-Arcola Elementary
- College/Career Indicator: Mountain Vista Continuation High School

Student Groups within a School

Improvement Highlights: Student Groups within a school exiting the Lowest Performance Level (Red) in 2024 and/or 2025

English Language Arts
- Adams Elementary Student Group(s): Students w/ Disabilities and English Learners
- Dixieland Elementary Student Group(s): English Learners and Socioeconomically Disadvantaged
- Lincoln Elementary Student Group(s): English Learners
- Millview Elementary Student Group(s): English Learners
- Nishimoto Elementary Student Group(s): English Learners, Hispanic and Socioeconomically Disadvantaged
- Rose Elementary Student Group(s): English Learners
- Sierra Vista Elementary Student Group(s): Students w/ Disabilities
- Desmond Middle School School Student Group(s): English Learners
- King Middle School Student Group(s): English Learners, Hispanic, Socioeconomically Disadvantaged and Students w/ Disabilities
- Jefferson Middle School Student Group(s): English Learners
- Furman Independent Study Student Group(s): Hispanic and Socioeconomically Disadvantaged

Mathematics
- Dixieland Elementary Student Group(s): English Learners
- Howard Elementary Student Group(s): English Learners
- Sierra Vista Elementary Student Group(s): Students w/ Disabilities
- Desmond Middle School School Student Group(s): English Learners, Hispanic and Socioeconomically Disadvantaged
- King Middle School School Student Group(s): English Learners, Hispanic, Socioeconomically Disadvantaged and Students w/ Disabilities
- Jefferson Middle School Student Group(s): English Learners and Hispanic
- Torres High School Student Group(s): Hispanic and Socioeconomically Disadvantaged

English Learner Progress Indicator
- Alpha Elementary Student Group(s): English Learners
- Pershing Elementary Student Group(s): English Learners
- King Middle School Student Group(s): English Learners

Chronic Absenteeism
- Furman Independent Study Student Group(s): Hispanic and Socioeconomically Disadvantaged

Suspension Rate
- Alpha Elementary Student Group(s): English Learners, Hispanic, Socioeconomically Disadvantaged and Students w/ Disabilities
- Berenda Elementary Student Group(s): Students w/ Disabilities and Students identifying as Two or More Races
- Howard Elementary Student Group(s): English Learners, Hispanic, Socioeconomically Disadvantaged and Students w/ Disabilities
- Sierra Vista Elementary Student Group(s): Hispanic
- King Middle School Student Group(s): English Learners, Hispanic, Homeless Youth and Socioeconomically Disadvantaged
- Jefferson Middle School Student Group(s): English Learners, Homeless Youth, Students w/ Disabilities and White
- Madera High School Student Group(s): Students w/ Disabilities
- Madera South High School Student Group(s): English Learners
- Torres High School Student Group(s): Homeless Youth
- Mountain Vista High School Student Group(s): English Learners, Hispanic and Socioeconomically Disadvantaged

- Ripperdan Community Day School Student Group(s): Hispanic and Socioeconomically Disadvantaged

Continued Challenges: Student Groups within a School in the Lowest Performance Level (Red) in 2025

English Language Arts
- Chavez Elementary Student Group(s): English Learners and Students w/ Disabilities
- Eastin-Arcola Elementary Student Group(s): English Learners, Hispanic and Socioeconomically Disadvantaged
- Lincoln Elementary Student Group(s): Students w/ Disabilities
- Nishimoto Elementary Student Group(s): Students w/ Disabilities
- Pershing Elementary Student Group(s): Students w/ Disabilities
- Rose Elementary Student Group(s): Students w/ Disabilities
- Desmond Middle School Student Group(s): Students w/ Disabilities
- Thomas Jefferson Middle School Student Group(s): English Learners, Long-Term English Learners and Students w/ Disabilities
- Madera High School Student Group(s): English Learners
- Madera South High School Student Group(s): Long-Term English Learners
- Torres High School Student Group(s): English Learners and Long-Term English Learners
- Mountain Vista High School Student Group(s): Hispanic and Socioeconomically Disadvantaged

Mathematics
- Alpha Elementary Student Group(s): Students w/ Disabilities
- Adams Elementary Student Group(s): Students w/ Disabilities
- Chavez Elementary Student Group(s): Students w/ Disabilities
- Eastin-Arcola Elementary Student Group(s): English Learners, Hispanic and Socioeconomically Disadvantaged
- Furman Independent Study Elementary Student Group(s): Hispanic and Socioeconomically Disadvantaged
- Lincoln Elementary Student Group(s): Students w/ Disabilities
- Nishimoto Elementary Student Group(s): Students w/ Disabilities
- Pershing Elementary Student Group(s): Students w/ Disabilities
- Rose Elementary Student Group(s): Students w/ Disabilities
- Desmond Middle School Student Group(s): Students w/ Disabilities
- King Middle School Student Group(s): Homeless Youth
- Thomas Jefferson Middle School Student Group(s): English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students w/ Disabilities and White
- Torres High School Student Group(s): English Learners and Students w/ Disabilities
- Mountain Vista High School Student Group(s): Hispanic and Socioeconomically Disadvantaged
- Ripperdan Community Day School Student Groups:

English Learner Progress Indicator
- Berenda Elementary Student Group(s): English Learners
- Chavez Elementary Student Group(s): English Learners
- Nishimoto Elementary Student Group(s): English Learners
- Parkwood Elementary Student Group(s): English Learners
- Sierra Vista Elementary Student Group(s): English Learners
- Torres High School Student Group(s): Long-Term English Learners

Science
- Desmond Middle School Student Group(s): Long-Term English Learners

- Thomas Jefferson Middle School Student Group(s): Long-Term English Learners
- Madera South High School Student Group(s): Long-Term English Learners

Chronic Absenteeism
- Alpha Elementary Student Group(s): English Learners, Hispanic, Homeless Youth and Socioeconomically Disadvantaged
- Adams Elementary Student Group(s): Students w/ Disabilities and White
- Berenda Elementary Student Group(s): Students w/ Disabilities
- Dixieland Elementary Student Group(s): English Learners, Hispanic and Socioeconomically Disadvantaged
- La Vina Elementary Student Group(s): English Learners
- Lincoln Elementary Student Group(s): Asian, English Learners and Hispanic
- Monroe Elementary Student Group(s): Hispanic, Homeless Youth, Socioeconomically Disadvantaged and Students w/ Disabilities
- Parkwood Elementary Student Group(s): White
- Pershing Elementary Student Group(s): Hispanic, Socioeconomically Disadvantaged and Students w/ Disabilities
- Rose Elementary Student Group(s): Hispanic, Socioeconomically Disadvantaged and Students w/ Disabilities
- Sierra Vista Elementary Student Group(s): Homeless Youth
- Desmond Middle School Student Group(s): Hispanic and Students w/ Disabilities
- King Middle School Student Group(s): English Learners, Homeless Youth and Students w/ Disabilities
- Thomas Jefferson Middle School Student Group(s): White

Suspension Rate
- Adams Elementary Student Group(s): Homeless Youth
- Chavez Elementary Student Group(s): English Learners, Hispanic, Homeless Youth, Socioeconomically Disadvantaged and Students w/ Disabilities
- Eastin-Arcola Elementary Student Group(s): Hispanic and Socioeconomically Disadvantaged
- Howard Elementary Student Group(s): White
- King Middle School Student Group(s): Long-Term English Learners and Students w/ Disabilities
- Madera South High School Student Group(s): Homeless Youth

College/Career Indicator
- Mountain Vista High School Student Group(s): Hispanic and Socioeconomically Disadvantaged

As we move forward, Madera Unified remains steadfast in our commitment to equity, excellence, and opportunity for every student. We will continue to use CA Schools Dashboard data to inform decisions, allocate resources strategically, and collaborate with families, educators, and community partners to ensure every student thrives. Madera Unified School District remains committed to building and sustaining systems of support to improve outcomes for all students. To advance this work, we will maintain a targeted focus on the district approved LCAP Goals 1 thru 4:

1. Asset-Based Multilingualism
   We will continue to uplift and support our English Learners by embracing their linguistic and cultural assets and fully implementing the California English Learner Roadmap across all grade levels and content areas.
2. High-Quality Student Engagement Opportunities
   We will expand project-based learning, authentic assessments, and real-world experiences to ensure all students are meaningfully engaged in their learning journey.

3. Effective Learning Environments
   Through strategic use of Community School principles, inclusive practices, and restorative supports, we will cultivate safe, welcoming, and inclusive learning environments
4. Maximizing Student Achievement
   We will ensure full implementation of our Guaranteed and Viable Curriculum, provide tiered supports aligned to Multi-Tiered Systems of Support (MTSS), and monitor outcomes through a continuous improvement lens.

These four focus areas are also the first four LCAP goals adopted in the current MUSD LCAP and these goals and subsequent actions will drive instructional equity and accelerate progress for all student groups and schools.

Learning Recovery Emergency Block Grant (LREBG)

Madera Unified received $34,751,423.00 between 2022-23 and 2025-26 in Learning Recovery Emergency Block Grant (LREBG) funding. The LREBG funds were allocated to California school districts to support learning recovery and accelerate academic achievement, particularly in response to learning loss caused by the COVID-19 pandemic. $3,500,000.00 will be carried over into the 2026-27 school year. The district conducted a needs assessment and identified the following areas of need:

- Middle School mathematics is an area of the highest need based on local and state assessment data results. All students are struggling, but MUSD is particularly focused on our English Learner students. Preliminary data shows little to no academic improvement for EL students
- MUSD continues to focus on improving academic outcomes for all students in all grade levels. Based on the CA School Dashboard and local assessment results there is a clear need to focus on teaching and learning. MUSD will continue to allocate resources to school sites for their Strategic Academic Planning (SAP) teams. These teams are comprised of site administrators and lead teachers from each school site. The focus of these teams is to develop strategic moves by school site; which will improve student outcomes.
- As an additional opportunity to improve student achievement, MUSD will continue to invest in opportunities for students to participate in one-on-one tutoring as well as small group tutoring sessions.

Goal/ Action	Action Description	Rationale	Page
1.7	Middle School Math Support for LTEL and EL students	In an effort to improve the learning outcomes in mathematics for middle school students who are English Learners (EL's, LTEL's, RFEP & Newcomer students) Madera Unified School District (MUSD) has partnered with the University of California, Merced's Center for Educational Partnerships (CEP) to offer a specialized math academy, *Bridging the Gap in Mathematics*. This targeted program serves English Learners—specifically Long-Term English Learners and reclassified students—who demonstrate a need to improve their math skills based on state and local assessments.	Page 56
4.16	Strategic Action Plan (SAP) Stipends	Each school in MUSD has a SAP team composed of lead teachers from the campus that focus on ELA and/or Math goals that take back professional development for grade level teams. This team serves as a guiding coalition in support of the school site goals and actions set in place to improve student outcomes.	Page 120

4.17	Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff to close Student Achievement Gap	Increase student achievement and support professional growth by providing targeted tutoring, structured staff collaboration opportunities, and additional teacher time to enhance instructional effectiveness and student outcomes.	Page 120

Reflections: Technical Assistance

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

Differentiated Assistance - Districtwide

Per the California School Dashboard, Madera Unified School district (MUSD) was identified eligible for Differentiated Assistance. Differentiated Assistance (DA) eligibility is assigned based on the school district's performance on the CA School Dashboard of “red” or a combination of “red” and “orange” performance level by a specific student group across multiple dashboard indicators and performance on local indicators.

MUSD convened a team of district and school site administrators to review the district's dashboard results in order to determine our district focus. In 2023, three student groups, **English Learners, Homeless, and African American students,** qualified for differentiated assistance. All three student groups exited Differentiated Assistance in 2024 while one student group, **Foster Youth**, qualified for differentiated assistance. Foster youth exited Differentiated Assistance in 2025, while **Homeless and African American** students qualified for differentiated assistance. **(see below)**

The district team was convened to determine a focus for the Differentiated Assistance (DA) work, and the focus for the 2025-2026 school year will be **Chronic Absenteeism for Students Experiencing Homelessness**. Madera Unified School District (MUSD) has undertaken a comprehensive process to support homeless youth, aligning with the goals of the Local Control and Accountability Plan (LCAP). The district conducted a thorough needs assessment, analyzing both state and local data to identify areas requiring improvement. This assessment informed the development of specific goals and actions aimed at enhancing educational outcomes and stability for students identified under the McKinney-Vento Act.The DA team met on the following dates (02/03/2026, 02/17/2026, 03/09/2026) and was walked through a series of improvement science protocols to develop the following:

- Identification of and Creation of a Problem Statement
  - **Problem Statement**: During the 24-25 School Year Madera Unified School District Homeless Youth students had a 35.4% Chronic Absenteeism rate, which was up 3.5% from the prior school year leading to a red color designation on the California School Dashboard.
- Comprehensive Needs Analysis (Fishbone); The team identified several root causes centered around the problem statement:
  - **Housing Instability & Legal Precarity:** The most fundamental barrier is the "H" in "Homeless Youth." When a student lacks a "fixed, regular, and adequate" nighttime residence, the school's schedule becomes a secondary priority to survival.
  - **Transportation & Logistical Gaps:** In Madera Unified, the geographic "middle ground" is a significant failure point. Students are either too far to walk or "too close" to qualify for mandated bussing, but they lack the private means to bridge the gap.
  - **Economic Survival & Role Reversal:** Poverty forces a re-prioritization of time. In households where survival is the primary metric, the school day often loses the "scheduling war" to the workday.

    - **Academic Disconnect & "Learned Helplessness":** School becomes "undesirable" when it highlights a student's deficiencies rather than providing a sense of belonging or success.
    - **Health & Wellness Navigation:** homelessness is a trauma that often manifests in physical and mental health crises. Without a stable home base, navigating the healthcare system becomes a reactive, all-day process.
    - **Community & Systemic Isolation:** A lack of "wraparound" infrastructure in the local environment means the school is often the only support system, and it cannot carry the weight alone.
- Highest Root Cause Selection
    - **Academic Disconnect & "Learned Helplessness"**
- Driver Diagram (Strategic Focus Areas)
    - **Just-in-Time Instructional Scaffolding**: Students who feel they are "always playing catch-up" often disengage because traditional remediation is too slow. This driver shifts the focus toward high-leverage, just-in-time instructional support that integrates missed foundational skills directly into current coursework, allowing the student to stay connected to their peer group rather than feeling isolated by remedial work.
    - **Increase Culturally Responsiveness & Asset-Based Engagement**: When school feels like a "burden," it is usually because the curriculum feels disconnected from the student's reality. This driver forces the system to prioritize instructional strategies that validate the student's lived experience, fostering a sense of belonging and academic identity that makes showing up feel like an opportunity for growth, not a chore.
- Change Idea
    - To reduce chronic absenteeism among homeless youth, we will develop and implement a Whole-Child Early Warning Profile for elementary students that integrates real-time attendance, academic, and SEL indicators (including housing stability and possibly sense of belonging survey data as agreed upon by our Principals. By utilizing this profile in weekly/monthly/quarterly staff meetings, we will move from reactive crisis management to proactive, Just-In-Time scaffolding that is culturally responsive and asset-based.

Engagement with stakeholders remains a critical component. MUSD facilitated meetings and surveys to gather input from parents, students, and community partners. This feedback has been instrumental in shaping the strategies outlined in the LCAP, ensuring that MUSD effectively meets the needs of our homeless youth and promotes their academic success and well-being. This change idea will be monitored in Goal 3, Action 1.

Comprehensive School Improvement

Not Applicable

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Strategic Planning Team	Madera Unified convened a diverse team of educational partners, including community members, business partners, students, parents, teachers, site and district administrators, support staff, Superintendent's Executive Cabinet members, and executive administrative assistants, to participate in a series of LCAP development meetings. Together, the team reviewed the 2025–26 LCAP, identified priorities for the new LCAP cycle, analyzed the effectiveness of each adopted action, and determined whether actions should be continued, revised, or removed based on their impact and alignment with district goals. Meeting #1 - October 2, 2025 Meeting #2 - February 5, 2026 Meeting #3 - April 16, 2026
Parent Advisory Committee	Madera Unified held Parent Advisory Committee (PAC) meetings from October through May to gather feedback and develop recommendations for the LCAP. The PAC included one representative from each school site, along with four student representatives from the district's three comprehensive high schools and alternative education sites. Throughout the meeting series, members received updates on each LCAP goal, including implementation status, overall effectiveness, and progress toward identified targets. PAC members then collaborated with district and school site staff to develop a set of recommendations, which were presented to the MUSD Board of Trustees during the public session of the April 28 board meeting. Meetings held and voting member attendance: October 8, 2025 - 22 Voting members November 12, 2025 - 23 Voting members December 10, 2025- 20 Voting members February 11, 2026- 18 Voting members March 11, 2026- 19 Voting members April 15, 2026- 12 Voting members May 13, 2026 - 18 Voting members During the May 13, 2026 PAC meeting the superintendent provided the written response to the committee with comments and feedback regarding the actions that will be funded through the 2026-27 LCAP. Link to Superintendents response
Student Voice	Madera Unified engaged high school students in developing the LCAP through an innovative Parsec Real platform approach. Students at the three comprehensive high schools and the

	three alternative high schools were invited to provide feedback via video, audio, or text submission utilizing the platform. The window for entering submissions was from February 18, 2026 through April 15, 2026. The questions listed below were designed to gather insightful and personal responses. Comprehensive High Schools: 1. Thinking about your own experiences, how much do you see your background, language, faith, culture, and beliefs represented in your classroom and school? And, what are some ways the school could help everyone learn to appreciate and value different languages and cultures? 2. What motivates you to participate in school activities, how can the school ensure all students feel included and valued in those programs, and have these activities increased your excitement about attending school, and if so, why or why not? 3. When you are learning in class, what helps you feel safe, included, and ready to learn, and what is one thing teachers or adults at school could do to make learning better for you? 4. What specific actions can the school take to enhance learning in the classroom that will benefit students outside of the classroom? Alternative High Schools: 1. Please share an instance where your cultural background, beliefs, or language were represented within a classroom activity or school-wide event. What were the circumstances, and what was your emotional response? 2. Thinking about your own experiences, how much do you see your background, language, faith, culture, and beliefs represented in your classroom and school? And, what are some ways the school could help everyone learn to appreciate and value different languages and cultures? 3. What could teachers or school staff do differently to help students feel more supported, respected, and heard? 4. What specific actions can the school take to enhance learning and extracurricular activities (Ex. Art, Theatre, Sports, Dance, Painting, Career Technical Education), and how effectively do school staff demonstrate respect and professionalism in their interactions with students? 5. What motivates you to participate in school activities, how can the school ensure all students feel included and valued in those programs, and have these activities increased your excitement about attending school, and if so, why or why not? The student PAC members presented to the MUSD Board of Trustees the LCAP feedback that was gathered from the three comprehensive high schools and from the three alternative high schools at the May 26,2026 school board meeting during the Information and Reports section.
District English Language Advisory Committee	Madera Unified staff attended the regularly scheduled monthly District English Learner Advisory Committee (DELAC) meetings. As part of the LCAP process, district staff attended three DELAC meetings in February, March, and April to gather the committee's feedback on the LCAP Goals and Actions specifically. The feedback was compiled and presented by the DELAC Executive Committee on April 28, 2026 to the MUSD Board of Trustees and Superintendent during the Information & Reports portion of the MUSD board meeting. Meetings held and voting member attendance: October 20, 2025 - 18 Voting Members November 17, 2025 - 18 Voting Members December 15, 2025 - 14 Voting Members February 23, 2026 - 13 Voting Members March 16, 2026 - 14 Voting Members April 20, 2026 - 19 Voting Members May 18, 2026 - 17 Voting Members

	During the May 18, 2026 DELAC meeting the superintendent provided the written response to the committee with comments and feedback regarding the actions that will be funded through the 2026-27 LCAP. Link to Superintendents Response
MUTA, CSEA, and CMBA (Local bargaining units)	The Madera Unified approach to engaging our local bargaining units is rooted in the belief that meaningful collaboration leads to better educational outcomes. We prioritize transparency, inclusivity, and continuous improvement by actively seeking and valuing diverse perspectives. Our commitment to open communication ensures that all voices are heard and considered in decision-making processes. A LCAP presentation was given at a regularly scheduled member meeting and a seven question survey was developed to gather valuable insights from our Educational Partners and was also provided in Spanish for our CSEA members. Timelines and response counts: MUTA - 4/22/2026 - 5/29/2026 - 161 responses CSEA - 4/30/2026 - 5/29/2026 - 40 responses CMBA - 4/08/2026 - 5/29/2026 - 12 responses
SELPA	Alison Carberrry (Madera County Superintendent of Schools; SELPA Director), Sheryl Sisil, Associate Superintendent of Educational Services, Becky McHaney (Madera Unified; Director of Special Services), and Adam Bonilla (Madera Unified; Director of Continuous Improvement) met on June 9th to discuss SELPA Feedback. Feedback was overall positive of the first draft. Recommended with next LCAP cycle to deepen alignment of SPED LCAP actions to Compliance and Improvement Monitoring outcomes; also recommended for next LCAP cycle to be more clear on the following: Least Restrictive Environment, Early Childhood Education and Post-Secondary SPED outcomes in action descriptions.
Community Feedback	Each MUSD school held a community LCAP feedback listening session. These school based community meetings were facilitated by the site administrative team of each school. Each school site administrative team presented on the following topics: ● MUSD At a Glance - District and School Site Data ● 2025-26 LCAP Goals and Actions ● 2026-27 LCAP Recommendations At the completion of each listening session the participants were asked to complete a survey soliciting their feedback. The surveys were provided in English and Spanish. Each school shared the links of the survey during their presentation and they were made available on the district website. In addition, the survey was shared via Parent Square to solicit even further feedback. The community meetings were held at the following schools on the date provided: Alpha Elementary - 4/6/2026; Berenda Elementary - 3/26/2026; Cesar Chavez Elementary - 3/26/2026; Dixieland Elementary - 2/18/2026; Duane E. Furman Independent Study - 3/26/2026; Eastin-Arcola Elementary - 4/29/2026; George Washington Elementary - 4/29/2026; Howard Elementary - 3/26/2026; Jack G. Desmond Middle - 4/15/2026; James Madison Elementary - 4/23/2026; James Monroe Elementary - 4/30/2026; John Adams Elementary - 4/30/2026; John J. Pershing Elementary - 3/20/2026; La Vina Elementary - 4/29/2026;

	Lincoln Elementary - 4/22/2026; Madera High - 4/13/2026; Madera South High - 4/20/2026; Madison Elementary - 4/23/2026; Martin Luther King Jr. Middle - 4/23/2026; Matilda Torres High - 4/13/2026; Millview Elementary - 4/15/2026; Mountain Vista Continuation - 4/23/2026; Nishimoto Elementary - 3/26/2026; Parkwood Elementary - 4/15/2026; Ripperdan Community Day - 4/16/2026; Sierra Vista Elementary - 4/22/2026; Thomas Jefferson Middle - 4/23/2026; Virginia Lee Rose Elementary - 4/30/2026
Equity Multiplier School Feedback	Equity Multiplier schools were notified of their school status after the release of the California School Dashboard in December, 2024. MUSD has four schools that met the state requirements to receive the Equity Multiplier funds. The following school sites held meetings with students, staff and community members to review and revise each of their school site plans. **Eastin-Arcola Elementary** ● Principal: Danene Guglielmana ● $335,000 Equity Multiplier funds allocated ● Educational Partner Meeting Date(s): Staff Feedback on April 8, 2026, SSC Feedback on February 19, 2026 and May 14, 2026, PBIS Team Meeting Feedback on April 15, 2026 and LCAP Parent Meeting Feedback on April 29, 2026. **Duane E. Furman Independent Study** ● Principal: Michelle Angus ● $695,000 Equity Multiplier funds allocated ● Educational Partner Meeting Date(s): Staff Feedback on March 16, 2026, SAP Team Feedback on February 23, 2026 and SSC Feedback on March 12, 2026 **Mountain Vista Continuation** ● Principal: Matt Tobin ● $335,000 Equity Multiplier funds allocated ● Educational Partner Meeting Date(s): Staff Feedback on April 22, 2026 and SSC Feedback on April 22, 2026. **Ripperdan Community Day** ● Principal: James Jackson ● $185,000 Equity Multiplier funds allocated ● Educational Partner Meeting Date(s): Staff Feedback on April 16, 2026 and SSC Feedback on April 29, 2026.

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

The Madera Unified School District LCAP for the 2026-2027 school year was significantly influenced by feedback from various educational partners, including parents, students, teachers, administrators and community members. The engagement process provided valuable insights that were directly incorporated into the goals, metrics, actions, and budgeted expenditures of the LCAP.

As mandated by California Education Code, there was a public hearing held on June 9, 2026 during the public session of the MUSD regularly scheduled Board of Trustees meeting. Following that meeting on June 23, 2026 the MUSD Board of Trustees took action to approve the 2026-27 Draft LCAP and the MUSD Board of Trustees adopted the 2026-27 budget during the public session of the regularly scheduled board meeting. Lastly, at the same meeting the annual progress on the Local Dashboard Indicators was presented during the Information and Reports section of the board meeting held on June 23, 2026. Below is a detailed description of how this feedback shaped the adopted LCAP:

Goal 1 - Assets-Based Multilingualism	
PAC	**LCAP Revisions & Budgetary Influences** **Expand Inclusive Support Systems for All Students** Schools should continue supporting diverse learners by strengthening programs like ELD (English Language Development) to support language acquisition, ensuring services are accessible to all students, including those with disabilities and varied backgrounds, and promoting equity by providing targeted support while maintaining inclusive practices. This helps ensure every student can communicate effectively and succeed academically. **Promote Culture Relevance and Inclusion** Schools should actively support cultural identity and belonging by hosting cultural events and celebrations that reflect the school community, integrating culturally relevant materials and perspectives into instruction, and creating an environment that values and affirms students' linguistic and cultural backgrounds. This helps students feel connected, respected, and engaged in their learning.
DELAC	**LCAP Revisions & Budgetary Influences** **Enhance Targeted Academic and Social Support for English Learners** Increase targeted supports for English Learners, particularly at-risk and Long-Term English Learners (LTELs), through individualized learning plans, small group instruction, and differentiated support. This includes allocating resources for additional staff (e.g., instructional aides) to support classroom instruction, improving student-to-teacher ratios for EL services, and emphasizing patience and relationship-building to create safe learning environments where students feel comfortable expressing their needs. **Improve Authentic Family Engagement and Proactive Communication** The District should strengthen family engagement systems by ensuring that parent participation is meaningful, timely, and impactful. This includes providing advance notice of meetings and opportunities for involvement, improving structures such as ELAC and SSC to ensure parent input is actively considered, and clearly communicating how feedback influences decisions.
School Community	Community feedback strongly emphasized home language preservation and transitioning away from a "remedial" view of English Learners (ELs) toward an asset-based academic culture. Partners requested an expansion of dual-language immersion (DLI) programs across all grade levels using dedicated textbooks

	and library materials. Furthermore, families requested bilingual reading incentives and workshops to empower parents to support literacy at home. **LCAP Revisions & Budgetary Influences** ● **Action Expansion & Parent Engagement:** In direct alignment with partner requests for home literacy support , the district expanded family engagement initiatives to include bilingual workshops and at-home learning supports. ● **Instructional Refinement over Expansion:** While partners advocated for broad program expansion , the district prioritized refining existing DLI frameworks, strengthening core instruction, and tightening reclassification systems to ensure high instructional quality and coherence across sites. ● **Metric Revisions:** Based on data reflections and the developmental pipeline, the district removed or reduced secondary metrics that were not yet fully mature (e.g., AP World Languages, Seal of Biliteracy, and CCI in DLI contexts). Target outcomes shifted toward earlier, actionable indicators of language development, such as monitoring progress via ELLEVATION dashboards and targeting early interventions at Grade 3 and the 4th–6th grade transition to reduce Long-Term English Learner (LTEL) identification. ● **Targeted Equity Supports:** The district added targeted coaching cycles, demonstration lessons, and Professional Learning Communities (PLCs) specifically for high-need "Red" schools to strengthen equity and outcomes for EL student groups.
Students	Students really want our schools to celebrate where we come from by offering a wider variety of language classes, like expanded Spanish courses, and growing our cultural clubs and campus events. It makes a huge difference when all of our different backgrounds feel visible, respected, and included in what we are learning every day. We think adding these kinds of cultural electives and activities will build a much stronger sense of belonging and help us connect with each other across campus. **LCAP Revisions & Budgetary Influences** ● Expansion of integrated ELD professional learning, especially at secondary sites, with stronger vertical collaboration. ● Earlier intervention support was added at Grade 3 and intensified focus during the 4th–6th grade transition to reduce LTEL identification. ● Expansion of Integrated ELD across core content areas using toolkits in mathematics, science, and social studies. ● Targeted support was added for high-need “Red” schools through coaching cycles, demonstration lessons, and Professional Learning Communities (PLCs). ● Strengthened use of ELLEVATION dashboards for real-time monitoring of ELPAC levels and student growth progress. ● Expanded family engagement opportunities through bilingual workshops and at-home learning supports. ● Refined Dual Language Immersion (DLI) practices to emphasize stronger core instruction, DLI-aligned ELD frameworks, and tighter reclassification systems.
Union Partner(s)	Feedback from MUTA regarding multilingual education centered heavily on increasing structural support and high-quality instruction for English Learners (ELs). Partners emphasized the need to move away from prolonged academic tracking and ensure that language learners have equitable access to core resources, native-language support, and elective opportunities.

	Feedback from CSEA regarding multilingual education emphasized the critical need to enhance multi-lingual family engagement and create more welcoming spaces for newcomer and indigenous families. Stakeholders noted that prevalent language barriers frequently prevent parents from navigating complex district procedures or participating fully in school meetings. To address these gaps, they requested that translated materials and live translation support be consistently paired with childcare and flexible meeting times to accommodate working families. Feedback from CMBA regarding multilingual education emphasized home language preservation by scaling dual-language and bilingual programs through aligned textbooks, library materials, and heritage language electives across all grades. They advocated for prioritizing the hire of bilingual teachers, aides, and interpreters to facilitate stronger communication with non-English speaking families and support small-group learning. **LCAP Revisions & Budgetary Influences** ● **Targeted Transition and Early Supports**: In response to concerns regarding tracking stagnation, the district added earlier intervention support at Grade 3 and intensified its instructional focus during the crucial 4th–6th grade transition to specifically reduce Long-Term English Learner (LTEL) identification. ● **Cross-Curricular Toolkits:** To improve the quality of core instruction for language learners, the district expanded Integrated ELD across all core content areas using specialized toolkits in mathematics, science, and social studies. ● **Professional Learning Redesign:** The district shifted professional learning from general foundational training to a "Community of Practice" model, incorporating secondary-site vertical collaboration and job-embedded coaching to address instructional gaps directly in the classroom. ● **Real-Time Progress Monitoring:** To ensure students do not languish in fixed tracks, the district strengthened the use of ELLEVATION dashboards for real-time monitoring of ELPAC levels and student growth. ● **Equity Supports for High-Need Sites:** Targeted coaching cycles, demonstration lessons, and Professional Learning Communities (PLCs) were established specifically for high-need "Red" schools to strengthen equity and outcomes for EL student groups. ● **Family Engagement Re-alignment:** In direct alignment with partner requests for home language support, the district expanded family engagement initiatives to include bilingual workshops and at-home learning supports. ● **Refining Program Quality:** DLI refinement efforts shifted to focus on stronger core instruction, DLI-aligned ELD frameworks, and tighter reclassification systems to optimize instructional design across sites.

Goal 2 - High-Quality Student Engagement Opportunities	
PAC	**LCAP Revisions & Budgetary Influences** **Strengthen Career-Connected and Inclusive Programming** Schools should align programs with future opportunities and inclusive participation by expanding career-focused pathways, creating opportunities for students to contribute ideas that support community growth, and ensuring programs (including sports and camps) are accessible to students with disabilities and offering earlier participation options when needed. This helps students build pride, purpose, and real-world connections while ensuring inclusivity. **Expand Equitable Access to Programs Across Schools** Schools should ensure that all students have equal access to a wide range of programs by offering consistent pathways, clubs, and electives at all school sites, including middle schools, reducing barriers such as fees, transportation, and scheduling conflicts, and exploring options like free or low-cost

	participation in athletics and activities. This ensures every student, regardless of school or circumstance, can participate and feel included.
DELAC	**LCAP Revisions & Budgetary Influences** **Increase Opportunities for College and Career Readiness** We would like to see more opportunities that help prepare our children for the future. This includes career exploration classes, hands-on experiences, college preparation, and life skills such as financial literacy, job applications, and interview practice. Providing exposure to different careers and real-world experiences will h students feel more confident and prepared for life after graduation. **Balance Activities with Academic Support** While we value extracurricular activities, we also want to ensure our children receive academic support. We would like schools to monitor student progress and provide support when students begin to fall behind, so they can succeed both in the classroom and in activities. Programs could include time or support built in to help students complete assignments and stay on track while still participating.
School Community	Feedback focused on increasing extracurricular variety, expanding visual/performing arts, expanding Career Technical Education (CTE) pathways (such as STEM, trades, and robotics), and ensuring inclusive athletics for younger students (K–4) and students with special needs. Partners also suggested utilizing interest surveys to align programming with student desires. **LCAP Revisions & Budgetary Influences** ● **Increased Target Outcomes:** In response to program growth and strong community interest, the district upwardly adjusted several participation metrics: ○ **TK–6th Grade Enrichment/Summer Camp Registration:** Target increased from 4,500 to 4,750 students. ○ **After-School Arts Participation:** Target increased from 820 to 1,000 students. ○ **Athletics Participation (MULES, Middle School, High School):** Target increased from 6,000 to 6,250 students. ○ **Career Technical Student Organization (CTSO) Affiliation:** Target increased from 2,618 to 3,000 students. ● **New and Revised Actions:** The district introduced expanded Dance and Music course offerings and established a High School Music Curriculum Design Team. To address the call for athletic and extracurricular access for all , special education inclusion training was integrated into the plan. ● **Program Streamlining:** Responding to the request for student-aligned exploration , intersession programs were streamlined by removing duplicate options and increasing high-interest enrichment activities, maximizing seat utilization and efficiency.
Students	Students say to get more of us involved and excited about coming to school, we would love to see a larger variety of student-led clubs, sports, and extracurricular activities that are actually well-promoted. Adding structured lunchtime games and organized physical activities would also give us fun ways to hang out, socialize, and connect during the day. We think using reward-based strategies, incentives, and active student input to plan these activities will really boost school spirit and participation. **LCAP Revisions & Budgetary Influences** ● Introduced expanded Dance and Music course offerings alongside the development of a High School Music Curriculum Design Team. ● Expanded CTSO leadership opportunities, special education inclusion training, School Pride tracking improvements, and enhanced Milestones data systems.

	● Revised attendance procedures so that day-one absent students are moved to waitlists to improve seat utilization. ● Streamlined summer and winter intersession programs by eliminating duplicate offerings and replacing them with high-interest enrichment options.
Union Partner(s)	Feedback from MUTA regarding student engagement emphasized the dual priority of expanding diverse learning and enrichment opportunities while establishing a clear system of student accountability. Staff highlighted that expanded activities should serve to motivate students, but must be balanced with academic expectations so that extracurricular involvement reinforces classroom success. Feedback from CSEA regarding the expansion of extracurricular activities, clubs, and sports as a vital priority to boost student motivation and school connection. However, stakeholders expressed frustration regarding operational communication gaps, noting that notifications about these events are frequently delayed until the morning of the activity. They urged the district to streamline scheduling and outreach to ensure all student groups have equitable access to engagement opportunities. Feedback from CMBA regarding student engagement focused heavily on increasing participation and variety in extracurricular activities by expanding visual arts, performing arts, cultural clubs, and diverse career technical education pathways. Partners requested expanded sports opportunities for younger elementary students and increased program accessibility for students with special needs. Furthermore, they recommended implementing academic grade-checks for extracurricular eligibility paired with supervised study halls and using student interest surveys to guide future program offerings. **LCAP Revisions & Budgetary Influences** ● **Increased Engagement Targets:** To match the call for expanded programming, the district upwardly adjusted several enrollment targets based on promising attendance trends. These updates include increasing the target for unique TK–6th grade enrichment/summer camp registration from 4,500 to 4,750 students, and expanding after-school arts participation targets from 820 to 1,000 students. ● **Curriculum and Leadership Expansion:** The district introduced expanded Dance and Music course offerings, formed a High School Music Curriculum Design Team, and increased Career Technical Student Organization (CTSO) leadership opportunities to boost student buy-in. ● **Streamlining for High Interest:** To maximize seat utilization and align with student desires, winter and summer intersession programs were streamlined by eliminating duplicate offerings and replacing them with high-interest enrichment options. ● **Inclusive and Systemic Adjustments:** New actions integrated special education inclusion training, expanded School Pride tracking improvements, and enhanced Milestones data systems.

Goal 3 - Effective Learning Environments	
PAC	**LCAP Revisions & Budgetary Influences** **Strengthen prevention, reporting, and response systems to address student** behavior(s). Schools should create a system where students feel safe reporting concerns by establishing confidential and accessible reporting processes, ensuring timely, thorough investigations of bullying and unfair treatment, and protecting students from retaliation and clearly communicating outcomes when appropriate. When students trust the system, they are more likely to report issues early, preventing escalation. **Expand Social-Emotional and Family Support Systems** Schools should support the well-being of students and families by providing access to counselors, student

	advocates, or trusted adults on campus, exploring additional supports such as therapy or support animals where appropriate, and engaging families through communication, resources, and partnerships to address student needs. Addressing emotional and family needs helps create a respectful, supportive school climate for all students.
DELAC	**LCAP Revisions & Budgetary Influences** **Build a More Inclusive and Respectful School Environment** We would like schools to intentionally teach students how to respect and include others, especially those with learning differences or diverse backgrounds. This could include lessons or activities at every grade level focused on empathy, inclusion, and understanding differences. We also want reassurance that staff are well-trained, held to high standards, and model respectful behavior for all students. **Improve Collaboration, Early Intervention, and Support Systems** As parents, we want schools to identify and address concerns early, before they become bigger issues. We would like clear systems that allow teachers to refer students for support and include parents in conversations and solutions. It's also important that teachers are supported and trained to handle day-to-day challenges, while specialists are available for more serious needs. Strong communication and teamwork among families, teachers, and support staff will help ensure that every child receives the support they need. **Expand Access to Mental Health and Behavioral Support Services** We would like more consistent and timely access to mental health and behavioral support for students. This includes having more counselors, psychologists, and behavior specialists available on campus, as well as providing preventative support like emotional wellness classes starting at a young age. We also value having therapy and follow-up opportunities that involve both students and parents, so we can work together to support our children.
School Community	Partners heavily prioritized campus safety, transparent bullying reporting, expanded mental health staff (counselors, psychologists, social workers) with reduced caseloads, and the implementation of dedicated "peace corners" or wellness rooms to support social-emotional self-regulation. **LCAP Revisions & Budgetary Influences** ● **Balancing Feedback with Fiscal Realities:** While the community requested significant expansions in staffing and physical wellness spaces , the district faced notable fiscal constraints and staffing reductions. Consequently, the district had to prioritize existing foundational systems rather than funding new expansions. ● **Elimination and Modification of Actions:** Due to a lack of sustainable funding, Goal 3 Action 11 was discontinued , and the Career Ladder initiative remained paused. Additionally, Year-Round Substitute positions were eliminated and replaced with day-to-day coverage to manage budget limitations. ● **Prioritization of High-Impact Supports:** To honor the community's emphasis on mental health and behavior within current resource limits , lower-impact initiatives were streamlined. Resources and efforts were concentrated on high-impact, site-owned structures, including Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Supports (MTSS) attendance tracking, trauma-sensitive practices, and suicide prevention interventions.
Students	Student feedback states school feels a lot safer, more welcoming, and motivating when our teachers take the time to build real, personal connections and trust with us. We are asking for regular, one-on-one check-ins with staff so we can get both the academic and emotional support we need when we are going through a hard time. We also feel that simple classroom updates, like letting us listen to music during

	independent work time when appropriate, would make us feel way more comfortable, focused, and productive. **LCAP Revisions & Budgetary Influences** ● Strengthened Panorama survey administration and MTSS attendance supports to better monitor student engagement, belonging, and chronic absenteeism outcomes. ● Streamlined multi-tiered support structures and shifted behavioral support roles toward increased site-level ownership due to staffing reductions and budget limitations. ● Streamlined lower-impact mental health and behavioral initiatives to prioritize high-impact frameworks including PBIS, suicide prevention, and CRT interventions.
Union Partner(s)	Feedback from MUTA regarding school climate reflected a high level of urgency around campus safety, behavior management, and staff well-being. Educators expressed severe concern over a perceived lack of student accountability, which they noted directly correlates with extreme classroom disruptions, attendance issues, and pervasive staff burnout. Feedback from CSEA regarding campus safety and school climate, emphasizing that a systemic lack of consistent discipline and consequences is undermining the learning environment. Classified staff strongly advocated for increased funding for school-based mental health services, dedicated wellness spaces, and comprehensive de-escalation training for all personnel. Additionally, they critiqued recent budget cuts that eliminated Student Advocate positions and requested permanent security personnel at elementary sites to curb rising behavioral conflicts. Feedback from CMBA regarding school climate prioritized campus safety, mental health, and social-emotional support, calling for increased campus security and consistent, immediate consequences for bullying. They strongly advocated for full-time, on-site access to counselors, psychologists, and social workers with reduced caseloads to deliver immediate emotional care. Additionally, feedback recommended implementing dedicated wellness rooms or peace corners for student self-regulation alongside expanded yard duty monitoring and trauma-informed staff training. **LCAP Revisions & Budgetary Influences** ● **Balancing Staffing Demands with Fiscal Realities:** While staff requested a major influx of district-employed clinicians, the district faced severe fiscal constraints and budget limitations. Consequently, the district discontinued Year-Round Substitute positions and had to transition MTSS and behavioral support structures toward increased site-level ownership rather than expanding district-level roles. ● **Prioritizing High-Impact Frameworks:** To address severe behaviors within current resource parameters, lower-impact mental health initiatives were streamlined to prioritize high-impact practices, including Positive Behavioral Interventions and Supports (PBIS), trauma-sensitive practices, suicide prevention, and Culturally Responsive Teaching (CRT) interventions. ● **Strengthened Attendance Tracking:** To address chronic absenteeism and tardiness highlighted by partners, the district expanded MTSS attendance tracking and support systems through the use of Panorama surveys to better monitor student belonging and truancy patterns. ● **Elimination and Modification of Secondary Actions:** The Career Ladder initiative remains paused pending sustainable agreements. Additionally, Year-Round Substitute positions were eliminated and replaced with day-to-day coverage to manage budget limitations.

Goal 4 - Maximize Student Achievement	
PAC	**LCAP Revisions & Budgetary Influences** **Strengthen Family Engagement and Communication** Schools should actively involve families in supporting student success by increasing timely communication with parents when students show signs of struggle, providing resources and guidance to help families support learning at home, and encouraging shared responsibility between schools and families for student progress. Strong home-school partnerships reinforce student support systems. **Expand College and Career Readiness Programs** Schools should strengthen preparation for post-graduation pathways by providing work-based learning opportunities, internships, and mentorship programs, offering targeted support for upperclassmen, especially seniors, as they transition beyond high school, and using student surveys to align supports with individual goals (college, trade, or career). This ensures students are guided toward pathways that match their interests and goals.
DELAC	**LCAP Revisions & Budgetary Influences** **Strengthen Academic Readiness and Study Skills Instruction** We want our children to be prepared for college and careers by ensuring they are performing at grade level. Schools should provide additional support to help students build strong academic skills, including how to study, take notes, and stay organized. For students who need extra help, including those with special needs, there should be appropriate in-person support to ensure they can succeed alongside their peers. **Provide More Individualized Support in the Classroom** We want our children to receive the individual attention they need to succeed. This includes identifying their learning styles, providing one-on-one support when needed, and offering extra help during class time. Having additional classroom support, such as teacher assistants, would make a big difference in helping students stay on track and better understand the material.
School Community	The community requested robust tiered academic interventions, including one-on-one tutoring and paraprofessional support focused on early literacy and math. Furthermore, partners requested an "early detection" communication model where parents are immediately notified when a student shows signs of struggling rather than waiting until the end of a grading period. **LCAP Revisions & Budgetary Influences** ● **Expanded Tutoring and Increased Expenditures (Action 4.17):** In direct response to the demand for targeted academic interventions , the district revised the title and description of Action 4.17 to incorporate comprehensive tutoring services provided by both certificated and classified staff. Utilizing available Learning Recovery Emergency Block Grant (LREBG) funds, the district increased budgeted expenditures for this action to scale up tutoring within middle and high school AVID classes via an ongoing partnership with the California Teaching Fellows. ● **Early Detection and Screening Metrics:** Addressing the need for precise early detection , the district replaced MAP Reading Fluency with the AMIRA assessment system for more accurate Kindergarten literacy screening. ● **Data Integration and Transparency:** To support timely tracking of student progress, the district initiated the creation of a "One-Stop Shop" data dashboard. This integration shifts the district away from isolated reporting toward aligned California Dashboard indicators, facilitating immediate, data-driven instructional responsiveness.

Students	Students say that they learn so much better when our classes are energetic and filled with interactive games, hands-on projects, and active experiments instead of just sitting through lectures. We also want our schoolwork to prepare us for the real world by focusing on practical life skills like financial literacy, job readiness, and problem-solving. Having more opportunities for collaborative group work and partner projects helps us understand the material better while building essential communication skills for life after graduation **LCAP Revisions & Budgetary Influences** ● Revised the title and description of Action 4.17 to integrate comprehensive tutoring services provided by both certificated and classified staff. ● Increased budgeted expenditures for tutoring within middle and high school AVID classes using available LREBG funds through the California Teaching Fellows partnership. ● Added CAASPP Distance From Standard (DFS) alignment to NWEA data for stronger academic predictive modeling. ● Refined data reporting by moving away from isolated internal systems toward an integrated "One-Stop Shop" data dashboard aligned directly with California Dashboard indicators. ● Added targeted special education parent needs assessments and mandated secondary schedule audits to maximize curriculum access. ● Expanded professional development focused on secondary integrated ELD, literacy, and Mathematical Language Routines (MLRs).
Union Partner(s)	Feedback from MUTA regarding academic achievement, educational partners focused intensely on providing immediate, authentic interventions rather than relying on surface-level data solutions. Staff voiced substantial concerns regarding structural gaps in foundational learning, Special Education services, and the academic integrity of high school credit recovery software. Feedback from CSEA regarding academic achievement identified early academic achievement as an urgent focus, calling for robust reading and math interventions before the third grade to effectively close learning gaps. Staff and families voiced severe concerns regarding high caseloads and inadequate support within Special Education, noting that achieving basic IEP compliance requires exhaustive family advocacy. Furthermore, they requested expanded after-school tutoring paired with reliable district transportation and cautioned against an over-reliance on online tools over direct, hands-on instruction. Feedback from CMBA regarding academic achievement requested robust academic interventions, including one-on-one tutoring, paraprofessional support across all grades, and targeted catch-up sessions for early literacy and math. They urged the district to shift toward an immediate notification model where parents are contacted as soon as a student shows signs of struggling rather than waiting until grading periods end. Finally, the feedback highlighted the need for mandatory collaborative planning meetings between families and staff to create individualized success plans that integrate academic help with mental health resources. **LCAP Revisions & Budgetary Influences** ● **Increased Budgeted Expenditures for Tutoring (Action 4.17):** In direct alignment with requests for robust academic interventions, the district revised Action 4.17 to integrate tutoring services from both certificated and classified staff. Budgeted expenditures were increased for this action by leveraging available Learning Recovery Emergency Block Grant (LREBG) funds to scale high-dosage tutoring in middle and high school AVID classes via the California Teaching Fellows partnership. ● **Early Literacy Screening Refinement:** Addressing the demand for earlier, more precise identification of reading gaps, the district eliminated MAP Reading Fluency and replaced it with the AMIRA assessment system for more accurate Kindergarten literacy screening. ● **Special Education Accountability:** To address service delivery gaps highlighted by staff, the district added targeted special education parent needs assessments and mandated secondary

	schedule audits to maximize curriculum access. ● **Data Integration and Transparency:** To address concerns regarding isolated data or artificial metrics, data systems were overhauled to move away from isolated internal reporting toward an integrated "One-Stop Shop" data dashboard aligned directly with California Dashboard indicators and NWEA-CAASPP predictive modeling.

Goal 5 - High Quality Operational Services	
School Community	While Goal 5 operations were not the primary focus of the community feedback summary document, sustaining basic services—such as qualified staffing, functional technology, safe transportation, and reliable translation services—underpins all other community-requested initiatives. **LCAP Revisions & Budgetary Influences** ● **Action Maintenance:** Reflections on prior practice indicated that current operational systems are yielding positive early indicators. Therefore, no major redesigns or new actions were introduced, allowing for structural stability while building an evidence base for future adjustments. ● **Prioritization of Staffing Stability:** To ensure instructional continuity, the district successfully focused on recruitment, increasing its teacher/staffing fill rate target from 95.9% to 97% and achieving 100% elementary support staffing. ● **Support for Communication Equity:** Budgetary allocations for parent engagement and translation services were sustained without reduction , reinforcing the equitable communication channels necessary to carry out the bilingual workshops and parent notifications highlighted in Goal 1 and Goal 4.
Students	As students, our feedback didn't focus on behind-the-scenes operational logistics like district budgeting, building maintenance, or technology ticket processing timelines. Instead, we are mostly concerned with how our daily school environments feel and whether our classrooms have the direct resources, interactive projects, and activities that keep us engaged. We trust the district to keep our campuses running smoothly so that we can focus on learning, connecting with our peers, and preparing for our futures.
Union Partner(s)	Feedback from MUTA regarding district operations focused on fundamental working conditions, structural equity across school sites, and streamlined systemic operations. Staff prioritized baseline staffing standards, facility upgrades for under-resourced campuses, and a re-evaluation of technology use to reduce unnecessary electronic distractions for students. Feedback from CSEA regarding district operations focused heavily on fiscal responsibility, urging the district to cut administrative overhead and consolidate its multiple rented buildings into a single owned facility to free up classroom resources. Staff also highlighted a lack of financial accountability, noting that site administrators frequently waive replacement fees for thousands of damaged or missing Chromebooks. To stabilize foundational services, stakeholders requested smaller class sizes, full-time permanent primary paraprofessionals, and proactive parent education regarding chronic absenteeism. Feedback from CMBA regarding district operations was primarily centered on student-facing goals, direct academic programming, safety, and school climate. The district continues to focus its operational strategies on maintaining system stability, staffing fill rates, and foundational service delivery based on internal operational tracking.

	LCAP Revisions & Budgetary Influences ● **Maintenance of Operations and Staffing Constraints:** Due to fiscal limitations, structural modifications such as strict 25-student class caps or building-wide facility overhauls could not be integrated into the immediate plan. Instead, the district focused on maintaining systemic stability, successfully increasing its staff fill-rate target from 95.9% to 97% and achieving 100% elementary support staffing to stabilize campus service delivery. ● **Infrastructure and Technology Monitoring:** While staff requested reduced technology usage, the district focused its IT expenditures on maintaining backend system reliability and rapid ticket resolution (1.9-day average) to prevent instructional disruption. Aging facility concerns will continue to be monitored through baseline safety metrics. ● **Sustaining Equitable Communications:** To resolve communication barriers and message fatigue noted by partners, the district maintained its dedicated translation and parent engagement allocations without reductions. Expenditures will remain focused on providing targeted parent workshops and structured outreach to support underrepresented families. ● **Fulfilling Elementary Classroom Support:** To address the critical call for classroom assistance, the district achieved 100% elementary support staffing, improving the consistency of student services across all primary sites.

Goal 6 - Eastin-Arcola Elementary School - Equity Multiplier	
Action #1	**Increase site support staffing to better support student attendance, welfare, and academics:** ● SSC supported the continued focus on student attendance, engagement, and student support services, and agreed the plan addresses TK–8 student needs schoolwide. ● Stakeholders appreciated the school's ongoing efforts to improve supervision, student welfare, and school-to-home communication. ● Teachers/staff recommended exploring additional daytime academic intervention support in reading, math, and English Learner services to further increase student achievement. ● Parents and stakeholder groups expressed appreciation for the plans and had no major concerns or additional recommendations.
Action #2	**Provide additional academic support and resources** ● Teachers/staff supported expanding literacy and math intervention opportunities during the school day in addition to after-school support. ● Staff also recommended consideration of additional EL intervention support to strengthen language development and foundational skills. ● Stakeholders agreed that the proposed academic supports and resources align with student needs and support improved academic achievement.
Action #3	**Purchase Supplemental Social Emotional Learning Curriculum, Resources, and Support** ● Teachers/staff strongly supported parent nights and family engagement activities. ● Staff suggested increasing on-campus assemblies and student engagement opportunities. ● PBIS Tier 1 supported the proposed use of funds and recommended expanding PBIS incentives for programs such as the school store and Club Wildcat. ● Teachers/staff recommended additional outdoor enhancements including: ○ Outdoor exercise equipment ○ Additional benches and seating areas ○ Shade structures to support outdoor classes, games, student activities, and family events ● Stakeholders agreed these supports would positively impact school climate, engagement, and student participation.

Action #4	**Increase supervisory staff during recess:** ● SSC appreciated the school's continued plans for student supervision and support during the school day. ● Stakeholders supported maintaining safe and supportive campus environments through increased supervision and student support staffing. ● Feedback indicated that continued supervision and campus support would help improve student well-being, engagement, and attendance.

Goal 7 - Furman K-12 Independent Study - Equity Multiplier	
Action #1	**Supplemental and Support Staff:** ● Educational partners agreed the plan is comprehensive and supports multiple aspects of student success, including academics, behavior, and socio-emotional needs. ● SSC members noted that the plan effectively addresses factors impacting student attendance. ● High school staff emphasized the importance of continuous outreach, monitoring, and support for students struggling with attendance and work completion in the Independent Study setting. ● Staff identified key student groups needing additional support, including: ○ Students new to Furman ○ Freshmen ○ Students struggling to attend school or complete assignments
Action #2	**Supplemental Academic Supports:** ● Stakeholders supported the plan's focus on enhancing the standard educational program through academic interventions and instructional resources. ● High school staff discussed the need for additional tutoring supports to improve attendance and assignment completion. ● Staff recommended exploring Valdez Tutoring as an intervention option for targeted student groups. ● Support was expressed for providing tutoring opportunities both on campus and at home to better meet student needs. ● Educational partners agreed that the academic supports, instructional materials, and intervention resources would strengthen student learning and achievement.
Action #3	**Supplemental Support to Improve Social Emotional Learning:** ● Educational partners supported investments in SEL, student engagement, and school connectedness as strategies to improve attendance and participation. ● Stakeholders agreed that incentives, leadership opportunities, field trips, family communication, and school activities would positively support student motivation and involvement. ● Staff supported additional campus enhancements, including seating, shade areas, and improved schoolwide communication systems, to create a more welcoming and engaging environment. ● Overall feedback indicated that these supports would help reduce chronic absenteeism and improve student engagement in school.

Goal 8 - Mt. Vista Continuation High School - Equity Multiplier	
Action #1	**Increase Supplemental and Support Staffing:** ● Teachers/staff identified attendance and tardiness as major areas of need at MVHS and supported additional behavioral and social-emotional supports for students. ● Staff expressed the importance of addressing students' SEL and mental health needs through increased support services and interventions.

	● The School Site Council supported expanding opportunities related to mental health awareness and student engagement activities. ● Stakeholders agreed that additional support staff would help improve student engagement, attendance, peer relationships, and academic success.
Action #2	**Increase Student Engagement Opportunities:** ● Teachers/staff emphasized the need to increase student engagement and incentivize attendance. ● Staff recommended providing more engaging elective course opportunities for MVHS students. ● The School Site Council discussed increasing opportunities for: ○ Career fairs ○ Career-based elective courses ○ Lunch activities and student engagement events ○ Mental health awareness activities ● Stakeholders agreed that increased engagement opportunities would positively impact attendance, school connectedness, and student participation.
Action #3	**Increase Academic Supports for Students:** ● Teachers strongly supported continuing the 1/6th stipend and 7th period course offerings to provide students with additional credit recovery opportunities. ● Staff emphasized the importance of expanded tutoring and academic support opportunities to help students earn credits and meet graduation requirements. ● The School Site Council agreed that continued 7th period offerings are important for student academic progress and success. ● Feedback supported maintaining additional teacher time and academic interventions to improve student achievement and course completion.

Goal 9 - Ripperdan Community Day School - Equity Multiplier	
Action #1	Increase Supplemental and Support Staffing: ● Parents expressed appreciation for the strong student support and engagement opportunities provided by the school. ● Families valued experiences that strengthen relationships between students, parents, and school staff, and requested increased opportunities for parent involvement in school activities and field trips. ● The School Site Council emphasized the importance of creating a more structured school engagement calendar to strengthen school connectedness and student participation. ● The School Site Council also supported strengthening school identity through formal integration of the mascot and R.O.A.D. branding. ● Feedback supported systems that encourage student voice, positive recognition, and relationship-building among students and staff.
Action #2	Purchase Supplemental Social Emotional Learning Curriculum: ● Parents strongly supported continuing and expanding field trips, workshops, and learning opportunities that build student engagement and connection to school. ● Families expressed appreciation for the resources and opportunities provided to students and emphasized the lasting positive impact these experiences have on students and families. ● Parents recommended additional college exposure opportunities, including visits to art, music, and other diverse college programs aligned with student interests and goals. ● The School Site Council supported strengthening student voice and engagement through recognition systems and increased opportunities for student participation. ● Stakeholders agreed that SEL support, incentives, guest speakers, workshops, and engagement activities would positively impact attendance, motivation, and school culture.

Action #3	Minimize Student Distractions: ● The School Site Council supported expanding student-led engagement opportunities, including student-produced podcasts. ● Feedback emphasized the importance of creating opportunities for students to actively contribute to school culture and communication. ● Stakeholders supported initiatives that promote student focus, engagement, and positive peer interaction while reducing distractions.
Action #4	Purchase Resources to Create a Welcoming School Environment: ● Parents and SSC supported enhancing outdoor spaces to create welcoming environments for students, families, and community gatherings. ● Parents recommended increased funding for sports equipment and the creation of a dedicated handball area for middle school students. ● SSC emphasized reflecting on and improving the use of outdoor spaces to better facilitate community engagement and school activities. ● Stakeholders supported investments in outdoor seating, shade structures, signage, and campus beautification efforts to strengthen school pride, student belonging, and family involvement.

Goals and Actions

Goal #1 - Assets Based Multilingualism

Goal #	Description	Type of Goal
1	Fostering asset-based multilingualism to celebrate and leverage the diverse linguistic talents of our students and families for equitable access to language resources and enhanced academic success. This goal and its subsequent actions are designed to address the needs of students at-risk of becoming a Long-Term English Learner (LTEL) and students who have already become an LTEL.	Broad Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Madera Unified School District has developed this goal to establish a strong commitment to asset-based multilingualism and language support that will lead to improved access to standards-based curriculum, desired electives/pathways, and higher student achievement.

Madera Unified School District seeks to celebrate and leverage the diverse linguistic talents of our students and families as valuable assets, promoting a positive and inclusive learning environment. By recognizing the rich linguistic backgrounds of our student body, we aim to enhance their academic experiences and overall success. Our targeted initiatives focus on enabling all educators to provide equitable access to language resources, effective instructional practices, foster bilingual proficiency, and embrace cultural diversity within the educational framework. This goal aims to empower students as confident, culturally aware, and multilingual individuals to be college and career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of English Learner students who made progress toward English Proficiency as measured by the CA School Dashboard English Learner Progress Indicator (ELPI) Data Source: California Dashboard	49.3% making progress towards English language proficiency 2023	40% making progress towards English language proficiency 2024	39.6% making progress towards English language proficiency 2025	55.0% making progress towards English language proficiency	-9.7% Long-Term English Learner: N/A

			38.2% Long-Term English Learners making progress towards English language proficiency 2024	41.5% Long-Term English Learners making progress towards English language proficiency 2024	55.0% Long-Term English Learners making progress towards English language proficiency	
1.2	English Learner Reclassification Rate Data Source: Internal Data Source and DataQuest	12.3% estimated in 2023-2024	9.44% estimated in 2024-2025 7.4% Long-Term English Learners Estimated in 2024-2025	10.97% estimated in 2025-2026 18.25% Long-Term English Learners Estimated in 2025-2026	20% 20% Long-Term English Learners	-1.33% Long-Term English Learners: +10.85%
1.3	Students earning the CA Seal of Biliteracy Data Source: Internal Data Source	298 Students in 2023-2024	298 Students in 2024-2025 52 Long-Term English Learners students in 2024-2025	352 Students in 2025-2026 5 Long-Term English Learners students in 2025-2026 ---Data Revise--- 6 Long-Term English Learner Students in 2024-2025	350 Students 10 Long-Term English Learners students Target adjusted in 2025 to: All: 375 Students	+54 Students Long-Term English Learners: -1 Student
1.4	NWEA MAP Reading Fluency (K-2nd) (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL : 23.5% EL:15.2% FY:17.3% HY: 13% SWD: 8.5% Meet or Exceeds in all assigned domains on the Spring 2023-2024 administration	ALL : 27.0% SED: 36.5% EL: 18.8.% FY: 21.9% HY: 11.6% SWD: 12.2% Meet or Exceeds in all assigned domains on the Spring 2024-2025 administration	NWEA MAP Reading Fluency was discontinued at the conclusion of the 2024-2025 school year	ALL: 50% SED: 50% EL: 40% FY: 40% HY: 40% SWD: 30%	NWEA MAP Reading Fluency was discontinued at the conclusion of the 2024-2025 school year
1.5	NWEA Mathematics (1st-2nd) (SED = Socioeconomically Disadvantaged;EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities)	ALL: 19.8% EL : 7.1% FY: 27.8% HY: 22.8% SWD: 6.1% High or High Average on the	ALL: 37.3% SED: 36.2% EL : 29.0% FY: 30.4% HY: 28.5% SWD: 20.0%	ALL: 39.8% SED: 39.2% EL : 32.6% FY: 40.0% HY: 35.7% SWD: 22.3%	ALL: 55% SED: 55% EL: 45% FY: 60% HY: 45% SWD: 45%	ALL: +20.0% SED: +3.0% EL: +25.5% FY: +17.2% HY: +12.9% SWD:+16.2%

	Data Source: NWEA Assessment Results	Spring 2023-2024 administration	High or High Average on the Spring 2024-2025 administration	High or High Average on the Spring 2025-2026 administration		
1.6	CAASPP ELA (SED = Socioeconomically Disadvantaged;EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -52.2 DFS EL: -81.9 DFS FY: -77.1 DFS HY: -85.2 DFS SWD: -126.4 DFS in 2022-2023 (1-year lag)	ALL: -48.1 DFS SED: -51.9 DFS EL: -76.6 DFS FY: -90.7 DFS HY: -82.5 DFS SWD: -130 DFS in 2023-2024 (1-year lag)	ALL: -45 DFS SED: -48.9 DFS EL: -67.4 DFS FY: -83.8 DFS HY: -74.8 DFS SWD: -128.5 DFS in 2024-2025 (1-year lag)	ALL:10 DFS SED: 10 DFS EL: 0 DFS FY: 0 DFS HY: 0 DFS SWD: -5 DFS	ALL:+7.2 SED: +3.0 EL: +14.5 FY: -6.7 HY: +10.4 SWD:-2.1
1.7	CAASPP Math (SED = Socioeconomically Disadvantaged;EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -93.6 DFS EL: -111.1 DFS FY: -108.9 DFS HY: -119.3 DFS SWD: -157.9 DFS in 2022-2023 (1-year lag)	ALL: -88.4 DFS SED: - 91.8 DFS EL: -106.2 DFS FY: -131.7 DFS HY: -118.6 DFS SWD: -153.9 DFS in 2023-2024 (1-year lag)	ALL: -87.4 DFS SED: - 90.7 DFS EL: -101.0 DFS FY: -124.6 DFS HY: -116.4 DFS SWD: -160.0 DFS in 2024-2025 (1-year lag)	ALL: -5 DFS SED: -5 DFS EL: -15 DFS FY: -15 DFS HY: -15 DFS SWD: -25 DFS	ALL:+6.2 SED: +1.1 EL: +10.1 FY: -15.7 HY: +2.9 SWD:-2.1
1.8	NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 38.5% EL: 39.6% FY: 33.9% HY: 36.4% SWD: 35.7% Mathematics ALL: 42.1% EL: 37.8% FY: 45.7% HY: 41.0% SWD: 36.8% met their best target by the Spring 2023-2024 administration	Reading ALL: 39.8% SED: 39.6% EL: 37.6% FY: 40.0% HY: 41.4% SWD: 32.7% Mathematics ALL: 44.0% SED: 43.3% EL: 41.4% FY: 42.5% HY: 45.5% SWD: 37.3% met their best target by the Spring 2024-2025 administration	Reading ALL: 43.7% SED: 43.4% EL: 39.9% FY: 48.4% HY: 44.8% SWD: 29.1% Mathematics ALL: 35.9% SED: 35.5% EL: 34.8% FY: 35.8% HY: 41.9% SWD: 33.3% met their best target by the Spring 2024-2025 administration	ALL: 80% SED: 80% EL: 80% FY: 80% HY: 80% SWD: 80% both for Reading and Mathematics on their best target	Reading ALL: +5.2% SED: +3.8% EL: +0.3% FY: +12.0% HY: +8.4% SWD:-6.6% Mathematics ALL: -6.2% SED: -7.8% EL: -3.0% FY: -9.9% HY: -0.9% SWD:-3.5%
1.9	College/Career Indicator (SED = Socioeconomically Disadvantaged;EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 40.1% EL: 7.7% FY: 10.5% HY: 16.3% SWD: 5.2% prepared in 2022-2023 (1-year lag)	ALL: 45.1% SED: 43.8% EL: 13.8% FY: 36.4% HY: 25.7% SWD: 11.4% prepared in 2023-2024 (1-year lag)	ALL: 46.4% SED: 45.2% EL: 18.4% FY: 41.7% HY: 33.0% SWD: 10.2% prepared in 2024-2025 (1-year lag)	ALL: 60% SED: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared	ALL: +6.3% SED: +1.4% EL: +9.7% FY: +31.2% HY: +16.7% SWD: +5.0% prepared
1.10	Reclassification Rate of students scoring an overall score of 4 on the ELPAC Data Source: Internal Data Source	N/A	89.2% in 2024-2025	92.1% in 2025-2026	95%	+2.9%

Goal Analysis for 2025-26

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

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

Goal 1; Action 1; Creating assets-oriented and student responsive schools: Initial Implementation
Madera Unified has made steady progress in implementing the English Learner Roadmap through ongoing coaching cycles, professional development, and collaboration among ELD lead teachers, with a strong emphasis on creating asset-oriented, needs-responsive schools and improving access to high-quality instruction. Key successes include growth in the English Learner Progress Indicator (ELPI), increased Seal of Biliteracy attainment, gains in NWEA Reading proficiency, and slight improvements in reducing CAASPP Distance From Standards (DFS) in both ELA and math. The district has strategically invested financial and personnel resources to strengthen instructional practices, revise and align the Guaranteed Viable Curriculum (GVC), and support multilingual learners through culturally relevant and scaffolded instruction. While implementation remains ongoing, challenges included slower-than-expected progress in the Teaching and Learning Cycle stages and a slight decline in EL reclassification rates, highlighting the need for continued refinement of integrated and designated ELD strategies, stronger student collaboration opportunities, and consistent implementation across school sites.

Goal 1; Action 2; Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners: Initial Implementation
The district continued implementation of the English Learner Roadmap by focusing on Principles 1, 2, and 3 through ongoing professional learning, coaching cycles, and collaboration among site leaders and teacher teams. Site administrators participated in training to strengthen instructional leadership for English learners, while elementary and secondary educators engaged in targeted professional development to improve designated and integrated ELD practices, disciplinary literacy, and academic discourse. Planned actions expanded to include additional coaching cycles, collaboration among ELD lead teachers to develop a guaranteed and viable curriculum, and increased support for newcomer students and Long-Term English Learners (LTELs). Successes included stronger teacher collaboration, greater use of data to guide instruction, and increased numbers of English learners meeting proficiency benchmarks. Challenges remained in closing achievement gaps between English learners and their English Only and RFEP peers, emphasizing the continued need for consistent Tier 1 instruction, integrated ELD practices, and coherent implementation across all sites.

Goal 1; Action 3; Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development: Initial Implementation
The district continued implementation of its English Learner initiatives through targeted professional learning, instructional coaching, and cross-department collaboration focused on strengthening Designated ELD instruction and supporting multilingual learners. Elementary and secondary educators participated in ongoing training aligned to the EL Roadmap, including four-day ELD workshop series for grades 4–6 teachers that emphasized using ELPAC data, oral language development, reading, writing, and scaffolded lesson design aligned to CA ELD standards. Coaching cycles and the use of systems such as ELLEVATION strengthened teachers' ability to monitor student progress and guide instruction. Additional efforts included collaboration among Multilingual Programs, Special Education, and Curriculum & Instruction departments to improve support for dually identified students and align assessment practices. Successes included improved progress for Long-Term English Learners, growth in teacher instructional capacity, and sustained increases in multilingual achievement as reflected in the State Seal of Biliteracy. Challenges included balancing time constraints,

addressing diverse student needs, and delays in districtwide integrated ELD training at the secondary level as curriculum development remained the primary focus. Overall, implementation efforts demonstrated early positive impact on English Learner outcomes and instructional practices across the district.

Goal 1; Action 4; Districtwide and site based Instructional Coaching: Initial Implementation
The district continued implementation of professional learning and instructional coaching to strengthen designated and integrated English Language Development (ELD) practices across elementary and secondary sites. At the elementary level, 4th and 5th grade teachers participated in Teaching and Learning Cycles and coaching cycles, while 6th grade teachers engaged in ongoing professional learning to build instructional capacity. Secondary schools strengthened support structures through collaboration between the District Academic Coach and ELD leads during PLCs, with a focus on curriculum alignment, vertical articulation, and implementation of the Guaranteed Viable Curriculum (GVC). Coaching cycles and instructional rounds continued districtwide, contributing to increased teacher and site coach capacity and stronger alignment with ELD program goals. Successes included improved collaboration across grade spans, completion of secondary units aligned to the GVC, and expanded opportunities for vertical alignment through the shared district academic coach model. Challenges remained in establishing long-term stability for ELD lead structures and ensuring equitable access to on-site instructional coaching at all elementary schools, particularly in the primary grades where additional support is still needed.

Goal 1; Action 5; Develop, Sustain, and Expand Dual Language Immersion Schools: Full Implementation
Madera Unified has reached full structural implementation of its Dual Language Immersion (DLI) program across TK–8 sites, with established staffing models, bilingual supports, professional development systems, and ongoing monitoring of key indicators such as ELPI, reclassification rates, Seal of Biliteracy attainment, and academic performance. Over time, the district has expanded coaching, refined Guaranteed Viable Curriculum alignment, and strengthened PLC and instructional support systems, reflecting a shift from program development to full operationalization. A key success has been the stability of program structures and increased multilingual outcomes, including growth in reclassification and Seal of Biliteracy participation. However, student achievement data indicate that outcomes have not yet consistently met targets, with persistent gaps across English Learners and other student groups such as SWD and Foster Youth, as well as uneven performance across sites. Additionally, DLI expansion into upper grade levels (6th grade and middle school at select sites) has not yet been fully realized, and instructional quality varies across classrooms. As a result, while the district has achieved full implementation in terms of systems and access, it has not yet reached sustainability in outcomes, highlighting the need to shift focus toward instructional coherence, consistent use of research-based practices, and stronger progress monitoring to ensure equitable and sustained student success.

Goal 1; Action 6; Cultural Exchange Opportunities: Full Implementation
The Oaxaca Summer Exchange Program is being implemented as part of the MUSD Bilingual Teacher Residency pathway to provide administrators, mentor teachers, and teacher residents with an immersive cultural and instructional experience that reflects the families and communities served in Madera Unified.

While the original plan called for a broader, longer exchange experience (3 weeks), implementation was adjusted this year to include a shorter stay for participants for one week rather than three, with a stronger emphasis on school-site shadowing and instructional observation. This shift represents a substantive difference from the planned design, prioritizing depth of engagement in classrooms over duration and scale. The program has been successfully launched in this revised format, allowing participants to engage more directly with instructional practices and school cultures.

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

Goal 1; Action 2: The budget was $1,808,849, the Estimated Actual Expenses are $1,086,772.
The number of newcomer students was lower than anticipated. Not all the budgeted positions were needed this school year.

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

Goal 1; Action 1; Creating assets-oriented and student responsive schools: Somewhat Effective
Goal 1, Action 1 has been somewhat effective, with English Learners showing growth in NWEA Reading, CAASPP math and ELA performance, K–2 fluency and math assessments, and a 6% increase in EL seniors meeting the College and Career Indicator. The district also strengthened instructional capacity through 33 professional learning sessions focused on integrated and designated ELD practices. However, progress toward long-term goals remains uneven, as only three of nine key indicators showed significant improvement. Challenges included a 9.7% decline in EL students making adequate progress on the California School Dashboard, a decrease in the reclassification rate from 12.3% to 10.97%, and evidence of progress includes an 18% increase in students earning the State Seal of Biliteracy results. Overall, the data shows that foundational supports are in place, but continued refinement of EL programs, LTEL supports, and instructional practices is needed to accelerate outcomes for multilingual learners.

Goal 1; Action 2; Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners: Somewhat Effective
The district's actions have been effective in strengthening instructional capacity and improving outcomes for English Learners, as reflected in increased multilingual achievement and academic growth data. Expanded professional learning, including four full-day elementary sessions and seven secondary sessions focused on disciplinary literacy and integrated ELD practices, supported teachers in delivering more targeted instruction for multilingual learners. Evidence of progress includes an 18% increase in students earning the State Seal of Biliteracy, rising from 298 to 352 students, including 7 Long-Term English Learners (LTELs), as well as growth in the number of English Learners meeting or exceeding proficiency benchmarks in NWEA reading and math from Spring 2025 to Spring 2026. Ongoing coaching cycles, curriculum collaboration among ELD lead teachers, and DAC support for embedding ELD standards into instruction have further strengthened implementation across grade levels. However, despite these gains, English Learners continue to perform below English Only and RFEP peers, indicating that while the actions are producing positive results, continued refinement of Tier 1 instruction, integrated ELD practices, and targeted support for multilingual learners remains necessary to close achievement gaps.

Goal 1; Action 3; Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development: Somewhat Effective
The district's targeted actions to support English Learners (ELs) have shown mixed but overall positive progress toward improving language acquisition and academic achievement. In 2025, 39.6% of EL students made adequate yearly progress on the California School Dashboard ELPI Indicator, maintaining an Orange performance level with a slight decline of 0.4%, while Long-Term English Learners (LTELs) improved from Orange to Yellow with a 3.3% increase, demonstrating that focused supports for LTELs are beginning to yield stronger outcomes. Significant academic growth was also evident in NWEA data, with decreases in the percentage of EL students performing "Far Below" in both ELA and math and corresponding increases in

students meeting “Ready” and “Exceeding” benchmarks from 2023–2024 to 2025–2026. CAASPP Distance From Standard (DFS) data also reflected improvement for EL students in both ELA and math, although performance gaps remain substantial, particularly for LTELs. The district’s investment in instructional coaching, including 12 coaching sessions for grades 4–6 teachers, and ongoing professional learning aligned to ELD standards contributed to increased teacher capacity and improved instructional practices. Additionally, the State Seal of Biliteracy continued to demonstrate strong long-term growth, increasing from 44 students in 2015–2016 to 352 students in 2025–2026 (10 year analysis), while the reclassification rate increased from 516 to 551 students (9.44% to 10.97%). Despite these gains, several schools, including Berenda, Chavez, Nishimoto, Parkwood, and Sierra Vista, experienced significant declines in ELPI performance, indicating a continued need for targeted intervention, stronger Tier 1 instruction, and consistent implementation of integrated and designated ELD practices across sites and student groups.

Goal 1; Action 4; Districtwide and site based Instructional Coaching: Somewhat Effective
The district’s actions to strengthen support for English Learners (ELs) have demonstrated positive progress in several key areas, although overall outcomes remain mixed and indicate a continued need for targeted support. While the English Learner Progress Indicator (ELPI) remained relatively stable at 39.6% with a slight decline of 0.4 percentage points, EL students showed growth in English Language Arts and Mathematics on state and local assessments, including increased numbers of students meeting or exceeding proficiency on NWEA reading and math assessments. Professional learning for grades 4–6 teachers in ELD best practices, the California English Learner Roadmap, and culturally relevant instruction strengthened instructional capacity and contributed to more equitable access to language support. At the secondary level, collaboration between the district academic coach and site lead teachers improved unit planning, curriculum alignment, and development of Common Summative Assessments through refinement of the Guaranteed Viable Curriculum (GVC). Positive outcomes were also reflected in the increase in students earning the State Seal of Biliteracy, rising from 298 to 352 students, and the increase in reclassified students from 516 to 551. However, Long-Term English Learners (LTELs) maintained performance levels without significant academic growth, and EL gains continue to lag behind English Only and RFEP peers, demonstrating that while current actions are producing improvement, additional focus on accelerating language acquisition and closing achievement gaps remains necessary.

Goal 1; Action 5; Develop, Sustain, and Expand Dual Language Immersion Schools: Somewhat Effective
Starting with the 2024–25 implementation cycle, the district fully executed planned Dual Language Immersion (DLI) actions, including expansion of bilingual staffing, paraeducator support in TK classrooms, enhanced professional learning, and strengthened monitoring systems for ELPI, reclassification, early literacy, math, and biliteracy outcomes. These actions established a stable implementation structure and ensured equitable access to multilingual programming for English Learners, including SED, Foster Youth, and SWD student groups. Early indicators show some positive movement, particularly in reclassification (551 students, 10.6%) and Seal of Biliteracy attainment (352 students), as well as stronger performance within DLI sites compared to districtwide outcomes. However, overall impact remains uneven and below LCAP targets, with ELPI progress at 40% (below the 55% goal), early literacy and math outcomes for English Learners remaining below expectations, and nearly 70% of students still performing below grade level in reading and math. Achievement gaps persist across English Learners, SWD, Foster Youth, and Migrant students, and while DLI sites show stronger outcomes, systemwide consistency has not yet been achieved. 90% of students who took an AP World Language (primarily Spanish) exam received a 3 or higher in 2026. Taken together, the data indicate that the actions are somewhat effective: implementation fidelity and program structures are strong, but instructional impact on student achievement and language development is inconsistent and not yet sufficient to meet districtwide goals. Continued focus on instructional quality, early literacy and numeracy development, and tighter alignment of DLI practices with multilingual achievement targets will be necessary to move toward stronger and more equitable outcomes.

Goal 1; Action 6; Cultural Exchange Opportunities: Somewhat Effective
The effectiveness of the cultural exchange opportunities through the bilingual teacher residency program shows mixed and inconclusive impact on student outcome metrics to date. The district has seen positive gains in English Learner performance, including a 14.3-point improvement in CAASPP ELA Distance From Standard (from -81.9 to -67.6) and a 10.1-point improvement in Math DFS (from 111.1 to 101.0). At the same time, the English Learner reclassification rate declined from 13.04% to 9.44%, though this shift occurred alongside a reduction of 406 English Learner students. Participation last summer included 7 teachers and 2 administrative staff who have engaged in the exchange experience; however, no consistent or measurable correlation has been established between participation and improvements in outcomes for English Learners. Additionally, due to the current state of global politics, zero teachers have been hired from other countries (this is also addressed in the Goal Analysis for Action 3.3, prompt 2).

As a result, while the experience has been valued for professional and cultural learning, the action is currently considered somewhat effective in demonstrating direct impact on student achievement or multilingual outcomes.

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

For the upcoming year, the following are revised or new for Goal 1: Assets Based Multilingualism

Changes to the planned goal:

- No major changes are recommended to the overall Goal 1; instead, the district is strengthening and refining existing actions based on 2025–26 EL data.
- The focus remains on accelerating English Learner outcomes, biliteracy development, and reclassification, with increased emphasis on instructional quality and coherence across sites.

Changes to metrics or target outcomes:

- Metrics are being refined for greater clarity and impact in implementation:
  - Increased use of disaggregated Panorama and DELAC data to better monitor student needs.
  - Greater emphasis on ELPI progress, reclassification rates, and NWEA/CAASPP performance for English Learners.
  - Removal or reduction of less-aligned secondary metrics (e.g., AP World Languages, Seal of Biliteracy, CCI in DLI context) where the pipeline is not yet fully developed.
  - Target outcomes are shifting toward earlier, more actionable indicators of language development and academic progress rather than end-of-pathway measures only.
- The district has seen improvements in key metrics with new targets being set for further improvement. The following changes have been made to the targeted outcomes:
  - 1.3 - Students earning the CA Seal of Biliteracy; target adjusted from 350 to 375 students.

New or revised actions for the coming year:

- 1.1 - Expanded family engagement through bilingual workshops and at-home learning supports.
- 1.2 - Expansion of Integrated ELD across core content areas using toolkits (math, science, social studies).
- 1.3 - Strengthened use of ELLEVATION dashboards for real-time monitoring of ELPAC levels and progress.
- 1.3 - Expansion of integrated ELD professional learning, especially at secondary sites, with stronger vertical collaboration.
- 1.4 - Earlier intervention support was added at Grade 3 and intensified focus during the 4th–6th grade transition to reduce LTEL identification.

- 1.4 - Targeted support was added for “Red” schools through coaching cycles, demonstration lessons, and PLCs.
- 1.5 - DLI refinement includes stronger core instruction, DLI-aligned ELD frameworks, and tighter reclassification systems.
- 1.6 - Bilingual Teacher Residency program revised by adjusting the participant cohort design, with potential model changes explored. Moving forward, the summer exchange experience will be one week in length, providing an immersive opportunity to work closely in at least one school system in Oaxaca City, Oaxaca.
- 1.7 - Middle School Math Support with focus on English Learner (LTEL, RFEP, Newcomer) students was added.

Modifications to ineffective or limited actions:

- 1.2 - Instructional focus shifted from general implementation and awareness-building to “Community of Practice” models emphasizing real-time instructional problem-solving.
- 1.4 - Professional learning shifted from foundational training to job-embedded coaching, modeling, and collaborative cycles.
- 1.5 - DLI metrics tied to secondary outcomes (AP, Seal of Biliteracy, CCI) were removed due to lack of a developed pipeline.
- 1.6 - Residency program implementation shifted from a larger model to a smaller, one-week, observation-focused cohort.

How changes strengthen the overall approach:

- 1.1 - Strengthens equity by targeting supports to high-need schools, student groups (EL, LTEL, low-income, foster youth), and transition grades.
- 1.1 - Creates stronger alignment between instruction, data, and outcomes by focusing on early indicators of student progress.
- 1.2 - Increases instructional impact by emphasizing Tier 1 instruction, integrated ELD, and cross-curricular language development.
- 1.3 - Enhances accountability and responsiveness through more frequent, actionable progress monitoring systems and clearer metrics tied directly to student growth.
- 1.4 - Improves coherence across sites through consistent use of frameworks, coaching, and GVC alignment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Creating assets-oriented and student responsive schools	All schools will use the English Learner Roadmap: Schools will focus on knowing who their English Learners are, understanding the diverse typologies of EL’s, creating safe and affirming school climates, and building strong family-school-community partnerships.	$608,288 $43,159	Y

		Schools will focus on improving the academic outcomes for multilingual students in MUSD. Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9,1.10		
2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	This is a required action for Pershing and Alpha Elementary School and King Middle School as these schools received the lowest performance level on the English Learner Progress Indicator (ELPI). In order to address the performance of English Learners, MUSD will do the following: **All English Learner students**: Support all English Learner students in obtaining English language proficiency and mastery of the core content standards by implementing a high-quality, comprehensive program for English Learners that includes the following: Intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy at all levels. Elementary Schools will prioritize: ● 4th grade at-risk EL students ● Implementation of Designated ELD curricular units in grades 5 & 6 Secondary Schools will prioritize: ● Development and Implementation of curriculum for designated ELD courses ● Implementation of research based EL strategies in the core classrooms (English Language Arts, Math, Social Science, & Science) **Long Term English Learner (LTEL) students:** Teacher and support staff training and instructional coaching in using core and supplemental materials for Designated and Integrated English Language Development. Implement an instructional monitoring system that includes tools that measure English Learners academic progress and the effectiveness of teaching and learning in the classroom Elementary Schools will prioritize: ● 4th grade at-risk EL students	$1,082,977	Y

		● 5th grade long-term English Learners Secondary Schools will prioritize: ● Implementation of curriculum for designated ELD courses, specifically ELD III & IV which is where the majority of the LTEL are scheduled for their Designated ELD ● Ensuring authentic opportunities exist for LTEL student to practice and prepare for the summative ELPAC assessment ● Implementation of EL strategies in the core classrooms to support the full implementation of Integrated ELD ● Reclassification of Long-Term EL's and At-Risk EL's **Newcomer students:** ● Newcomer programs with specialized instruction and services that are developed based on research and professional development for newcomer teachers and leaders. ● Extended learning opportunities, including summer literacy academy designed to meet the needs of Newcomers. ● Emphasis on literacy development and early reading skills. ● English Language Development: at least three periods/day of specialized support and instruction. Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9,1.10		
3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	Enhance teacher and leader capacity through continuous professional development. Elementary and Secondary professional learning sessions will be aimed at: ● deepening understanding and proficiency in English Language Proficiency Assessments, ● reclassification procedures, ● the ELA/English Language Development (ELD) Framework, ELD standards, integrated and designated ELD strategies, ● as well as evidence-based practices tailored to address the distinct language requirements of English	$83.980	Y

		Learner (EL) and Long-Term English Learner (LTEL) students. Elementary and Secondary professional learning sessions specifically to address the learning and language needs of English Learner students who are classified as LTEL's: The district will provide comprehensive professional development opportunities: ● The training will be geared specifically towards enhancing academic achievement for LTEL students. These sessions will empower teachers to deliver rigorous, standards-aligned instruction specifically tailored to meet the needs of Long-Term English Learner (LTEL) students. ● The training will focus on implementing targeted interventions and effectively addressing the diverse language and academic requirements of LTEL students, ensuring equitable educational experiences and fostering meaningful progress for each learner. Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9,1.10		
4	Districtwide and site based Instructional Coaching	Provide site-based instructional coaches in all secondary sites with a focus on supporting teachers in designated English Language Development (ELD). Develop capacity of District Academic Coaches. ● Cognitive Coaching ● Teaching and Learning Cycle ● Instructional Coaching: Jim Knight's Impact Cycle ● Increase knowledge of content specific implementation of strategies to support EL's. ● Build strong relationships with site leads and teachers Secondary Schools: Develop the capacity of the lead EL teachers in middle and high school. ● Teaching and Learning Cycle	$318,987	Y

		● Increase knowledge of content specific implementation of strategies to support EL's. ● Build strong relationships with EL's and content specific teachers to ensure proper supports for EL's Elementary Schools: Develop capacity of fourth and fifth grade teachers in elementary school ● Develop the skill and strategies of fourth and fifth grade teachers by providing differentiated professional learning opportunities and instructional coaching cycles that ensure intentional ELD instruction occurs thus improving individual student outcomes. ● Implement the Teaching and Learning Cycle Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10		
5	Develop, Sustain, and Expand Dual Language Immersion Schools	Develop, Sustain and Expand DLI Schools with Commitment to Staffing, Equitable Resource and Research-Based Practices Madera Unified Dual Language Immersion program responds to MUSD's vision for achievement and excellence by; ● Organizing and providing educational opportunities for students, in Spanish and English that promote key developmental assets such as positive identity, social competency, commitment to learning, and empowerment. ● Providing a programmatic opportunity for all students to engage in second language study by engaging two different language groups in study of each other's language. Dual Language programs in MUSD are programs of choice and therefore provide additional opportunities for low income, foster youth and English learner students in MUSD. Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9,1.10	$290,000	Y
6	Cultural Exchange Opportunities	Engage in international cultural exchange opportunities for cultural and linguistic staff	$80,000	Y

		development due to traditional university teacher preparation and training being insufficient to meet Madera Unified students' language support needs and must be improved and sustained through ongoing training. An asset-based approach to multilingualism with the highest quality language support that meets students' needs, will improve achievement, raise reclassification rates and allow access to pathways/electives. Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9,1.10, 4.13, 4.14		
7	Middle School Math Support with focus on English Learner (LTEL, RFEP, Newcomer) students	In an effort to improve the learning outcomes in mathematics for all middle school students and specifically those who are English Learners (EL, LTEL, RFEP & Newcomer students) and based on the Learning Recovery Emergency Block Grant Needs Assessment, Madera Unified School District (MUSD) has developed the following interventions: **UC Merced Math Academy Partnership Project** MUSD partnered with the University of California, Merced's Center for Educational Partnerships (CEP) to offer a specialized math academy, *Bridging the Gap in Mathematics*. This targeted program serves English Learners, specifically Long-Term English Learners and reclassified students—who demonstrate a need to improve their math skills based on state and local assessments. These students have been selected to participate in a summer camp, winter camp, and spring ten weekend academy, based on their potential for accelerated learning to achieve grade level standards in math. The academy focuses on strengthening foundational skills, enhancing problem-solving abilities, increasing math rigor, and building student confidence. Learning is centered around collaboration, joy, and productive struggle, with instruction delivered by highly qualified teachers and learning assistants. Through engaging, rich mathematical tasks, students will not only grow academically but also begin to explore pathways to college success at an early age.	$530,525 $150,000 $400,000 (LREBG)	Y

		Middle School Math Intervention and Support After reviewing multiple sources of district wide mathematics data it was evident that mathematics achievement in Middle School was in need of additional support with a targeted approach to improving the outcomes for all students in middle school. Therefore, a team of district and school site staff collaborated and identified research based practices that we will be implementing in all middle school math classrooms. Our focus strategies and steps: 1. Lower class size in each math class not to exceed 22 students 2. Each class will be staffed with one full time teacher and one teaching assistant 3. Class will be using a deployment model based on student need three days a week. Students will be grouped based on similar skill needs and regrouped as needed 4. Providing professional development, training, and support for teachers, teaching assistants, and site administrators. Metric(s) Impacted: 4.12, 4.14		



Goal #2 - High Quality Student Engagement Opportunities

Goal #	Description	Type of Goal
2	Madera Unified strives to offer a diverse range of activities that expand students' interests, access, and talents. By doing so, we aim to create an inclusive environment where every student feels represented and encouraged to participate. Madera Unified School District boasts an array of co-curricular opportunities and/or programs encompassing the arts (inclusive of Dance, Media Arts, Music, Theatre, and Visual Art), sports, Science, Technology Engineering and Math (STEM), community service and leadership development.	Broad Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

A sense of belonging is a necessary condition of engagement. Co-curricular programs lead to higher participation, improved interpersonal connections, overall school engagement, intrinsic motivation, and a sense of personal pride and satisfaction. These opportunities encourage students to participate in a variety of experiences and meet a variety of people within the school system, throughout the community, and beyond county lines. Participate in a variety of experiences, travel to different places, enhance learning of potential strengths, awareness of opportunities throughout life, real life experiences to enhance cognitive and affective abilities, experience a variety of work based skills, focus on the development of personal and interpersonal skills, discover new opportunities, create a desire to come to school and find value in core learnings through real-life application.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of Unique TK-6th Grade Students that registered in winter or summer enrichment camps, or Summer school, or summer after school program Data Source: Internal Tracking	3,824 Unique TK-6th grade students in 2022-2023 (1-year lag)	4,611 Unique TK-6th grade students in 2023-2024 (1-year lag)	4,405 Unique TK-6th grade students in 2024-2025 (1-year lag)	4,500 Unique TK-6th grade students Target adjusted in 2025 to 4,750 Unique Students	+581 students
2.2	Percentage of students enrolled in an arts class during the	70% In 2023-2024	80% In 2024-2025	84% In 2025-2026	77%	+10%

	school day Data Source: Internal Student Information System				Target adjusted in 2025 to 85%	
2.3	Number of students participating in an arts activity after the school day Data Source: Internal Tracking	712 students in 2023-2024	972 students in 2024-2025	1,464 students in 2025-2026	820 students Target adjusted in 2025 to 1,000 students Target adjusted in 2026 to 1,500 students	+260 students
2.4	Number of Arts disciplines accessible to students with an opportunity to reach “Advanced” by graduation (Max. 5) Data Source: Internal Tracking	3 Art Disciplines in 2023-2024	3 Art Disciplines in 2024-2025	3.5 Art Disciplines in 2025-2026	5 Art Disciplines	No Change
2.5	Number of Unique student Participation in Community Athletics Recreation Department Participation Data Source: Internal Tracking	2,002 Unique students in 2023-2024	3,288 Unique students in 2024-2025	3,114 Unique students in 2025-2026	2,500 Unique students Target adjusted in 2025 to 3,500 unique students	+1,286 Unique Students
2.6	Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics Data Source: Internal Tracking	5,641 Unique students in 2023-2024	6,075 Unique students in 2024-2025	7,119 Unique students in 2025-2026	6,000 Unique students Target adjusted in 2025 to 6,250 unique students Target adjusted in 2026 to 7,250 unique students	+1,478 Unique Students
2.7	Elementary Student Engagement Data Source: Internal Tracking System	No current baseline - 2024-2025 will be tracked for the first time	No current baseline - 2025-2026 will be tracked for the first time	810 students (4th-8th grade) met Pride Engagement Criteria	Target will be developed after the 2024-2025 school year Target will be developed after the 2025-2026 school year	New Baseline
2.8	Career Technical Student Organization Affiliation Data Source: Internal Tracking	2,182 Members affiliated in 2023-2024	2857 Members affiliated in 2024-2025	3347 Members affiliated in 2025-2026	2,618 Members affiliated Target adjusted in 2025 to 3,000 unique students Target adjusted in 2026 to 3,400 unique students	+675 Members

2.9	Number of students achieving “Advanced” level in at least one art discipline Data Source: Internal Tracking	141 Students in 2023-2024	242 Students in 2024-2025	217 Students in 2025-2026	151 students Target adjusted in 2025 to 275 students	+101 students

Goal Analysis for 2025-26

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

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

Goal 2; Action 1; Expand and Sustain Learning Opportunities beyond the school day: Full Implementation
All planned expanded learning and summer program actions were substantially implemented as described, with several areas demonstrating growth and successful expansion during the 2025–26 school year. Summer School, Summer After School Programs, ELO-P Summer Camps, Winter Intersession Camps, After School Programs, Advanced Learner enrichment, and Migrant Education services were all carried out across multiple school sites and grade levels, providing students with academic support, enrichment, leadership opportunities, and extended learning experiences. Notable successes included the expansion of ELO-P camp offerings to more than 70 options, increased participation in the UC Merced Math Academy, continued growth in After School Program attendance exceeding 3,700 students daily, and a significant reduction in waiting lists by approximately 40% since December. Additional staffing and specialized training for Extra Support Tutors strengthened services for students with disabilities and special needs. The district also expanded partnerships with UC Merced and Wonder Valley Outdoor Education Center to enhance college readiness and hands-on learning opportunities. One implementation challenge was lower attendance during Winter Intersession Camps, with approximately 65% of registered students attending; however, programs remained operational and continued to provide valuable services for students and families. Planning for 2026 summer and migrant programs is underway, including streamlined summer programming, expanded enrichment opportunities, and continued targeted academic support for migrant students.

Goal 2; Action 2; Expand and sustain the comprehensive Arts Education program inside and outside of the school day: Partial Implementation
Implementation of arts education actions showed continued progress toward expanding access and advancing student opportunities across multiple disciplines. Access to five arts disciplines was achieved at four of six secondary schools through the addition of Dance courses, with plans in place to complete five-discipline offerings at all secondary schools next year. Significant successes included the implementation of new Studio Art courses, which are expected to support more students in achieving Advanced levels of artistry, as well as the expansion of outside-of-school opportunities such as Stage Pass and summer arts programming for 2026. Challenges remain at the elementary level, where Dance and Media Arts are still unavailable, and within the Music pathway, which requires greater standards alignment and a clearer sequence to Advanced mastery. Some extracurricular arts opportunities that were paused during budget uncertainty have not yet resumed. Additionally, anticipated schedule changes for TK/K students in 2026–27 may reduce participation rates, prompting a more intentional focus on arts integration in early grade levels to maintain consistent access to arts programming.

Goal 2; Action 3; Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program: Full Implementation
Madera Unified successfully implemented a wide range of athletics and physical education programs during the 2025–26 school year across community, elementary, middle, and high school levels. Community Athletics and

Recreation (CARD) expanded student opportunities through programs such as golf, tennis, water polo, basketball, futsal, and strength and speed development, while the Madera Unified League of Elementary Schools (MULES) continued to provide successful co-ed athletics opportunities in flag football, cheer, and soccer. As part of the district's K–12 Athletics Alignment Plan, high school coaches collaborated with elementary coaches to strengthen program alignment and support skill development. Middle and high school athletic seasons were fully implemented across multiple sports, with strong student participation throughout the district. Physical education curriculum implementation also continued as planned, including fitness testing and instruction in team sports, dance, fitness, nutrition, aquatics, and non-traditional sports. A significant success was the high level of student engagement, with more than 7,100 unique student participations recorded districtwide since August 2025. No major implementation challenges were identified, and programs continued to expand opportunities for student participation, physical fitness, and athletic skill development.

Goal 2; Action 4; Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO): Partial Implementation

Career Technical Student Organizations (CTSOs) were implemented with a focus on expanding student leadership opportunities through participation in competitions, conferences, performances, and related events, supported by CTE-aligned classroom instruction and teacher professional development. During the 2025–26 school year, allocated funds were used to strengthen CTSO leadership development and increase student access to these experiences, resulting in improved student engagement, a stronger sense of belonging, and positive academic trends. However, a key difference between planned and actual implementation was the continued absence of approved stipends for CTE and lead CTSO teachers due to budget constraints, which limited the district's ability to fully expand programming and sustain leadership development efforts at the intended scale. While progress was made in increasing participation and engagement, implementation was partially constrained by staffing capacity limitations, and full realization of the planned expansion remains dependent on future funding approval.

Goal 2; Action 5; Create a student engagement incentive and tracking program for Co-Curricular student participation: Initial Implementation

The School Pride Program continues to be implemented districtwide, expanding into middle schools while remaining established at elementary sites. During the 2024–2025 school year, elementary schools held end-of-year awards ceremonies—primarily after school to maximize family participation—and distributed School Pride Awards, with some sites already planning expanded incentives for next year. A key implementation difference involved the rollout of the Milestones digital tracking system in fall 2025, which required ongoing refinements based on staff feedback, including improved automation of academic and athletics data and adjustments to metric weighting for accuracy and fairness. Districtwide communication supports, principal feedback sessions (Grades 4–12), and ongoing data system enhancements have supported implementation, with a full year of Milestones and Panorama data still needed to fully evaluate program impact.

Goal 2; Action 6; Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure: Full Implementation

Implementation of college and career readiness supports has been fully carried out, with counselors delivering Tier I classroom lessons, College and Career Specialists supporting comprehensive high schools, and grade-level family nights providing postsecondary information to parents. No significant implementation challenges were noted. A key improvement this year is the expansion of college field trip access, shifting from individually scheduled visits to district-funded transportation supporting at least two college campus visits per secondary and alternative education school. Overall, these changes have increased consistency and access to college and career exploration opportunities across sites.

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

Goal 2; Action 4: The Budget was $150,000, the Estimated Actual Expenses are $88,055
Some of the out-of-school participation cost was covered by booster clubs, parent clubs, and fundraising.

Goal 2; Action 6: The Budget was $10,000, the Estimated Actual Expenses are $24,333
The cost to field trips to universities were higher than anticipated due high participation and gas prices increase.

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

Goal 2; Action 1; Expand and Sustain Learning Opportunities beyond the school day: Highly Effective
The expanded learning actions have been highly effective in increasing student access, engagement, and academic support across multiple student groups, including English Learners, migrant students, students with disabilities, and other at-risk populations. ELO-P Summer Programs and Winter Intersession camps received exceptionally positive feedback, with over 90% of students and parents reporting high satisfaction and engagement. The After School Program successfully expanded access by serving more than 3,700 students daily across 25 sites while significantly reducing waiting lists since 2023. Additional staffing and trained support personnel strengthened services for students with special needs and diverse learning needs. The UC Merced Math Academy demonstrated strong effectiveness through expanded participation and measurable student growth on NWEA math assessments, with continued engagement through extended Saturday academies. The Migrant Education Program also demonstrated effectiveness by providing targeted ELA/ELD and mathematics intervention programs designed to accelerate learning, support English language development, and address achievement gaps for migrant and at-risk students using standards-aligned, data-driven instruction and ongoing progress monitoring.

Goal 2; Action 2; Expand and sustain the comprehensive Arts Education program inside and outside of the school day: Highly Effective
Arts education actions have been effective in maintaining and expanding student participation and access to arts programming across the district. Student participation in arts classes increased from 80% in 2024–25 to 84% in 2025–26, demonstrating continued progress toward implementation goals. Participation in arts opportunities outside the school day also continues to grow through expanded summer programming and the ELOP Stage Pass program, which now offers approximately 1,500 seats for arts enrichment activities. Access to advanced arts pathways has improved at the secondary level, with four of six schools now providing pathways toward advanced mastery and continued development underway in dance and music programs. The number of students achieving Advanced mastery in at least one arts discipline increased slightly from 214 to 217 students, reflecting positive progress in student achievement. While elementary schools still lack Dance and defined Media Arts programming, ongoing planning and pathway development are strengthening long-term access and continuity in arts education for all student groups.

Goal 2; Action 3; Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program: Highly Effective
Across Community Athletics (CARD), MULES, middle school, and high school programs, the district's athletic and recreation actions have been highly effective in maintaining and expanding student participation, with all planned programs implemented as intended and no major changes in offerings compared to prior years. Participation data shows strong and consistent engagement across all levels, with department-wide goals met or exceeded and total unique participation reaching 7,119 students in athletics and 3,455 in CARD programming year to date. Middle school athletics served 1,115 unique students across seasonal offerings, while high school

athletics engaged 2,024 unique students across fall, winter, and spring seasons, indicating sustained participation across grade spans. MULES also demonstrated strong participation with 3,980 unique student engagements year to date, reflecting broad access at the elementary level. Across programs, there were no disaggregated performance gaps reported within the provided data (SED, EL, Foster, SWD), but overall participation trends suggest broad-based access across student groups. A key success was consistently exceeding participation expectations across all programs, demonstrating strong student interest and program effectiveness, while future enhancements will include the introduction of new offerings such as Next Level Speed and Strength training in CARD to further expand opportunities.

Goal 2; Action 4; Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO): Effective

CTSOs have been moderately to highly effective in advancing student engagement and leadership development based on available participation and outcome data, though implementation remains partially constrained by staffing resources. Full utilization of allocated funds supported expanded CTSO participation, which increased by 17% compared to the prior year, indicating strong student interest and improved access to leadership opportunities. Disaggregated student engagement indicators from the Fall 2025 Panorama Survey show that 68% of students reported a sense of belonging and 60% reported engagement, suggesting that CTSO involvement is contributing positively to school connectedness across student groups, including SED, EL, Foster, and SWD populations. Academic outcomes also showed mixed results, with CAASPP data reflecting a 6% increase in ELA performance districtwide, while Math increased by only 1%, falling short of expected growth targets and signaling a continued need for instructional support in mathematics. Despite these gains, the lack of approved stipends for CTE and lead CTSO teachers limited the district's ability to fully scale programming and sustain leadership development, constraining deeper expansion and long-term impact.

Goal 2; Action 5; Create a student engagement incentive and tracking program for Co-Curricular student participation: Effective

Based on the evidence and actions taken, the School Pride Program has been effectively implemented and is making measurable progress toward the LCAP goal of increasing student engagement and connectedness. The program successfully expanded from elementary schools to all middle schools, while the Milestones digital tracking system was developed and launched across participating sites, providing the foundation for future data-driven analysis. Participation data show strong growth, with Community Athletics and Recreation participation increasing from 2,002 to 3,114 unique students and elementary and secondary athletics participation increasing from 5,641 to 7,119 students. Student perception data also reflect positive trends, including gains in School Belonging (+10%), School Climate (+6%), and School Engagement (+5%). Academic outcomes improved across most student groups, particularly English Learners, Foster Youth, and Homeless Youth in both ELA and Mathematics, while Students with Disabilities demonstrated more limited growth and a decline in Mathematics performance, indicating an area for continued attention. Although much of the current evidence is based on participation rates, early survey results, and anecdotal feedback, the district is actively refining implementation and data collection processes through the Milestones system and upcoming Panorama data reviews to strengthen long-term measurement of program impact.

Goal 2; Action 6; Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure: Somewhat Effective

The Hatchings sessions have strengthened collaboration among counselors by providing dedicated time to calibrate Tier I lessons and align the delivery of grade-level parent nights across school sites. This work has improved consistency in college and career readiness messaging and created a more unified approach to sharing information with families. Although disaggregated outcome data for student groups such as SED, EL, Foster Youth, and SWD is still being collected, early feedback suggests stronger alignment and more consistent support across schools. In addition, Career Technical Student Organization (CTSO) affiliation has grown significantly from a baseline of 2,182 members in 2023–2024 to 3,347 members in 2024–2025, exceeding the adjusted Year 3 target of 3,000 unique students. Moving forward, counselors will receive clearer procedures and

funding guidance to support the implementation of two college field trips per site, further expanding equitable access to postsecondary exposure opportunities.

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

For the upcoming year, the following are revised or new for Goal 2: High Quality Student Engagement Opportunities

Changes to the planned goal:

- The overall actions remain appropriate based on attendance, enrollment, and family feedback data.
- Refinements are needed in implementation strategies, including expanded communication, earlier registration timelines, and continued alignment with family preferences.
- These adjustments build on improved summer attendance (69% in 2024 to 80% in 2025).

Changes to metrics or target outcomes:

- Yes, metrics need refinement to better disaggregate participation and achievement data by student subgroup.
- Arts-related targets are being increased to reflect program growth and expectations.
- Evaluation measures are also being adjusted to better capture advanced pathway development and long-term outcomes.
- The district has seen improvements in key metrics with new targets being set for further improvement. The following changes have been made to the targeted outcomes:
    - 2.3 - Number of students participating in an arts activity after the school day; target adjusted from 1,000 to 1,500 students.
    - 2.6 - Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics; target adjusted from 6250 to 7250 students.
    - 2.7 - Elementary Student Engagement; current baseline data was tracked for the first time in 2025-26 with a first time target outcome of 810 students.
    - 2.8 - Career Technical Student Organization Affiliation; target adjusted from 3,000 students to 3,400 students.

New or revised implementation actions for the coming year:

- 2.4 - Adding a new action to support the high school and middle school leadership programs.
- 2.4 - CTSO leadership opportunities will be expanded to strengthen student engagement.
- 2.5 - Additional revision to actions include special education inclusion training, expanded School Pride tracking and improvements in Milestones and Analytics.

Modifications to ineffective or limited actions:

- 2.1 - Summer and winter intersession programs are being streamlined by reducing duplicate offerings and increasing high-interest enrichment options. These changes improve efficiency and better align programming with student interest and demand.
- 2.3 - CARD attendance procedures were revised so students who do not attend on the first day are moved to waitlists to improve seat utilization.

How changes strengthen the overall approach:

- 2.4 - Expanded programming and leadership opportunities will strengthen engagement, equity, and long-term student outcomes.
- 2.5 - Enhanced data systems and subgroup disaggregation will improve monitoring and decision-making.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expand and Sustain Learning Opportunities beyond the school day	Being connected to school is highly valuable to students' overall education and identity and modern children have a greater and more specific need for this kind of engagement. Expansion and sustaining of such activities includes but is not limited to: ● Summer School ○ Elementary, Middle, & High School Summer School - June thru July ● After School Programs (in school and summer school) - TK-12th grades ● ELOP Winter Camps - TK-8th grades ○ Elementary winter Camp - STEM, Art, Robotics, Athletics ○ San Joaquin River Camp ○ CSUF NASA STEM Camp ○ George Washington Carver Pre-Collegiate STEAM Camp ● ELOP Summer Enrichment Camps - TK-8th ○ Athletic Multi-Sport summer camps ○ Madera District Fair Camp ○ San Joaquin River Camp ○ CSUF STEM Academy Camps ○ CSUF Transportation & Bike Camp - 6th-9th grades ○ Madera County Arts Council Elementary and High School Art Camps - TK-6 & 9th-12th grades ○ MUSD STEM Camp ○ Robotics/Engineering Camp ○ Gold Gulch Adventure Camps ○ Rainbow Chefs Camp ○ Quest Camp ○ LEGOs Camp ○ MUSD Visual and Performing Arts Camps - 4th-8th & 8th-12th ○ Literate Voices Literacy Camp - 7th-9th	$39,435,849	N

		○ Cultural Day Camps - 4th-12th ○ Swimming Lessons ○ Career Technical Education Camps ○ Fresno Chaffee Zoo Camp ○ Wild Water Adventure Sports Camps ○ HPA Legends Soccer Camp ○ City of Madera STEAM Camp ○ George Washington Carver Pre-Collegiate STEAM Camp ● Elementary School Advanced Learner Academy ● Migrant Summer Program ○ M.I.E.L- Migrant Institute for Education & Leadership-Dates: June 17-28, 2024-Location: California State University, Fresno-Includes: Room & Board, 24 hr. Residential supervision; academic instruction in the areas of English Language Arts, Mathematical Concepts, Self and Cultural Pride, and High School Graduation /Career Pathways for incoming 7th through 12th graders. 15 students will be participating ○ Madera Scholars Summer C.A.M.P-College Assistance Migrant Program at Fresno State University from June 10-21, 2024. This will be for incoming grades K through 8th. This will be a 2 week commuter summer program that will include transportation, food, supplies, and activity fees pertaining to CAMP activities. 35 migrant students will participate in the program. The students will participate in writing and math skills activities that will expand their English Language Arts (ELA) and critical thinking skills (Math). ○ Migrant Home-Based Summer Academy-10 teachers will tutor up to 10 students for 14 days from June 10-28, 2024. Tutoring will be one on one or small groups at the students home. Each session will be one hour long with five sessions everyday. The focus will be English Language Arts, English		

		Language Development, and Mathematics. ● UC Merced Middle School Math Academy- Middle School English Learners students will participate in a 6 week math camp held at UC Merced Metric(s) Impacted: 2.1		
2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	Sequential and standards-based program in Dance, Media Arts, Music, Theatre, and Visual Art inside and outside of the school day for all students TK-12 to expand student access. ● Inside the school day ○ Access to five disciplines of arts (TK-6) ○ Access to one or more art courses (7-12) ○ Reaching "Advanced" Mastery by graduation in one or more art discipline / course (9-12) ● Outside the school day ○ Personalized or small group extension lessons or activities in each art discipline (including, but not limited to: Music Conservatories, Artists Residency Internships, etc.) ○ Competitive arts activities, including at the national scale ○ Intersession Arts Programs and Experiences (including, but not limited to: Madera Theatre Project, Summer music ensembles, photography intensive, etc.) ○ Opportunities to experience professional-quality arts activities outside of school ● Both inside and outside the school day ○ Opportunities to Present / Produce / Perform art(s) for an audience or in competition, whether hosted by the district or elsewhere ○ Staffing, including classified staff to support instructional goals ○ Instructional Supplies & Equipment ○ Professional Development Metric(s) Impacted: 2.2, 2.3, 2.4	$292,560 $6,111,691	Y
3	Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program	A comprehensive and coordinated athletics program design includes, but is not limited to: ● Community Athletics and Recreation Department (CARD) ○ 2023-24	$3,632,570	Y

		■ Little Hoopsters ■ Futsal ■ Grass Volleyball - Girls ■ Babe Ruth ■ Little League Softball ○ 2024-25 ■ Flag Football ■ Wrestling ○ 2025-26 ■ Tennis ■ Golf ■ Softball ■ Baseball ● Madera Unified League of Elementary Schools (MULES) ○ Basketball - Boys & Girls ○ Cross Country - Boys & Girls ○ Flag Football - Boys & Girls ○ Wrestling - Boys & Girls ○ Volleyball - Boys & Girls ○ Track & Field ○ Cheer ○ Soccer - Boys & Girls ● Middle School & High School athletics ● Student Athlete Leadership Team (SALT) - students collaborate on strategies to lead schools to create a positive school culture ○ 6 Student Athletes ○ 2 coaches ○ 1 Athletic Director ○ 1 Site Administrator ● Curriculum integration into elementary and secondary physical education classes ○ Ensure that the eight required content areas are taught and mastered before graduation ● Ongoing professional development ○ California Association of Health physical educations, recreation and dance ○ Society of Health and Physical Educators America ○ Title IX Metric(s) Impacted: 2.5, 2.6		
4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	Provide opportunities for out-of-day competitions, performances, events, and travel in order to perform and compete at high levels against other schools. The following are the organizations offered in Madera Unified. <u>CTSO's</u> ● National FFA Organization (FFA)	$216,200	Y

		● Future Business Leaders of America (FBLA) ● Future Health Professionals (HOSA) ● Family, Career, Community Leaders of America (FCCLA) ● SkillsUSA <u>National Student Organization(s)</u> ● FIRST Robotics Through CTSO's students can develop leadership skills in and outside the classroom and apply those at the sectional, regional, state and national levels. Each CTSO has different opportunities for students such as competitive events, leadership conferences and elected leadership positions. In order to be more successful at the State and National levels we will improve our local level CTSO's by: ● Increasing stipend for lead CTSO teacher to provide more local level activities ● Adding stipends for CTE teachers to coach competitive CTSO events ● Professional Development and best practice sharing with teachers in order to increase CTSO participation Metric(s) Impacted: 2.8, 3.3, 4.13, 4.14		
5	Create a student engagement incentive and tracking program for Co-Curricular student participation	Madera Learning System (MLS) and Elementary Engagement Program for elementary students and Secondary Co-Curricular Participation tracking to honor student engagement. ● Finalize Engagement Program ● Finalize tracking methodology ● Incorporate into MLS Metric(s) Impacted: 2.7, 3.3, 4.13, 4.14	$28,000	Y

6	Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure	Visiting college campuses inspires students to set academic and career goals, makes higher education more tangible and attainable and encourages first-generation to envision themselves in these spaces and supports alignment in the Graduate Profile by fostering goal-setting, communication, critical thinking and a sense of belonging. Increase opportunities for students to learn about a wide range of professional careers and technical trades. These experiences should begin early and continue through high school to help students make informed decisions about their future educational and career pathways. Organize career exploration and tradespeople. Offer field trips to job sites, technical schools, and training programs, especially in grade 7-12 and include families in career awareness efforts, such as informational nights and bilingual presentations. Metric(s) Impacted: 2.8, 3.3, 4.13, 4.14	$10,000	Y
7	Expand opportunities to enhance student leadership development	Provide opportunities for student leaders across Madera Unified to participate in high-quality leadership training, student activities conferences, summer leadership camps, regional/state leadership events, and districtwide leadership development opportunities. These experiences would support students involved in ASB, Student Government, Student Trustees, Student Board Representatives, and other student-led programs that promote school climate, belonging, student voice, and positive school culture. The California Association of Student Leaders (CASL) and the California Association of Directors of Activities provide leadership opportunities for students through conferences (for students and advisors), training, service learning, regional meetings, and student-led leadership development. Through attendance at CADA/CASL programs, and other high-quality leadership training opportunities such as guest speakers being brought to MUSD, students will develop skills in the areas of communication, collaboration, civic engagement, school culture, event planning, peer support, inclusion, and student voice. We will support this by: ● Establish funding for students to attend CADA/CASL student leadership	$146,175	Y

		conferences, camps, regional events and trainings ● Provide funding for transportation, registration, lodging, meals, and related travel costs connected to approved student leadership development experience. ● Provide funding to ensure advisor participation in CADA professional development conferences ● Provide funding for highly qualified guest speakers and facilitators to strengthen site-based leadership. Metric(s) Impacted: 3.3		



Goal #3 - Effective Learning Environments

Goal #	Description	Type of Goal
3	Madera Unified School District will create the conditions for an environment of trust and support by ensuring student growth and preparation for college and careers. To do so, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through professional learning, collaborative opportunities and incentives, we seek to create school environments where students feel safe and connected.	Broad Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

MUSD believes in developing a culture of high expectations, continuous improvement and professional responsibility will develop collective efficacy for all members of the school community.

Local climate survey data indicate that only 41% of students in grades 6–12 feel connected at school. And 77% of staff feel they have a favorable perception of their teaching-efficacy. Additionally, suspension rates in the below student groups have increased as reported in the 2023 CA Schools Dashboard as they have received the performance level of “red”; which indicates a high or increase in the suspension rate for a specific student group:

- Homeless +2.9
- Foster Youth +1.1
- African American +1.3

By ensuring Madera Unified has optimal learning environments, we look to increase student connectedness, teacher efficacy and lower suspension rates through collaboration and reflection and continuous improvement toward excellence for all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Teacher Survey Data Source: Panorama Survey Results	Teaching Efficacy - 78%, Staff-Leadership Relationships - 77%, Student Mindset - 77%,	Teaching Efficacy - 80%, Staff-Leadership Relationships - 76%, Student Mindset - 77%,	Teaching Efficacy - 81%, Staff-Leadership Relationships - 78%, Student Mindset - 81%,	Teaching Efficacy - 85%, Staff-Leadership Relationships - 85%, Student Mindset - 85%,	Teaching Efficacy +3%, Staff-Leadership Relationships +1%, Student Mindset +4%,

		Belonging - 35%, Staff-Family Relationships - 63% in Spring of 2023-2024	Belonging - 68%, Staff-Family Relationships - 63% in Spring of 2024-2025	Belonging - 69%, Staff-Family Relationships - 67% in Spring of 2025-2026	Belonging - 50%, Staff-Family Relationships - 75% Target adjusted in 2025 to Belonging 73%	Belonging +34%, Staff-Family Relationships - +4%
3.2	Local Staff Survey Data Source: Panorama Survey Results	Staff-Leadership Relationships - 75%, Belonging - 69%, Staff-Family Relationships - 55% in Spring of 2023-2024	Staff-Leadership Relationships - 73%, Belonging - 68%, Staff-Family Relationships - 57% in Spring of 2023-2024	Staff- Leadership Relationships - 73%, Belonging - 67%, Staff-Family Relationships - 57% in Spring of 2025-2026	Staff- Leadership Relationships - 85%, Belonging - 75%, Staff-Family Relationships - 65%	Staff-Leadership Relationships -2%, Belonging -2%, Staff-Family Relationships - +2%
3.3	Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - 60%, School Belonging - 48%, School Climate - 48%, School Engagement - 35% in Spring of 2023-2024	School Safety - 66%, School Belonging - 48%, School Climate - 48%, School Engagement - 33% in Spring of 2024-2025	School Safety - 66%, School Belonging - 58%, School Climate - 54%, School Engagement - 38% in Spring of 2025-2026	School Safety - 65%, School Belonging - 55%, School Climate - 55%, School Engagement - 40% Targets adjusted in 2025 to Safety 70% Targets adjusted in 2026 to Belonging 60%	School Safety +6%, School Belonging+10 %, School Climate +6%, School Engagement +4%
3.4	Suspension Rate (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 4.7% EL: 4.3% FY: 10.3% HY: 7.9% SWD: 7.1% in 2022-2023 (1-year lag)	ALL: 3.7% SED: 4.0% EL: 3.5% FY: 14.8% HY: 5.6% SWD: 4.8% in 2023-2024 (1-year lag)	ALL: 3.7% SED: 3.9% EL: 3.6% FY: 9.5% HY: 6.4% SWD: 5% in 2024-2025 (1-year lag)	ALL: 4.5% SED: 4.5% EL: 4.5% FY: 4.5% HY: 4.5% SWD: 4.5% Targets adjusted in 2025 to All: 3.0% EL: 3.0% Targets adjusted in 2026 to SED: 3.5%	ALL: -1.0% SED: -0.1% EL: -0.7% FY: -0.8% HY: -1.5% SWD: -2.1%
3.5	Expulsion Rate (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 0.3% EL: 0.2% FY: 0.7% HY: 1.1% SWD: 0.4% in 2022-2023 (1-year lag)	ALL: 0.3% SED: 0.3% EL: 0.4% FY: 0.6% HY: 0.8% SWD: 0.3% in 2023-2024 (1-year lag)	ALL: 0.1% SED: 0.1% EL: 0.2% FY: 1.0% HY: 0.1% SWD: 0.2% in 2024-2025 (1-year lag)	ALL: 0.10% SED: 0.10% EL: 0.10% FY: 0.50% HY: 0.10% SWD: 0.25% Targets adjusted in 2026 to All: 0.08%	ALL: -0.2% SED: -0.2% EL: 0.0% FY: +0.3% HY: -1.0% SWD: -0.2%

					SED: 0.08% HY: 0.08 SWD: 0.18	
3.6	Chronic Absenteeism Rate (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 28.2% EL: 23.8% FY: 28.6% HY: 41.3% SWD: 37% in 2022-2023 (1-year lag)	ALL: 24.3% SED: 24.8% EL: 20% FY: 36.2% HY: 31.9% SWD: 32.9% in 2023-2024 (1-year lag)	ALL: 22.5% SED: 22.9% EL: 17.7% FY: 26.1% HY: 35.4% SWD: 30.2% in 2024-2025 (1-year lag)	ALL: 7.5% SED: 7.5% EL: 5% FY: 10% HY: 10% SWD: 10%	ALL: -5.7% SED: -1.9% EL: -10.9% FY: -2.5% HY: -5.9% SWD: -6.8%
3.7	Basic services: Access to Curriculum Aligned Instructional Materials, Access to Safe, Clean, and Functional Facilities Data Source: California Dashboard	Standard Met in 2022-2023 (1-year lag)	Standard Met in 2023-2024 (1-year lag)	Standard Met in 2024-2025 (1-year lag)	Standard Met	No Difference
3.8	Appropriately Assigned Teachers Data Source: Internal Human Resource Information System	1.00% Misassignment rate in 2023-2024	2% Misassignment rate in 2024-2025	0.06% Misassignment rate in 2025-2026	0.90% Misassignment rate	-0.94%
3.9	Attendance Rates Data Source: Student Information System(SIS) and DataQuest	90.56% estimated in 2023-2024	92.5% estimated in 2024-2025 DataQuest 92.86% in 2023-2024 (1-year lag)	92.52% estimated in 2025-2026 DataQuest 92.98% in 2024-2025 (1-year lag)	92.5% attendance rate Target adjusted in 2025 to 94.0%	+1.96% Dataquest +0.12

Goal Analysis for 2025-26

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

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

Goal 3; Action 1; Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion: Full Implementation
During the 2025–26 school year, the LEA strengthened MTSS, PBIS, and Tier 3 behavioral supports through targeted professional learning and coaching. Staff participated in RENEW intervention training for high school students with behavioral and emotional challenges, Bounce Back training to support elementary students experiencing trauma and anxiety, and training on Functional Behavioral Assessments and behavior intervention planning. Teachers also received 206 job-embedded support sessions focused on restorative practices, culturally and linguistically responsive social-emotional learning, and de-escalation strategies in both English and Spanish instructional settings. Implementation was successful overall, with no significant challenges reported.

Goal 3; Action 2; New Teacher Mentor Program: Full Implementation

The elementary and secondary Teacher Support Mentor programs combined this year under the leadership of one Director to strengthen and streamline support for new teachers. Serving over 100 MUSD teachers, the program functions as the district's Induction entity for clearing preliminary credentials through CTC-accredited monthly requirements that promote intentional reflection and continuous instructional improvement. The program also implemented a Culturally Relevant Teaching professional development series and expanded support aligned to the updated California Standards for the Teaching Profession (CSTP), with an emphasis on student and family engagement, culturally and linguistically responsive teaching, diversity and equity, asset-based learning, and inclusion.

Goal 3; Action 3; Diverse Staff Recruitment: Beginning Implementation
During the 2025–26 school year, MUSD implemented the Elementary Teacher Diversity Grant to support the recruitment and retention of a diverse, high-quality teacher workforce through culturally responsive practices and clinical experiences. MUSD actively recruited high-quality educators by attending local and regional job fairs, with a focus on selecting candidates aligned to the district's mission, vision, and Student Champion framework to better support the needs of all students.

Goal 3; Action 4; Employee Career Advancement (Career Ladder): Beginning Implementation
The Career Ladder initiative remains in the planning phase and has not yet been implemented due to ongoing state and federal budget cuts and the lack of dedicated funding. While draft frameworks and proposals were developed, key implementation activities, including coordination with Human Resources and labor partners, have not moved forward. MUSD will continue monitoring funding opportunities, maintaining the framework, and preparing for future implementation when fiscal conditions improve. Because the action has not been fully implemented, effectiveness cannot yet be determined.

Goal 3; Action 5; Social- Emotional Behavioral (SEB) Staff & Professional Learning: Full Implementation
During the 2025–26 school year, MUSD implemented MTSS and PBIS-aligned training for counselors, psychologists, and site teams, including PLCs, FBA/BIP development, and Tier 2–3 intervention supports such as RENEW and Bounce Back. Districtwide data cycles supported ongoing monitoring of behavior and student outcomes. Spring 2026 PBIS Tiered Fidelity Inventory results showed strong Tier 1 implementation (89%) and growth in Tier 2 (80% to 84%) and Tier 3 supports (35% to 42%), reflecting improved fidelity and effectiveness of behavioral systems overall, with no significant implementation challenges reported.

Goal 3; Action 6; Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports: initial Implementation
Implementation of district mental health and wellness initiatives was largely effective, with PBIS, suicide prevention, and wellness activities consistently embedded across school sites and aligned to MTSS frameworks for proactive student support. Planning efforts shifted toward Mental Health Awareness Month, including coordination of the annual Mental Health Fair and expanded school-based awareness campaigns to increase engagement and access to resources for students, staff, and families. Staff capacity and coordination continued to improve, supporting more consistent service delivery despite ongoing high demand for support. Overall, implementation showed increased consistency, stronger visibility of mental health initiatives, and continued progress toward a comprehensive student wellness system, with no significant implementation challenges reported.

Goal 3; Action 7; Implement Programs and Services to Reduce Suspension and Expulsion Rates: Initial Implementation
MUSD continues to advance districtwide MTSS Tier 1 implementation with a focus on fidelity, progress monitoring, and standardized tools, supported through Academy structures where MTSS teams observe site practices and use data to guide improvements. Implementation varies across sites, with elementary playground structures and restorative practices present in some but not all schools, while "Time to Teach" is implemented in comprehensive middle school programs and alternatives to suspension are widely used to keep students

engaged on campus. Site administrators receive ongoing support from consultants and Culture & Climate teams to address complex behavioral needs, and TOPS has been refocused to support students with intensive behavioral challenges. Due to budget-driven reductions in support staff, including TIBA and other roles, the district has shifted toward strengthening site-based capacity, which has affected consistency of implementation and overall support levels across sites.

Goal 3; Action 8; District Adopted Textbooks and Instructional Materials: Full Implementation & Sustainability
MUSD is making steady progress in adopting standards-aligned instructional materials in math and literacy through committee-led review and classroom pilots. K–5 teachers are piloting math curriculum options, with additional pilots planned to inform final recommendations, and a new K–12 math adoption will be presented for Board approval in May 2026 for implementation in 2026–27. In literacy, the Amira screener is being implemented in K–2 and results are guiding instruction and interventions. Implementation is proceeding as planned with no significant challenges reported.

Goal 3; Action 9; Provide Resources and Opportunities for Student Field Trips: Full Implementation
During the 2025–26 school year, all TK–6 students participated in district-sponsored field trips designed to connect learning with local cultural and community resources and strengthen student engagement and belonging. These experiences were successfully implemented across sites and contributed to positive trends, including reductions in chronic absenteeism and suspension rates, as well as early gains in CAASPP performance reflected in modest improvements in Distance from Standard (DFS) for math and English. Overall implementation was effective, though a noted challenge is that some schools still treat field trips as standalone experiences rather than fully integrating them into standards-based instruction to maximize instructional impact.

Goal 3; Action 10; Purchase Cell Phone Pouches: Full Implementation
In January 2025, all MUSD middle schools and Ripperdan Community Day School implemented cell phone pouches, followed by full implementation at high schools at the start of the 2025–26 school year. All secondary sites have received supplies and are actively enforcing a cell phone-free environment through the use of Yondr pouches. Implementation has proceeded as planned across all secondary schools, and data is currently being collected to evaluate effectiveness, with no significant implementation challenges reported.

Goal 3; Action 11; Provide Year Round Substitute Teacher(s) to each MUSD school: Full Implementation
During the 2025-26 school year all MUSD schools employed at least one full-time substitute teacher on campus daily. The sub teachers covered classroom absences, provided teacher coverage for attendance in IEP's, 504's, and Grade Level team meetings. There were no challenges associated with this action, and sites appreciated having a consistent person on campus who could cover classrooms regularly or as needed.

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

Goal 3; Action 1: The Budget was $820,874; the Estimated Actual Expenses are $669,886
Some expenditures from the Culture and Climate staff were transferred to deplete other grant funds that will expire at the end of the fiscal year.

Goal 3; Action 3: The Budget was $0; the Estimated Actual Expenses are $255,009
The district received a new grant for the teacher resident program.

Goal 3; Action 6: The Budget was $6,553,280; the Estimated Actual Expenses are $7,899,609
Added the cost for the Therapeutic Opportunity Program (TOP) to this action.

Goal 3; Action 7: The Budget was $1,092,241; the Estimated Actual Expenses are $4,696,352
The carryover funds were added after budget adoption for the Stronger Connections Grant.

Goal 3; Action 10: The Budget was $362,111; the Estimated Actual Expenses are $407,276
Additional pouches were purchased to replace damaged ones.

Goal 3; Action 11: The Budget was $2,133,296; the Estimated Actual Expenses are $2,346,724
The cost of substitute teachers was higher than anticipated.

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

Goal 3; Action 1; Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion: Somewhat Effective
District data indicates that actions to improve school climate, behavior, and attendance were largely effective. Panorama Survey results showed increases in student belonging, psychological safety, and school climate across grades 3–12. Suspension rates remained flat from 3.7% in 2025 and 2026, while chronic absenteeism improved from 24.3% to 22.5%, with gains across all student groups, especially foster youth. Lincoln and Furman Elementary also showed reduced suspensions and maintained 0% expulsion rates. Additionally, the district met the Basic Services standard with 81.4% of teachers fully credentialed and appropriately assigned. Although progress was evident, the district did not meet its chronic absenteeism target, indicating a continued need for attendance support.

Goal 3; Action 2; New Teacher Mentor Program: Effective
The consolidation of the elementary and secondary Teacher Support Mentor Program under one director has resulted in a more cohesive and effective induction system that consistently supports over 100 new MUSD teachers annually across both Year 1 and Year 2 of induction. Program alignment to the California Standards for the Teaching Profession (CSTP) and the Graduate Profile, combined with differentiated mentor support, has strengthened instructional practice and improved teacher retention, with 100% of participating teachers successfully completing induction and 95% retained for the following school year. Local survey data demonstrates steady growth in key areas connected to teacher efficacy and school culture, including increases in Teaching Efficacy (+3%), Student Mindset (+4%), Staff-Family Relationships (+4%), and a substantial increase in Belonging (+34%) since baseline data collection. Student outcome data also reflects positive progress across most student groups in both ELA and Math achievement. In ELA, all students improved by +7.2 DFS from baseline, with English Learners showing the greatest gains (+14.5 DFS) and Homeless Youth improving by +10.4 DFS. In Math, overall performance improved by +6.2 DFS, with English Learners again demonstrating notable growth (+10.1 DFS). While Foster Youth and Students with Disabilities continue to perform below desired targets in both ELA and Math, the overall trend data indicates that the mentoring and induction supports are contributing to stronger instructional effectiveness and improved outcomes for historically underserved student groups.

Goal 3; Action 3; Diverse Staff Recruitment: Somewhat Effective
Implementation of the Madera Teacher Residency Program has been effective in supporting the district's goal of increasing teacher diversity and strengthening the teacher pipeline for historically marginalized students and hard-to-staff schools. The first cohort of seven residents is on track to graduate, and the second cohort has already reached its planned capacity of 20 accepted residents for the 2026–27 school year, demonstrating strong program growth and recruitment success. The program continues to provide culturally responsive preparation and high-quality clinical experiences, supported through grant funding and district-allocated program funds.

Goal 3; Action 4; Employee Career Advancement (Career Ladder): N/A
The Career Ladder action has not yet been implemented as planned, and current implementation fidelity is insufficient to evaluate its effectiveness. As a result, no metrics or subgroup outcomes (SED, EL, Foster Youth, or SWD) are available to assess impact, and effectiveness cannot be determined at this time.

Goal 3; Action 5; Social- Emotional Behavioral (SEB) Staff & Professional Learning: Highly Effective
District actions to improve school climate and student outcomes have been largely effective. Suspension rates declined significantly to 2.2%, surpassing the revised goal of 3%, while expulsion rates decreased to 0.1%, meeting the district target, with improvements for SED, English Learners, and students with disabilities, though Foster Youth increased to 1.0%. Panorama survey data also showed meaningful gains in student belonging, engagement, and school climate across both elementary and secondary grades, with smaller gains in psychological safety. Chronic absenteeism improved from 24.3% to 22.5%, though the district did not meet its more ambitious reduction target of 16.8%, indicating continued need for targeted attendance support. Overall, Basic Services standards were met, reflecting stable staffing and credentialing across the district.

Goal 3; Action 6; Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports: Effective
The implementation of proactive programs to support student mental wellness and social-emotional development has demonstrated moderate effectiveness in advancing the district's goals. School-wide PBIS initiatives, mental health fairs, and suicide prevention activities have increased student awareness, strengthened school climate, and improved engagement in wellness supports across campuses. These efforts have contributed to earlier identification of student needs and reinforced positive behavioral expectations. The Crisis Response Team (CRT) continues to effectively address immediate student risk and threat situations, although response capacity remains impacted by the growing volume and complexity of cases. A significant improvement this year was the full staffing of school nurse positions in December, which increased the consistency and accessibility of health and wellness services districtwide and enhanced the district's ability to support both physical and mental health needs. Local survey data reflects positive movement in school culture indicators connected to wellness, including increases in Teaching Efficacy (+3%), Student Mindset (+4%), Staff-Family Relationships (+4%), and a substantial increase in Belonging (+34%) since baseline. Student achievement outcomes also show gradual improvement across several student groups, particularly among English Learners and Homeless Youth in ELA and Math, suggesting that stronger social-emotional and wellness supports may be contributing to improved student engagement and learning conditions. However, Foster Youth and Students with Disabilities continue to experience lower outcomes, highlighting the need for more targeted interventions and greater consistency in implementation across school sites. Overall, the data indicates meaningful progress in awareness, access, and school connectedness, though continued refinement and alignment of resources will be necessary to achieve full program effectiveness and equitable outcomes for all student groups.

Goal 3; Action 7; Implement Programs and Services to Reduce Suspension and Expulsion Rates: Somewhat Effective
District actions to reduce suspension and expulsion rates have shown limited but positive progress overall. Suspension rates remained stable at 3.7% from 2024 to 2025, with subgroup trends showing mixed outcomes: slight decreases for SED students (4.0% to 3.9%) and foster youth (14.8% to 9.5%), but small increases for English Learners (3.5% to 3.6%) and Students with Disabilities (4.8% to 5.0%), indicating uneven impact across student populations. Expulsion rates improved more notably, decreasing from 0.29% to 0.14% and further to 0.1% in 2025. While these gains reflect some effectiveness in reducing more severe disciplinary outcomes, overall suspension trends suggest the impact has not yet been strong or consistent enough across all student groups.

Goal 3; Action 8; District Adopted Textbooks and Instructional Materials: Highly Effective

The district's implementation of high-quality instructional materials has been effective in ensuring equitable access and strengthening instructional coherence across classrooms. According to California Dashboard data, 100% of students, including SED, EL, Foster Youth, and SWD, have access to standards-aligned instructional materials, supporting consistent Tier 1 instruction districtwide. The ongoing math adoption process is improving alignment to the California Mathematics Framework, while the introduction of the K–2 reading screener is strengthening early identification of literacy needs and enabling more timely interventions. Together, these actions are enhancing instructional quality and promoting more equitable outcomes across student groups, though continued implementation is needed to fully realize long-term achievement gains.

Goal 3; Action 9; Provide Resources and Opportunities for Student Field Trips: Somewhat Effective
This action has been effective in expanding equitable access to enrichment opportunities and improving student engagement, attendance, and academic outcomes, particularly for English learners and socioeconomically disadvantaged students. By providing funding and logistical support for TK–6 field trips and enrichment experiences, the district removed barriers related to transportation, entry fees, and materials, allowing all students to participate in meaningful learning opportunities connected to the arts, STEM, history, environmental education, leadership, and community service. Student climate data reflects overall positive growth since baseline, including increases in School Safety (+6%), School Belonging (+10%), School Climate (+6%), and School Engagement (+4%), indicating that students feel more connected and supported through these experiences. Chronic absenteeism also improved across all student groups, with English learners decreasing by 2.3% and low-income students decreasing by 1.9%. Academic outcomes further support the effectiveness of the action, as CAASPP ELA performance improved by +14.5 DFS overall for English learners and +7.2 DFS for all students, while Math performance improved by +10.1 DFS for English learners and +6.2 DFS overall. Homeless Youth also demonstrated meaningful gains in ELA (+10.4 DFS) and Math (+2.9 DFS). While Foster Youth and Students with Disabilities continue to experience lower academic outcomes, the overall data suggests that increased access to high-quality enrichment experiences has positively impacted student attendance, school connectedness, and academic progress, especially for historically underserved student groups.

Goal 3; Action 10; Purchase Cell Phone Pouches: Somewhat Effective
This is the first full year of implementing cell phone pouches, so direct measures of effectiveness are still limited and additional suspension data for middle schools is pending. Early indicators from the Grade 6–12 Panorama survey show positive shifts in student experience, including an 8% increase in belonging, 1% increase in psychological safety, 4% increase in engagement, and 5% increase in school climate. Districtwide, suspension rates remained steady at 3.7%, resulting in a yellow performance level, while expulsion rates decreased slightly by 0.15% from 2024 to 2025. While these early trends suggest potential positive impacts on student engagement and behavior, more data is needed to fully assess effectiveness across all student groups, including SED, EL, Foster Youth, and SWD.

Goal 3; Action 11; Provide Year Round Substitute Teacher(s) to each MUSD school: N/A
Due to current fiscal constraints, MUSD has discontinued Year-Round Substitute positions, representing a change in implementation of this action. While this adjustment limits a previously planned support structure, the district continues to rely on day-to-day substitute coverage to maintain instructional continuity and minimize disruption to teaching and learning. Because this change is primarily operational and recent, no disaggregated outcome data (SED, EL, Foster Youth, SWD) is yet available to evaluate effectiveness. Overall, the impact on progress toward the goal of reducing instructional disruption is still emerging, and effectiveness cannot yet be fully determined.

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

For the upcoming year, the following are revised or new for Goal 3

Changes to the planned actions:

- No major changes are recommended to the overall actions across Actions 1–10.
- Action 4 (Career Ladder) remains in a planning and readiness phase due to funding and coordination limitations.
- The overall action of minimizing instructional disruption remains unchanged despite adjustments to substitute staffing.
- Changed funding source of Goal 3 Action 10 from LREGB funds to general funds.
- Goal 3 Action 11 is not being continued due to a lack of funding.

Changes to metrics or target outcomes:

- Most metrics and target outcomes will remain the same.
- Actions 5 and 6 will refine fidelity and outcome measures to better align with staffing capacity, implementation consistency, and available resources.
- Panorama survey administration and MTSS attendance supports will be strengthened to better monitor engagement, belonging, and chronic absenteeism outcomes.
- The district has seen improvements in key metrics with new targets being set for further improvement. The following changes have been made to the targeted outcomes:
    - 3.3 - Local Student Climate Survey (3rd-12th grade); target adjusted in Student Belonging from 55% to 60%.
    - 3.4 - Suspension Rate; target adjusted for SED students from 4.5% to 3.5%.
    - 3.5 - Expulsion Rate; targets adjusted for All students, SED students and HY from 0.1% to 0.08%, and for SWD from 0.25% to 0.18%.

New or revised actions for the coming year:

- 3.1 - Continue strengthening PBIS, MTSS, SEL, trauma-sensitive practices, and Tier 3 supports. The Hispanic subgroup has been removed from the action and moved to action 7.3.
- 3.2 - A Culturally Relevant Teaching professional development series was added to the action.
- 3.3 - Funding will be allocated. MUSD was awarded a Multiple Subject Teacher Residency Grant, and the grant award amount is $40,000 per resident. The district will enroll up to 20 teacher residents annually for four years. Elementary Teacher Diversity Grant funds are also being utilized.
- 3.5 - Expand MTSS attendance support and improve Functional Behavior Analysis/Behavioral Intervention Plan processes through stronger cross-team collaboration.
- 3.6 - A Therapeutic Opportunity Program has been added to the action.
- 3.8 - Strengthen campus-specific implementation planning, monitoring systems, and instructional alignment practices.
- 3.9 - Continue implementation of the K–12 math adoption, K–2 reading screener, and expanded college and career exploration field trips.

Modifications to ineffective or limited actions:

- 3.4 - The Career Ladder initiative remains paused pending sustainable funding and finalized agreements.
- 3.6 - Lower-impact mental health and behavioral initiatives will be streamlined to prioritize high-impact supports such as PBIS, suicide prevention, and CRT interventions.
- 3.7 - MTSS and behavioral support structures are being streamlined and shifted toward increased site-level ownership because of staffing reductions and budget limitations.

- 3.11 - Year-Round Substitute positions were discontinued due to fiscal constraints and replaced with day-to-day substitute coverage.

How changes strengthen the overall approach:

- 3.4, 3.7, 3.11 - Adjustments are intended to improve sustainability, implementation fidelity, and alignment of supports to student and staff needs.
- 3.5 - Increased focus on culturally responsive practices, trauma-sensitive supports, MTSS systems, and targeted interventions will strengthen consistency and effectiveness across schools.
- 3.9 - Expanded instructional alignment, college and career readiness opportunities, and data-driven support systems will help maintain progress in student engagement, attendance, behavior, and academic outcomes for SED, EL, Foster Youth, and SWD student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	This is a Required Action for the following: Asian student group at Lincoln Elementary School, and English Learners, Socioeconomically Disadvantaged student group at Furman ISP. To address the Chronic Absenteeism rate at the above MUSD schools, listed below are the staff trainings and support that will be provided: Required teacher collaboration: teachers and support staff will utilize professional collaborative planning that is scheduled and structured to develop high quality and engaging lessons. Support staff will provide additional support as needed to address the teacher needs: Collaborative lesson planning, modeling effective teaching strategies, co-teaching effective lessons, and providing site based training as needed. To address the needs of English Learners,Socioeconomically disadvantaged, and foster youth students district wide. MUSD will require all staff to participate in the following: Required training (Student Champion, etc.) for all new employees that addresses ethics, student inequities, and disproportionate outcomes to positively impact suspension and chronic absenteeism rates and survey results through positive staff-student relationships. These trainings occur annually to ensure all new staff are participating in the required training.	$1,246,675	Y

		This action also will also help support the Differentiated Assistance chronic absenteeism efforts for Homeless students as described on pages 22-24. Metric(s) Impacted: 3.1, 3.3, 3.4, 3.6, 3.7		
2	New Teacher Mentor Program	The Teacher Support Mentor program is committed to build capacity within new teachers by providing professional learning experiences in order to impact student achievement. Additionally, Culturally Relevant Teaching professional development series and expanded support aligned to the updated California Standards for the Teaching Profession (CSTP), with an emphasis on student and family engagement, culturally and linguistically responsive teaching, diversity and equity, asset-based learning, and inclusion. Our goal is to develop and retain future teacher leaders who are highly qualified and reflective educators meeting the needs of our growing diverse population. Each TSM will provide to their new teacher candidates 8-20 hours per month of direct support including: <u>Demonstration lessons & Co-teaching</u> Classroom management Procedures/routines Kagan Structures Evidence-based instructional strategies Differentiation Standard-based instruction Instructional delivery <u>Induction (Requirements per MIC Accreditation)</u> CSTP Continuum of Teaching Individual Learning Plan (ILP) Monthly journal Observation of master teachers <u>Support</u> Lesson planning, Data analysis, Student goal setting, Incorporation of supplemental materials, Research, Classroom management, Classroom culture/climate, Evidence-based instructional strategies, and Differentiation <u>Metric(s) Impacted: 3.1, 3.7, 3.8</u>	$4,240,669	Y
3	Diverse Staff Recruitment	Madera Unified faces a number of interconnected challenges, such as rural isolation, extreme poverty, low levels of adult educational attainment, and limited English-language proficiency, among other factors that research has found to negatively impact student educational achievement and college and career readiness. More than 91% of MUSD's 21,142	$800,000	N

		students receive Free or Reduced-Price Meals; 92% are unduplicated pupils; the per-capita income in the city of Madera is $25,288 (compared to the statewide average of $47,977), and the child poverty rate is 28.9% (compared to 13.8% statewide). More than 28% of MUSD students are English Learners, and more than 45% of MUSD families speak a language other than English at home. MUSD students consistently underperform their statewide peers. According to 2023–24 CAASPP results, only 32.6% of MUSD students meet or exceed ELA standards (compared to 47% of all California students), and only 19.4% of MUSD students meet or exceed math standards (compared to 35.5% of students statewide). Like many Central Valley districts serving vulnerable populations, Madera Unified faces challenges hiring and retaining high-quality teachers due to factors such as competition among more well-resourced institutions. As a result, MUSD has consistently needed to employ teachers who do not hold a preliminary credential. Over the past three years, MUSD has had to employ 44 TK–8 teachers serving on less than a preliminary teaching credential, including 18 teachers during the 2024–25 school year. Further, MUSD consistently struggles to hire TK–8 teachers that reflect the characteristics of students served. While 91% of MUSD students are Hispanic, only 60% of teachers are Hispanic, and only 22% speak Spanish. In addition to the need for a diverse and qualified workforce, MUSD is struggling to recruit enough TK teachers required to achieve TK expansion. Over the past three years, MUSD's TK-eligible children have tripled from 236 to 751, and the number of MUSD TK classrooms has expanded from 16 to 46. MUSD projects that it will add an additional 250 TK students and 12 new TK classrooms during the 2025–26 school year, requiring the district to hire at least 12 new TK teachers. To help fill the district's diverse staff needs MUSD applied for and received an Elementary Teacher Diversity Grant. The Madera Teacher Residency Program has been effective in supporting the district's goal of increasing teacher diversity and strengthening the teacher pipeline for historically marginalized students and hard-to-staff schools. Metric(s) Impacted: 3.1, 3.8		
4	Employee Career Advancement (Career Ladder)	The Career Ladder development will continue and be facilitated by MUSD staff through participation by MUSD teachers, teachers on special assignment,	$0	N

		school site administrators, and MUSD district administrators. Development of a comprehensive employee career ladder with incentive programs, pathways and/or targeted professional learning for career advancement. MUSD and NCEE have partnered to complete this project. Initial draft proposals have been completed and next steps will require MUSD to negotiate the evaluation process for teachers to be designated as a distinguished teacher. Teachers will then be eligible to climb the teacher leader ladder. Metric(s) Impacted: 3.1, 3.2		
5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	Enhance staff capacity to implement a tiered Positive Behavior Intervention and Supports (PBIS) framework with fidelity to improve students' SEB outcomes. This includes conducting Site Administrator Workshops focused on strengthening Tier 1 systems to reduce disproportionate discipline, providing Administrator and Tier 2 Provider Trainings on implementing Tier 1 and Tier 2 restorative practices, initiating a Tier 1 SEL core curriculum adoption committee for 9th-12th grade, and maintaining counselor and psychologist services at all elementary schools. Metric(s) Impacted: 3.3, 3.4, 3.5, 3.6	$8,489,151	Y
6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	Multi-Tiered Systems of Support are designed to address diverse student needs through integrated academic, behavioral, and social-emotional interventions. Listed below are examples of programs and services offered to support student health and wellness. ● School Nurses at Elementary, Middle & High Schools ● Suicide Prevention Day Support ● Site Mental Health Fairs ● Every 15 minutes Support (every other year) ● School-wide PBIS Positive Behavior Expectations and Character Lessons ● Crisis Response Team (CRT) Member - conduct Risk & Threat Assessments with the team. ● Therapeutic Opportunity Program (TOPS) Metric(s) Impacted: 3.3, 3.4, 3.5, 3.6	$9,064,939	Y
7	Implement Programs and Services to Reduce Suspension and Expulsion Rates	This is a Required Action for the following groups as they received the lowest performance level on the CA Dashboard in Suspension Rate. Districtwide the following student groups - Homeless, Foster Youth and African American student groups. Schoolwide - Howard, Alpha, King, Mountain Vista, and Ripperdan.	$400,000	N

		Student Groups - Hispanic at Sierra Vista, English Learners at Jefferson, King and Madera South, Students with Disabilities at Berenda, Jefferson and Madera High, Homeless at Jefferson and Torres, Two or more races at Berenda. Listed below are the programs and services that are being implemented and supported by the Student & Family Support Services Department to address the need to reduce both the student suspension rate and expulsion rate: ● Comprehensive TK-12 Positive Behavior Intervention & Supports (PBIS) ● Restorative classroom practices ● Social Emotional Behavioral Supports & Interventions ● Trauma Informed Behavioral Analysis Team (TIBA) ● TOPS program ● Time to Teach Program (Middle school focused) ● Structured Playground Play (Elementary focused) ● K-12 SFSS Consultants (3 FTE) Located in the Student Services department. These consultants provide direct support to school sites with strategies to address student behavior. ● Stronger Connections Grant Metric(s) Impacted: 3.4, 3.5		
8	District Adopted Textbooks and Instructional Materials	Provide every students with district adopted textbooks and instructional materials compliant with state standards and board adopted text and supplemental materials Metric(s) Impacted: 3.7	$2,473,575	N
9	Provide Resources and Opportunities for Student Field Trips	Allocate funding and logistical support to ensure that TK-6th grade students, regardless of their socio-economic background, have access to field trips. This includes covering transportation costs, entry fees, and any necessary materials or supplies. Field trips are organized to offer a wide array of learning experiences across various disciplines, including the arts, STEM, sports, community service, and leadership development. These trips will be designed to spark curiosity, inspire creativity, and foster a love of learning. These experiences integrate with classroom learning to reinforce and enhance the curriculum. Teachers will prepare pre-trip and post-trip activities that connect the field trip experiences to academic content and learning objectives. Another objective of these field trips is to connect students with local cultural and community resources. This helps to build a sense of belonging	$796,175	Y

		and engagement within the community, while also providing opportunities for students to learn about and appreciate diverse cultures and perspectives. ● Storyland - TK ● Fresno Chaffee Zoo - K ● Discovery Center - 1st ● Fossil Discovery Center - 2nd ● Discovery Center - 3rd ● Madera Historical Museum - 3rd ● Madera Fairgrounds - 3rd ● Gold Gulch Gold Panning - 4th ● Gold Gulch California History stations - 5th ● Owl Hollow - 6th ● Sycamore Island - 6th Metric(s) Impacted: 3.3, 3.6, 4.13, 4.14		
10	Purchase Cell Phone Pouches	Each of our middle and high school sites will receive cell phone pouches to be issued to every student to assist in re-engagement of their learning. This action helps to minimize the distractions that cell phones provide, which interfere with student learning and socialization with peers. This action helps to reduce the impact that cell phones have been shown to negatively affect the mental health of youth. This action also helps to promote positive classroom management and positive relationships amongst staff and students. As of July 1, 2026 Assembly Bill 3216 - the Phone-Free School Act, will require that every school district, charter school and county office of education develop a policy limiting the use of smartphones in school. These funds will provide a tool to enhance the current board policy limiting cell phone use during the school day. Metric(s) Impacted: 3.3, 3.4, & 3.5	$150,000	N
11	Provide Year Round Substitute Teacher(s) to each MUSD school	Funding to provide year-round substitute teachers at each school site to ensure continuity of instruction when teachers are absent from the classroom due to illness or attendance at professional development activities. Each school site will have a dedicated substitute teacher on site daily to support consistent instruction and help to minimize learning loss. This action helps to minimize the need to remove students from their classroom setting and assign them to a teacher with a regular class load (Plan B) when a substitute teacher is not available. This action helps to promote the professional growth of teachers while minimizing the effect on classroom instruction. This action also helps to promote positive classroom management by promoting positive relationships with the year-round substitute teacher and students.	$0	N

		This action has been discontinued for the 2026-2027 school year. Metric(s) Impacted: 3.3, 3.4 & 3.7		

Goal #4 - Maximize Student Achievement

Goal #	Description	Type of Goal
4	Ensuring a seamless and enriching educational journey from preschool to graduation is a commitment rooted in the belief that every learner deserves access to high-quality education and comprehensive support. Our approach is centered on fostering an inclusive and nurturing environment for all educational partners involved in the educational system.	Broad Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

We believe all Madera Unified students will receive a quality education. The expectation is that all students, preschool through high school, can learn at high levels. To ensure this, we provide a developmentally and standards aligned curriculum framework that is coherent, rigorous, and culturally relevant with opportunities for college and career readiness from Preschool to grade 12. Our vision for maximizing student achievement relies on a strong partnership with actively engaged families and a supportive school community.

Additionally, consistent leadership, support, and calibration of research-based instructional practices that best facilitate the learning model, provide timely support, craft high quality language experiences, and promote social interactions will optimize student learning.

A clearly defined learning model sets conditions for more aligned and coherent student experiences, skill development, and outcomes that ensure students exiting MUSD will meet proficiency or mastery on the Madera Unified Graduate Profile as demonstrated through a portfolio and showcase.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Preschool Enrollment Data Source: Student Information System	388 Students (90%) Enrolled in CSPP 2023-2024	380 Students (88%) Enrolled in CSPP 2024-2025	390 Students (90%) Enrolled in CSPP 2025-2026	431 Students (100%) Enrolled	+2 Students 0% Enrolled
4.2	Desired Results Developmental Profile - 2015 Data Source: DRDP Online	Social and Emotional Development - 67%, Language	Social and Emotional Development - 61%, Language	Social and Emotional Development - 53%, Language	Social and Emotional Development - 80%, Language	-14% Social and Emotional Development +4%

		& Literacy Development 49%, Cognition: Math 56% Building Later/Integrating Earlier Level on the spring 2023-2024 administration	& Literacy Development 47%, Cognition: Math 52% Building Later/Integrating Earlier Level on the spring 2024-2025 administration	& Literacy Development 41%, Cognition: Math 50% Building Later/Integrating Earlier Level on the spring 2025-2026 administration	and Literacy Development - 80%, Cognition: Math - 80%	Language & Literacy Development -8% Cognition: Math -6%
4.3	Parent Input in Decision Making Data Source: California Dashboard Rubric	Full Implementation 2023-2024	Full Implementation 2024-2025	Full Implementation 2025-2026	Full Implementation	No Difference
4.4	Parent Participation in Programs for Unduplicated Pupils Data Source: Internal Attendance Tracking	2,779 parents participated in virtual or in-person workshops in 2023-2024	3,004 parents participated in virtual or in-person workshops in 2024-2025	2,289 parents participated in virtual or in-person workshops in 2025-2026	3,000 parents participate in virtual or in-person workshops. Target adjusted in 2025 to 3,200 parents	+490 parents
4.5	College/Career Indicator (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 40.1% EL: 7.7% FY: 10.5% HY: 16.3% SWD: 5.2% prepared in 2022-2023 (1-year lag)	ALL: 45.1% SED: 43.8% EL: 13.8% FY: 36.4% HY: 25.7% SWD: 11.4% prepared in 2023-2024 (1-year lag)	ALL: 46.4% SED: 45.2% EL: 18.4% FY: 41.7% HY: 33.0% SWD: 10.2% prepared in 2024-2025 (1-year lag)	ALL: 60% SED: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared	ALL: +6.3% SED: +1.4% EL: +10.7% FY: +31.2% HY: +16.7% SWD: +5%
4.6	CTE Pathway Completion Data Source: DataQuest	37.6% of graduates completed a CTE Pathway in 2022-2023 (1-year lag)	34.1% of graduates completed a CTE Pathway in 2023-2024 (1-year lag)	37.3% of graduates completed a CTE Pathway in 2023-2024 (1-year lag)	45%	-0.3%
4.7	CTE Pathway and A-G Completion Data Source: DataQuest	19.4% of graduates completed A-G Requirements and a CTE Pathway In 2022-2023 (1-year lag)	24.2% of graduates completed A-G Requirements and a CTE Pathway In 2023-2024 (1-year lag)	24.1% of graduates completed A-G Requirements and a CTE Pathway In 2024-2025 (1-year lag)	30%	+4.7%
4.8	Access to Standards–Aligned Instructional Materials Data Source: California Dashboard Rubric	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	No Difference

			home			
4.9	Implementation of State Standards Data Source: California Dashboard Rubric	Standard Met	Standard Met	Standard Met	Standard Met	No Difference
4.10	Access to and enrollment in a broad course of study Data Source: California Dashboard Rubric	Standard Met	Standard Met	Standard Met	Standard Met	No Difference
4.11	NWEA MAP Reading Fluency (K-2nd) (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	All : 23.5% EL:15.2% FY:17.3% HY: 13% SWD: 8.5% Meet or Exceeds in all assigned domains on the Spring 2023-2024 administration	All : 27.0% SED: 26.5% EL: 18.8% FY: 21.8% HY: 11.6% SWD: 12.2% Meet or Exceeds in all assigned domains on the Spring 2024-2025 administration	NWEA MAP Reading Fluency was discontinued at the conclusion of the 2024-2025 school year	ALL: 50% SED: 50% EL: 40% FY: 40% HY: 40% SWD: 30%	NWEA MAP Reading Fluency was discontinued at the conclusion of the 2024-2025 school year
4.12	NWEA Mathematics (1st-2nd) (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL: 19.8% EL : 7.1% FY: 27.8% HY: 22.8% SWD: 6.1% High or High Average on the Spring 2023-2024 administration	ALL: 37.3% SED: 36.2% EL : 29.0% FY: 30.4% HY: 28.5% SWD: 20.0% High or High Average on the Spring 2024-2025 administration	ALL: 39.8% SED: 39.2% EL : 32.6% FY: 40.0% HY: 35.7% SWD: 22.3% High or High Average on the Spring 2025-2026 administration	ALL: 55% SED: 55% EL: 45% FY: 60% HY: 45% SWD: 45%	ALL: +20.0% SED: +3.0% EL: +25.5% FY: +17.2% HY: +12.9% SWD:+16.2%
4.13	CAASPP ELA (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -52.2 DFS EL: -81.9 DFS FY: -77.1 DFS HY: -85.2 DFS SWD: -126.4 DFS in 2022-2023 (1-year lag)	ALL: -48.1 DFS SED: -51.9 DFS EL: -76.6 DFS FY: -90.7DFS HY: -82.5 DFS SWD: -130 DFS in 2023-2024 (1-year lag)	ALL: -45 DFS SED: -48.9 DFS EL: -67.4 DFS FY: -83.8 DFS HY: -74.8 DFS SWD: -128.5 DFS in 2024-2025 (1-year lag)	ALL:10 DFS SED: 10 DFS EL: 0 DFS FY: 0 DFS HY: 0 DFS SWD: -5 DFS	ALL:+7.2 SED: +3.0 EL: +14.5 FY: -6.7 HY: +10.4 SWD:-2.1
4.14	CAASPP Math (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -93.6 DFS EL: -111.1 DFS FY: -108.9 DFS HY: -119.3 DFS SWD: -157.9 DFS in 2022-2023 (1-year lag)	ALL: -88.4 DFS SED: - 91.8 DFS EL: -106.2 DFS FY: -131.7 DFS HY: -118.6 DFS SWD: -153.9 DFS in 2023-2024 (1-year lag)	ALL: -87.4 DFS SED: - 90.7 DFS EL: -101.0 DFS FY: -124.6 DFS HY: -116.4 DFS SWD: -160.0 DFS in 2024-2025 (1-year lag)	ALL: -5 DFS SED: -5 DFS EL: -15 DFS FY: -15 DFS HY: -15 DFS SWD: -25 DFS	ALL:+6.2 SED: +1.1 EL: +10.1 FY: -15.7 HY: +2.9 SWD:-2.1
4.15	California Science Test Met or Exceeded Standard (EL = English Learner students; FY = Foster	ALL: 14.8% EL: 1.5% FY: 25% HY: 6.1%	ALL: 16.39% SED: 20.73% EL: 1.26% FY: 18.75%	ALL: 32.7% SED: 22.3% EL: 2.8% FY: 18.8%	ALL: 25% SED: 25% EL: 10% FY: 25%	ALL: +17.9% SED: +1.6% EL: +1.3% FY: -6.2%

	youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	SWD: 3.7% Met or Exceeded Standard in 2022-2023 (1-year lag)	HY: 8.86% SWD: 1.49% Met or Exceeded Standard in 2023-2024 (1-year lag)	HY: 9.9% SWD: 9.9% Met or Exceeded Standard in 2024-2025 (1-year lag)	HY: 25% SWD: 15% Met or Exceeded Standard Target adjusted in 2026 to ALL: 35%	HY: +3.8% SWD: +6.2%
4.16	NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 38.5% EL: 39.6% FY: 33.9% HY: 36.4% SWD: 35.7% Mathematics ALL: 42.1% EL: 37.8% FY: 45.7% HY: 41.0% SWD: 36.8% met their best target by the Spring 2023-2024 administration	Reading ALL: 38.2% SED: 39.6% EL: 26.3% FY: 24.8% HY: 22.5% SWD: 24.3% Mathematics ALL: 38.2% SED: 39.6% EL: 26.3% FY: 24.8% HY: 22.5% SWD: 24.3% met their best target by the Spring 2024-2025 administration	Reading ALL: 43.7% SED: 43.4% EL: 39.9% FY: 48.4% HY: 44.8% SWD: 33.0% Mathematics ALL: 35.9% SED: 35.5% EL: 34.8% FY: 42.7% HY: 41.9% SWD: 29.1% met their best target by the Spring 2025-2026 administration	ALL: 80% SED: 80% EL: 80% FY: 80% HY: 80% SWD: 80% both for Reading and Mathematics on their best target	Reading ALL: +5.2% SED: +3.8% EL: +0.3% FY: +14.5% HY: +8.4% SWD:-2.7% Mathematics ALL: -6.2% SED: -4.1% EL: -3.0% FY: -3.0% HY: +0.9% SWD:-7.7%
4.17	High School Dropout Rate (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: Ed-Data	ALL: 4.3% EL: 10.4% FY: 28.6% HY: 5.3% SWD: 5.2% In 2022-2023 (1-year lag)	ALL: 6.6% SED: 7.1% EL: 13.5% FY: 4.5% HY: 20.4% SWD: 15.2% In 2023-2024 (1-year lag)	ALL: 4.3% SED: 4.3% EL: 10.1% FY: 8.3% HY: 12.9% SWD: 4.7% In 2024-2025 (1-year lag)	ALL: 3% SED: 3% EL: 7% FY: 15% HY: 5% SWD: 2% Target adjusted in 2025 to FY: 3.0%	ALL: 0% SED: -2.8 EL: +3.4% FY: -13.6% HY: +7.6% SWD: -0.5%
4.18	Middle School Dropout Rate Data Source: CALPADS	0.03% In 2022-2023 (1-year lag)	0.01% In 2023-2024 (1-year lag)	0.00% In 2024-2025 (1-year lag)	0.02% Target adjusted in 2025 to FY: 0.01% Target adjusted in 2026 to FY: 0.00%	-0.03%
4.19	High School Graduation Rate (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities)	ALL: 90.5% EL: 74% FY: 73.7% HY: 84.3% SWD: 76.5% In 2022-2023 (1-year lag)	ALL : 91.7% SED: 92.3% EL: 82.7% FY: 91.3% HY: 77.6% SWD: 73.1% In 2023-2024 (1-year lag)	ALL : 92.2% SED: 92.5% EL: 82.7% FY: 91.7% HY: 82.1% SWD: 73.5% In 2024-2025 (1-year lag)	ALL: 95% SED: 95% EL: 87.5% FY: 80% HY: 95% SWD: 95% Target adjusted in 2025 to	ALL: +1.7% SED: +0.2 EL: +8.7% FY: +17.4% HY: +4.6% SWD: -3.0%

	Data Source: California Dashboard				FY: 90% Target adjusted in 2026 to FY: 93%	
4.20	A-G Completion Data Source: Ed-Data Four-Year Cohort	47.1% of graduates in 2022-2023 (1-year lag)	51.0% of graduates in 2023-2024 (1-year lag)	47.2% of graduates in 2024-2025 (1-year lag)	55%	+0.1%
4.21	Passage of AP Exam with a score of 3 or higher Data Source: CollegeBoard AP Central	29.3% in 2022-2023 (1-year lag)	52% in 2023-2024 (1-year lag)	46% in 2024-2025 (1-year lag)	40% Target adjusted in 2025 to 60%	+16.7%
4.22	EAP % Students Prepared for College ELA (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 43.9% EL: 4.43% FY: N/A HY: 17.14% SWD: 10.91% In 2022-2023 (1-year lag)	ALL : 49.9% SED: 47.1% EL: 6.9% FY: N/A HY: 27.3% SWD: 8.0% In 2023-2024 (1-year lag)	ALL : 48.2% SED: 45.5% EL: 6.0% FY: N/A HY: 37.9% SWD: 10.7% In 2024-2025 (1-year lag)	ALL: 50% SED: 50% EL: 10% FY: 10% HY: 20% SWD: 15% Target adjusted in 2025 to HY: 30% Target adjusted in 2026 to HY: 40%	ALL : +4.3% SED: -1.6% EL: +1.6% FY: N/A% HY: +20.8% SWD: -0.2%
4.23	EAP % Student Prepared for College Math (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL : 9.82% EL: 0.00% FY: N/A HY:0.00% SWD: 2.73% In 2022-2023 (1-year lag)	ALL : 12.4% SED: 18.1% EL: 0.00% FY: N/A HY: 2.9% SWD: 1.0% In 2023-2024 (1-year lag)	ALL : 13.5% SED: 11.2% EL: 1.3% FY: N/A HY: 3.2% SWD: 0.9% In 2024-2025 (1-year lag)	ALL: 20% SED: 20% EL: 10% FY: 10% HY: 10% SWD: 10%	ALL : +4.7% SED: -6.9% EL: +1.3% FY: N/A% HY: +3.2% SWD: -1.8%
4.24	Amira % of Kindergarten students at On-Track or Above Data Source: Amira Assessment Results	N/A	N/A	ALL: 67.6% SED: 68.1% EL: 59.6%	ALL: 70.0% SED: 70.0% EL: 65.0%	New Metric
4.25	Standards Based Master Grading (ESGI) ELA; % of students averaging 3 or higher across all standards Math; % of students averaging 3 or higher across all standards Data Source: Student Information System	N/A	N/A	ELA 78.3% Math: 83.0%	ELA 85% Math: 85%	New Metric

Goal Analysis for 2025-26

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

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

Goal 4; Action 1; Early Childhood Education Program and Services: Initial Implementation
During the 2025–26 school year, MUSD began implementing the updated Preschool/Transitional Kindergarten Learning Foundations (PTKLF) through California Preschool Instructional Network (CPIN) training, workshops, and ongoing staff support aligned to DRDP practices. Frog Street curriculum implementation continued across Preschool and TK classrooms, though consistency and fidelity remain areas of focus. Initial Classroom Assessment Scoring System (CLASS) observations in 30% of California State Preschool Program classrooms identified strengths in Emotional Support and Classroom Organization, while Instructional Support was identified as an area for growth. Staff support efforts, including training, office hours, and collaboration meetings, helped ensure all TK classrooms were appropriately staffed, and LCAP metrics were updated to include TK enrollment data.

Goal 4; Action 2; Parent Education: Full Implementation
MUSD's Community Services and Parent Resource Centers continued to implement district-wide parent engagement programs during the 2025–26 school year to strengthen family involvement and support student success. Ongoing offerings included computer literacy, parenting classes, college and career readiness, ESL, GED, wellness workshops, and family literacy, math, and science events. A total of 76 parents graduated from College and Career Readiness programs, and 692 parents participated in the district-wide Parent Engagement Conference, reflecting strong engagement. A major success was the opening of a centralized Family Resource Center to expand access to services and support. Challenges included decreased participation in some programs due to family concerns related to immigration status.

Goal 4; Action 3; Implementation of a 7-period school day in middle school and high school: Full Implementation
MUSD has successfully implemented a 7-period day schedule across all middle and high schools, with middle schools entering their fourth year and high schools their second year of implementation. The schedule has expanded opportunities for students to meet college and career indicators while also accessing support courses such as English Language Development and credit recovery. Middle school English Learners are now able to take electives in addition to ELD courses, while high school students benefit from embedded credit recovery options. A Counselor on Special Assignment continues to support A-G monitoring, master scheduling, and College & Career Indicator completion. The schedule has also increased teacher collaboration and planning time during the school day. A remaining challenge is the need to negotiate an MOU with bargaining groups to continue implementation for the 2026–27 school year.

Goal 4; Action 4; Implement a Madera Unified Graduate Profile for Graduation: Full Implementation
The Graduate Profile Portfolio and Showcase has reached full implementation across all high schools, supported by site leads, consultant guidance, quarterly collaboration, staff training, and advisory lessons. The March 23 showcase was successfully completed at all comprehensive and alternative high schools, with anecdotal pass rates above 95%. Schools also provided after-school support for students needing additional assistance, and a new feedback tool improved the consistency and efficiency of teacher input during portfolio reviews. This year, implementation expanded to TK–8 sites, where teachers integrated Graduate Profile elements into PLCs and student reflection activities, culminating in mini showcases for all 8th grade students. Ongoing work includes refining portfolio instruction, developing panelist scoring materials, creating a districtwide

portfolio system, and establishing formal metrics to measure program effectiveness.

Goal 4; Action 5; Create release and collaboration time for Elementary Teachers through the Elementary Elective Program: Full Implementation
MUSD elementary schools continue full implementation of the Elementary Elective Program, providing grade-level teams with at least 100 minutes of collaboration time during the school day to analyze student data, plan instruction, and engage in professional learning. While this structure is consistently in place across all sites, staffing challenges persist, including shortages of fully qualified teachers and reliance on substitutes or long-term substitutes to fill vacancies. Despite these constraints, the elective program continues to support collaboration and instructional planning districtwide, though staffing stability remains an ongoing implementation challenge.

Goal 4; Action 6; Guaranteed & Viable Curriculum: Full Implementation
Madera Unified continues full implementation of standards-aligned instructional materials across K–12, supported by District Academic Coaches who provide ongoing coaching and professional learning focused on Tier 1 instruction and data-driven practices. The district has begun the K–12 math adoption process and broader revisions to the Guaranteed and Viable Curriculum and assessments, with implementation planned through 2027–28. K–2 teachers implemented the AMIRA Reading Risk Screener to identify early literacy needs and provide targeted support. Overall, implementation remains strong and systemwide, with multi-year curriculum and assessment updates underway to strengthen instruction and student outcomes.

Goal 4; Action 7; Supports for Achievement for Foster Youth: Full Implementation
Foster Youth supports remain fully implemented, with transportation provided to and from school upon request and priority access to After School and Expanded Learning programs through early registration and waitlist placement. Students continue to receive access to instructional materials, school supplies, supplemental supports, and mental health services through the Children & Youth in Transition office, along with regular communication of field trips and enrichment opportunities. Staff professional development opportunities are consistently shared to strengthen service delivery. Overall, implementation has remained stable and ongoing, with no substantive changes or major challenges identified.

Goal 4; Action 8; Maintain and Expand Educational Services for Students with Disabilities: Full Implementation
Special Education implementation includes ELA professional development through Orton Gillingham training for SPED teachers; however, consistent math training across sites remains a need, and there is no systemwide expectation ensuring SPED teachers regularly attend PD alongside general education staff. SPED paraprofessionals are receiving limited professional development in both ELA and math, and master schedules require further review to determine whether structured collaboration with general education teachers is occurring consistently across sites. Parent survey data (SEIS) indicates strong family engagement, with 84–97% of parents reporting involvement in their child's education. Student outcome data for students with disabilities shows mixed performance, including reductions in suspension rates (moving from orange to yellow), but continued challenges in chronic absenteeism, math achievement, and ELA performance, along with a decline in graduation rate (yellow to orange) and ELA (orange to red).

Goal 4; Action 9; Increase and Improve the teaching and learning outcomes for students in English Language Arts: Initial Implementation
The district has begun full implementation of the K–6 ELA Scope and Sequence, with quarterly benchmark assessments recommended but not required during this initial rollout year, alongside a phased Designated ELD professional learning model that has been delivered by grade level (4th through 6th, with make-up sessions for new teachers). Elementary lead teachers have also engaged in selecting priority ELA standards and participating in Guaranteed and Viable Curriculum work. At the secondary level, academic coaches are

supporting vertical alignment in ELA writing across grades 9–12 and facilitating a broader relaunch of curriculum design, assessment practices, and priority standard selection, while site and district ELD coaches continue to support instruction and PLC collaboration. Despite these efforts, challenges remain in strengthening consistent PD on writing instruction, integrating ELD standards across content areas, improving coherence across sites, and building stronger vertical alignment from elementary through high school to ensure a seamless progression of literacy development.

Goal 4; Action 10; Increase and Improve the teaching and learning outcomes for students in Mathematics: Initial Implementation

Elementary and secondary teams continue steady implementation of math instructional improvements in collaboration with Curriculum, Instruction, and Assessment departments. At the middle school level, class sizes have been reduced to an average of 22–25 students through additional staffing and the use of Learning Assistants deployed three days per week, supporting more targeted instruction and student engagement. K–6 sites have engaged in ongoing, content-specific professional development aligned to the California Mathematics Framework, focusing on strengthening the teaching and learning cycle in mathematics. At grades 7–12, work has emphasized project-based learning, real-world application, shared academic vocabulary, and reflective tasks connected to the Graduate Profile, while curriculum design teams have finalized new math adoptions for 2026–27 and are now refining scope and sequences and developing aligned assessments. These efforts reflect continued systemwide alignment and instructional refinement, with implementation still in progress as structures are strengthened across grade levels.

Goal 4; Action 11; Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms: Full Implementation

Full-day kindergarten has been fully implemented across all elementary sites, increasing instructional minutes to support early learning. Paraprofessionals are used to reduce student-to-teacher ratios and provide additional support; however, not all kindergarten classrooms receive full-day paraprofessional coverage due to staffing vacancies and the increased demand for support in Transitional Kindergarten classrooms, which has required sharing staff across sites. As a result, implementation remains consistent in structure but varies in level of support depending on site support staffing capacity.

Goal 4; Action 12; Provide resources and integral information to ensure Continuous Improvement: Full Implementation

Implementation shifted from the original plan toward a more integrated data system approach, most notably through the decommissioning of ParsecGo and the successful transition of academic reporting into Analytics and Milestones dashboards without loss of data integrity. The district achieved full deployment of Salesforce, Tableau, Analytics, Milestones, and MeToBe across all sites, allowing for real-time access to both academic and holistic indicators such as wellness and Student Pride Program engagement. Key challenges included ensuring a smooth transition between platforms and building consistent site-level capacity to use data effectively, with ongoing variation in how leadership teams engage with dashboards. Despite this, a major success has been the expansion of data-driven decision-making, enabling schools to monitor multiple student outcomes simultaneously, implement targeted interventions, refine site strategies, and begin using year-to-date trends to inform planning for the next school year.

Goal 4; Action 13; Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students: Full Implementation & Sustainability

The MaderaTEC initiative is fully implemented and sustained through project-based learning, industry-aligned resources, transportation support, and ongoing coaching and professional development, ensuring program stability across changing conditions. Students engage in integrated, hands-on learning experiences with community and industry partners, and all 8th graders receive Tier 1 CTE pathway instruction along with parent information sessions to support access and awareness. Recruitment efforts remain strong, with the 2026–27 cohort fully enrolled through feeder-school outreach and pathway fairs. While the first cohort graduated in 2025,

longer-term data is still needed to evaluate impacts on CTE pathway completion and College and Career Indicator outcomes.

Goal 4; Action 14; Maintain assessment, accountability and school improvement: Full Implementation
NWEA is fully implemented districtwide with 95%+ completion rates and is increasingly used to support instructional decision-making. The district has expanded data literacy efforts through prior training and the rollout of a MUSD Data Access Timeline, shifting the focus from interpreting reports to actively using data to inform SAP and PLC goals. District and site teams are also strengthening connections between NWEA results and CAASPP Distance from Standard to better guide instruction. Winter data shows growth in both Reading and Math across overall and identified student groups, though consistent, fluent use of data to drive instruction remains an ongoing area of development.

Goal 4; Action 15; Expand the Intensive Assistance Model: Initial Implementation
The district has established mission, vision, and collective commitments and is continuing implementation work with support from Solution Tree to strengthen instructional planning and alignment. Grade-level and leadership teams have engaged in Q1–Q3 project planning, used continuums to monitor progress, and developed action plans focused on refining unit plans, unpacking standards, and aligning assessments to learning targets. Teams are increasingly using data protocols to analyze student performance, with early implementation of data-driven intervention systems at two of three schools. While collaborative structures and instructional alignment are strengthening, full consistency across sites is still developing as schools continue to deepen implementation practices.

Goal 4; Action 16; Strategic Action Plan Stipends for Teachers: Full Implementation
SAP implementation is fully in place across all 28 MUSD sites, with structured SAP Days and monthly PLCs guiding ongoing data analysis, SMART goal setting, and instructional planning. Teams regularly use multiple data sources (CAASPP, ELPAC/ELPI, NWEA, AMIRA, and local assessments) to identify student needs and adjust instruction, strengthening alignment and shared responsibility across sites. Successes include improved collaboration and more consistent use of data to inform instruction, while a key ongoing challenge is annual turnover in SAP team membership, which impacts continuity and requires ongoing support. Moving forward, the district will place greater emphasis on CFAs and CSAs to further strengthen instructional focus.

Goal 4; Action 17; Certificated Extra Time to close the Student Achievement Gap: Initial Implementation
Sites continue to implement after-school high-dosage tutoring and support for Graduate Profile presentations as designed, with consistent systems in place to identify and serve students with the greatest academic need. After an initial implementation phase focused on establishing routines and evaluating effectiveness, staff have maintained strong productivity and alignment to academic goals while embedding ongoing assessment of tutoring impact. Overall implementation remains stable, with no major changes to design, and support continue to be directed toward targeted student groups to improve outcomes.

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

Goal 4; Action 3: The Budget was $5,116,206; the Estimated Actual Expenses are $5,669,029
Certificated staff cost was higher due to a 5% salary increase this year and a 4% retroactive pay for last year.

Goal 4; Action 4: The Budget was $7,234,992; the Estimated Actual Expenses are $8,250,847
Certificated staff cost was higher due to a 5% salary increase this year and a 4% retroactive pay for last year.

Goal 4; Action 12: The Budget was $1,582,806; the Estimated Actual Expenses are $1,297,651

A vacant position was not filled to save funds.

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

Goal 4; Action 1; Early Childhood Education Program and Services: Effective
MUSD's early learning programs enrolled 1,035 students, including 317 preschool and 718 TK students, with enrollment continuing throughout the year. DRDP results showed strong growth from fall to spring across all developmental domains. Preschool students demonstrated gains in social-emotional development (+43%), language and literacy (+33%), and math cognition (+42%), while TK students showed even greater growth in social-emotional development (+56%), language and literacy (+57%), and math cognition (+60%). Overall, the data reflects effective implementation of early learning supports and strong developmental progress for both Preschool and TK students.

Goal 4; Action 2; Parent Education: Effective
During Fall 2025, parent engagement programs demonstrated moderate effectiveness, with 747 parents participating in classes and workshops and 252 completing certificated programs requiring consistent attendance. Participation data indicates strong engagement and perceived program value, as most families reported the content as relevant and useful in supporting their children's success. While these efforts support improved attendance, engagement, and overall student outcomes, the direct connection between parent participation and measurable student achievement and behavior outcomes is not yet fully established. Ongoing efforts to increase staff referrals to targeted programs and strengthen data tracking will help better assess and enhance the impact of these services across student groups, including SED, EL, Foster Youth, and SWD populations. Full year participation (2,289 parents) was lower than prior years due to some budget constraints that reduced programming and the department did not host the mental health conference as done in prior years. There were also some ParentSquare issues during the year that have since been resolved that have been used to promote events to parents.

Goal 4; Action 3; Implementation of a 7-period school day in middle school and high school: Effective
Madera Unified secondary schools continue to implement the 7-period day schedule, with middle schools in their fourth year of implementation and high schools in their second year, while the district's three comprehensive high schools have aligned in-school credit recovery opportunities to increase student access and support graduation progress. Although teachers have common PLC time embedded into the daily schedule, expectations for PLC implementation remain inconsistent across sites, highlighting a continued need for professional development focused on effective PLC practices and alignment. Current effectiveness data shows positive trends in several areas, including a reduction in middle school dropout rates to 0.00% and an increase in overall high school graduation rates from 90.5% to 92.2%, with notable gains for English Learners (+8.7%), Foster Youth (+17.4%), and Homeless Youth (+4.6%). High school dropout rates also improved overall, returning to the baseline of 4.3% after an increase in Year 1. However, A-G completion rates have remained relatively stagnant, moving from 47.1% at baseline to 47.2% in Year 2, indicating that additional focus is needed on student awareness of A-G requirements and CTE pathway completion. Because the full implementation of the 7-period day has not yet impacted a complete secondary cohort, more comprehensive outcome data, particularly related to graduation rates and CTE completion, will be more accurately reflected with the Class of 2029.

Goal 4; Action 4; Implement a Madera Unified Graduate Profile for Graduation: Effective
The metrics connected to this action are only loosely aligned, as College/Career Indicator (CCI), A-G completion, and CTE pathway completion are not outcomes that are directly improved solely through implementation of the Graduate Profile. However, together these measures contribute to preparing students to

graduate more college-, career-, and life-ready. Current effectiveness data shows overall positive progress in college and career readiness outcomes. The College/Career Indicator increased from 40.1% at baseline to 46.4% in Year 2, with especially strong gains among English Learners (+10.7%), Foster Youth (+31.2%), Homeless Youth (+16.7%), and Students with Disabilities (+5%). CTE pathway completion remained relatively stable, moving from 37.6% at baseline to 37.3% in Year 2, indicating minimal overall growth, while the percentage of students completing both a CTE pathway and A-G requirements increased from 19.4% to 24.1%, demonstrating improved alignment between career preparation and college readiness opportunities. Because the Graduate Profile is intended to measure student demonstration of readiness competencies more directly, the primary metric for this action should remain student portfolio and showcase pass rates, including both initial portfolio and showcase pass rates as well as final pass rates, to better reflect progress toward the Graduate Profile outcomes.

Goal 4; Action 5; Create release and collaboration time for Elementary Teachers through the Elementary Elective Program: Somewhat Effective

The actions implemented to support academic achievement and school climate demonstrated moderate effectiveness, with evidence of growth in several academic and organizational metrics alongside continued disparities among student subgroups. Early literacy outcomes improved overall, with NWEA MAP Reading Fluency increasing by 3.5% across all student groups prior to the transition to the Amira assessment system. In mathematics, Grades 1–2 demonstrated strong growth trends from Fall 2024 through Spring 2026, with Grade 1 students increasing from the 20th to the 55th percentile and Grade 2 students maintaining growth from the 40th to 43rd percentile, while Grade 1 conditional growth reached the 97th percentile. CAASPP ELA and Math Distance from Standard scores improved overall; however, Foster Youth, Students with Disabilities, Long-Term English Learners, Homeless Youth, and African American students continued to experience lower performance outcomes, with several groups remaining identified as Red on the California Dashboard. Although overall NWEA Reading and Math growth targets increased slightly, English Learners, Foster Youth, Homeless Youth, and Students with Disabilities showed declines in the percentage of students meeting growth targets, indicating that progress has not been equitable across all student groups. School climate indicators reflected positive improvement, particularly in Belonging, which increased by 33%, while teacher survey data remained favorable overall, including Teacher Efficacy (80%), Student Mindset (77%), and Staff-Leader Relationships (76%). Additionally, low rates of teacher vacancies (0.03%) and voluntary resignations (0.09%) suggest staffing stability supported implementation efforts. Overall, the data demonstrates that district actions contributed to improved academic performance and positive school culture trends, while also highlighting the continued need for targeted interventions and differentiated supports for historically underserved student populations, including SED, EL, Foster Youth, Homeless Youth, and Students with Disabilities.

Goal 4; Action 6; Guaranteed & Viable Curriculum: Somewhat Effective

The district has met goals for access to standards-aligned instructional materials, a broad course of study, and implementation of state standards, with continued progress toward more consistent delivery across sites. However, overall achievement gains remain modest (ELA +7.2 points, Math +6.2 points), and disaggregated data shows the achievement gap for Socio-economically Disadvantaged (SED) students has widened, particularly in Math, indicating that current implementation is not yet accelerating outcomes equitably for priority groups such as English Learners, Foster Youth, and Students with Disabilities. In response, the district has begun refining the Guaranteed and Viable Curriculum (GVC), revising assessments, and strengthening professional learning and coaching structures, including planning for K–12 math adoption, to better align instruction and provide more targeted support aimed at closing persistent achievement gaps.

Goal 4; Action 7; Supports for Achievement for Foster Youth: Somewhat Effective

Awareness and use of Foster Youth supports is improving across sites, with increasing consistency in staff understanding of available resources and how to access them. Professional development is being provided and resource promotion is becoming more widespread, contributing to stronger overall support systems for foster youth. However, variation remains between schools, with some staff still less familiar with available services,

indicating that equitable implementation is not yet fully achieved. Continued training and targeted support are needed to ensure all sites are equally equipped to meet foster youth needs across disaggregated student groups. MUSD has seen decreases in the suspension rate (9.5%) and chronic absenteeism (26.1%) from the baseline years but the academic gaps between foster and non-foster students (Math - 13.2% vs 37.4% met or exceeded; ELA 22.5% vs 48.9% met or exceeded) still leaves room for improvement.

Goal 4; Action 8; Maintain and Expand Educational Services for Students with Disabilities: Somewhat Effective

Overall effectiveness is mixed. SWD outcomes on the California Dashboard show a decline in ELA (orange to red) and math (orange to red), alongside a drop in graduation rates (yellow to orange), while suspension rates improved (orange to yellow). Despite implementation of Orton Gillingham training and emerging evidence of improved early reading growth in NWEA projections, gains have not yet translated into consistent statewide assessment improvement. Math performance remains weaker due to limited and inconsistent SPED access to training and resources. Scheduling barriers continue to limit collaboration time for RSP and SDC teachers, reducing consistency of support across sites. Parent engagement through IEP, SST, and 504 processes remains steady, but overall impact varies by subgroup due to uneven implementation of supports and resource access.

Goal 4; Action 9; Increase and Improve the teaching and learning outcomes for students in English Language Arts: Somewhat Effective

ELA actions have been implemented with access to materials, coaching, and professional learning, and secondary vertical alignment has improved instructional coherence, but implementation remains uneven across sites, especially at the elementary level. Student outcomes show mixed progress: reading fluency has increased but remains below target, distance from standard shows only slight improvement with persistent gaps for English Learners, and NWEA growth improved to 43.7% but is still below the 80% goal. While systems are in place and showing early gains, results have not yet translated into consistent achievement or closure of subgroup gaps.

Goal 4; Action 10; Increase and Improve the teaching and learning outcomes for students in Mathematics: Somewhat Effective

The math initiative has been fully implemented through aligned professional learning, Mathematical Language Routines, coaching, and instructional supports, with additional structures such as smaller middle school class sizes and learning assistants contributing to measurable gains. NWEA data shows improvement across most groups, including districtwide gains in DFS for elementary, English Learners, and Students with Disabilities, as well as secondary increases across sites, though performance remains below target and uneven across schools. Subgroups such as African American students show minimal growth, and achievement gaps persist despite overall upward trends. While implementation is strong and produces early gains, outcomes indicate the work has not yet reached a consistent impact across all sites and student groups needed to close gaps and meet goals.

Goal 4; Action 11; Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms: Effective

Overall effectiveness of providing full-day Kindergarten is effective based on early literacy data. Prior NWEA MAP Reading Fluency results showed a 3.5% increase across all subgroups, but the district has transitioned to Amira, so trend comparisons are limited. Current kindergarten AMIRA screening (989 students) shows 90% low risk, with about 11% identified as at-risk, indicating a small but important group needing targeted support. With subgroup and longitudinal Amira data not yet available, effectiveness is still emerging, though early results suggest strong foundational reading readiness overall with some students requiring intervention.

Goal 4; Action 12; Provide resources and integral information to ensure Continuous Improvement: Effective

The Continuous Improvement Department has continued to strengthen the district's data-driven decision-making systems through the development of a "One-Stop Shop" dashboard that integrates academic, behavioral, and intervention data into a single accessible platform. This work reflects a sustained commitment to improving districtwide data literacy so that staff can effectively analyze data, identify next steps, and implement targeted supports to improve student achievement. Since February, the district has maintained a consistent focus on high-fidelity data monitoring and strategic planning, including the integration of Metrics 4.19 and 4.20 to monitor Graduate Profile progress and ensure students remain on track toward graduation requirements. Current effectiveness data demonstrates positive trends across several key indicators. Suspension rates decreased overall from 4.7% to 3.7%, with improvements across all student groups, while chronic absenteeism declined from 28.2% to 22.5%, including significant reductions for English Learners (-10.9%), Homeless Youth (-5.9%), and Students with Disabilities (-6.8%). Academic performance also showed improvement, with NWEA Mathematics proficiency for grades 1–2 increasing from 19.8% to 39.8%, and CAASPP ELA and Math scores demonstrating steady gains across most student groups, although Students with Disabilities and Foster Youth continue to show persistent performance gaps. NWEA growth data reflected stronger reading growth outcomes overall, particularly for Foster Youth and Homeless Youth, while mathematics growth rates declined slightly overall and remains an area of focus. Results based on 2025-26 Panorama Survey Results: School Safety - 66%, School Belonging - 58%, School Climate - 54%, School Engagement - 38% of students responded favorably in Spring of 2025-2026. By maintaining stable implementation practices and avoiding major mid-cycle changes, the district has provided staff with the consistency needed to effectively address year-end priorities and continue closing performance gaps through targeted, data-informed action.

Goal 4; Action 13; Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students: Effective

Implementation of the MaderaTEC model has been effective in increasing student engagement and supporting long-term college and career readiness through project-based learning, industry partnerships, and hands-on career exploration experiences. While MTEC serves students at the 8th grade level and does not directly impact high school College and Career Indicator (CCI) or CTE completion metrics during enrollment, longitudinal data shows promising outcomes for participating students. Of the 697 students who completed a CTE pathway in the Class of 2025, 93 students (13.3%) previously attended MTEC, demonstrating that the program continues to serve as an important entry point into CTE pathways. Districtwide CCI rates improved from 40.1% in 2022–23 to 46.4% in 2024–25, with notable gains among English Learners (+10.7%), Foster Youth (+31.2%), Homeless Youth (+16.7%), and Students with Disabilities (+5%). Additionally, the percentage of graduates completing both A-G requirements and a CTE pathway increased from 19.4% to 24.1%. CAASPP outcomes also improved overall in both ELA and Math; however, Foster Youth and Students with Disabilities continue to perform significantly below district averages, indicating a continued need for targeted support. Feedback and implementation data indicate the model has been successful overall, though continued efforts to expand and sustain industry partnerships across all lab pathways, along with ongoing program refinement and alignment to workforce needs, remain necessary to strengthen outcomes for all student groups.

Goal 4; Action 14; Maintain assessment, accountability and school improvement: Effective

Analysis of Fall through Spring NWEA, CAASPP, and science data indicates that district actions have been moderately effective in improving overall academic achievement and growth, while persistent inequities remain for key student groups. NWEA Reading and Math data show consistent upward trends from Fall to Spring, with overall Reading proficiency increasing from 23.5% to 36.3% Meets/Exceeds (+12.8%) and Math increasing from 17.8% to 29.0% (+11.2%). Socioeconomically Disadvantaged students generally mirrored overall growth trends, while Foster Youth demonstrated stronger gains in Math (+18.8%) than Reading, and Homeless students and Students with Disabilities consistently lagged behind both in achievement and growth, with SWD remaining in single-digit proficiency across both subjects. CAASPP results show continued improvement in ELA Distance from Standard, improving from -52.2 to -45 overall, with gains across most student groups, though Foster Youth

and Students with Disabilities remain significantly below standard. Math CAASPP results also improved slightly from -93.6 to -87.4 overall, but Foster Youth and SWD continued to show the greatest need, with SWD remaining the lowest-performing subgroup. Science outcomes increased substantially overall from 14.8% to 32.7% Meets/Exceeds, though subgroup performance remains uneven, particularly for English Learners and Students with Disabilities. Overall, the data narrative shows meaningful districtwide academic growth across multiple measures, but also persistent and significant performance gaps for Foster Youth, Homeless Youth, English Learners, and especially Students with Disabilities, indicating that current actions are improving outcomes broadly but require more targeted and intensive supports for the lowest-performing student groups.

Goal 4; Action 15; Expand the Intensive Assistance Model: Somewhat Effective
The implementation of Solution Tree coaching cycles and PLC structures has been moderately effective in strengthening instructional alignment and improving student outcomes, though full program impact is still emerging as sites remain mid-implementation. Across Berenda, Lincoln, and Madison, coaching support has contributed to improved collaboration, identification of essential standards, and more consistent instructional practices through regular on-site coaching visits and quarterly guiding coalition meetings. Early outcome data shows mixed academic results across sites: Berenda demonstrated improvement in ELA (+5 DFS) and is projected to show slight reading growth (-31.4 DFS) but a decline in math (-64.9 DFS), while Lincoln showed ELA gains (+2 DFS) but a decline in math (-5 DFS), and Madison remained relatively stable with slight math growth (+2 DFS) but an ELA decline (-6 DFS). Disaggregated NWEA, CAASPP, and early indicator data show overall gains in 1st–2nd grade math proficiency, increasing from 19.8% to 39.8% Meets/Exceeds, with strong subgroup growth for EL (+25.5%), Foster Youth (+17.2%), Homeless Youth (+12.9%), and Students with Disabilities (+16.2%), though SWD remains the lowest performing subgroup overall. CAASPP ELA data shows continued overall improvement from -52.2 to -45 DFS, with EL and Homeless students showing notable gains, while Foster Youth and SWD continue to lag behind peers. Math CAASPP results also show gradual improvement from -93.6 to -87.4 DFS overall, but persistent underperformance among Foster Youth and SWD. Science achievement has shown substantial overall growth, increasing from 14.8% to 32.7% Meets/Exceeds, though subgroup performance remains uneven, particularly for EL and SWD. Overall, the actions are contributing to stronger instructional coherence and early academic gains, especially in lower grades and overall school performance, but inconsistent site-level outcomes and persistent gaps for Students with Disabilities and Foster Youth indicate that additional time and refinement are needed to fully realize the effectiveness of the model.

Goal 4; Action 16; Strategic Action Plan Stipends for Teachers: Somewhat Effective
SAP Day 1 and Day 2 processes have established structured opportunities for data review, goal setting, and instructional planning across all school sites, with participants reporting improved collaboration and clearer goals. However, implementation quality varies by site, with differences in readiness, data use, and follow-through—partly due to shifting team membership and inconsistent capacity. While these systems are strengthening shared planning practices, there is currently limited formal evidence linking the work to consistent improvements in student outcomes. To better evaluate impact, the district is developing a formal survey system to capture stakeholder feedback and more accurately measure how leadership actions translate into academic, behavioral, and school culture improvements.

Goal 4; Action 17; Certificated Extra Time to close the Student Achievement Gap: Somewhat Effective
After-school high-dosage tutoring and Graduate Profile supports are showing positive early impact, most clearly reflected in a 92.2% graduation rate in the “Green” range, indicating strong student completion outcomes. CAASPP data also shows modest academic gains in both ELA (+3.2 points) and Math (+1 point), suggesting early progress toward closing achievement gaps. However, performance remains well below standard overall, and English Learner progress has slightly declined, signaling the need for more targeted support for this subgroup. While foundational systems are beginning to move outcomes in a positive direction, the impact is still emerging and not yet consistent across all student groups.

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

For the upcoming year, the following are revised or new for Goal 4:

Changes to the planned actions:

- Most actions remain unchanged across initiatives, but refinements are needed to improve clarity, alignment, and implementation consistency.
- ELA: Strengthen integrated ELD focus and instructional coherence across sites.
- Mathematics: No action change, but stronger vertical alignment through new curriculum adoption.
- Foster Youth & Special Education: Maintain actions but improve consistency of service delivery.
- Data systems: Strengthen action alignment toward dashboard-based decision-making and graduation readiness metrics.
- Action 4.5 - TK/Kindergarten: Adjust action slightly due to shortened instructional day and reduced staffing impacts. TK/K students will no longer be receiving the elementary electives in a pull-out model.
- Action 4.5 - Dramatic Literacy will no longer be offered as an elementary elective. Beginning in 2026-27, the elementary elective offerings will be: Art, STEM, Music, and PE.
- Action 4.11 - The current metric(s) listed are no longer applicable as MUSD no longer is administering the MAP Reading Fluency Assessment and instead now is administering the AMIRA Reading Difficulties Risk Screener (RDRS). Additionally, Standards Based Mastery Grading has been identified as a metric and was not being recorded, there will be a new metric added to address both of these identified tools used in Kindergarten.

Changes to metrics or target outcomes:

- Replace MAP Reading Fluency with AMIRA for Kindergarten literacy measurement.
- Add Standards Based Grading using the ESGI platform for all Kindergarten students.
- Add CAASPP DFS alignment to NWEA data for stronger academic prediction.
- Clarify Graduate Profile metrics (portfolio and showcase pass rates instead of broader indicators like CCI/CTE).
- Integrate Metrics 4.19 and 4.20 to monitor Graduate Profile progress.
- Limitations in disaggregated NWEA data require cautious interpretation of outcomes.
- Some metrics remain unchanged but are being strengthened through better alignment and dashboards.
- The district has seen improvements in key metrics with new targets being set for further improvement. The following changes have been made to the targeted outcomes:
    - 4.11 - NWEA MAP Reading Fluency (K-2nd); target was discontinued at the end of the 2024-25 school year.
    - 4.15 - California Science Test Met or Exceeded Standard; target adjusted for All students from 25% to 35%.
    - 4.18 - Middle School Dropout Rate; target adjusted for foster youth from 0.01% to 0.00%.
    - 4.19 - High School Graduation Rate; target adjusted for foster youth from 90% to 93%.
    - 4.22 - EAP % Students Prepared for College ELA; target adjusted for homeless youth from 30% to 40%.

New or revised actions for the coming year:

- 4.6 - Increased cross-site collaboration and instructional coaching tied to GVC work.
- 4.7 - Foster Youth resource outreach and improved coordination with counselors.

- 4.8 - Special education parents need assessment and secondary schedule audits.
- 4.9 - Expanded ELD and literacy-focused professional development (especially secondary).
- 4.10 - Mathematical Language Routines (MLRs) training and curriculum-aligned PD in math.
- 4.12 - Creation of a “One-Stop Shop” data dashboard and continued data literacy training.
- 4.13 - The action title and description are being slightly revised to include elementary students in addition to middle school students. All 6th grade students participate in a Career Exploration program that is inclusive and representative of the industry sectors and career pathways taught in MUSD.
- 4.15 - Solution Tree coaching (proposed Year 3) and PLC support structures.
- 4.17 - We have revised the Action title and added to the Action description to include tutoring services for students provided by certificated and classified staff. In reviewing the LREBG funds that are available to improve student outcomes we will be increasing the tutoring services in our middle and high school AVID classes and will be utilizing our long standing partnership with California Teaching Fellows to provide these additional services. In order to increase the services listed above we will also be increasing the budget for this particular action and continuing to fund with LREBG funds. Additionally, continued high-dosage tutoring with deeper effectiveness analysis.

Modifications to ineffective or limited actions:

- 4.6 - PLC and instructional support refined with a greater emphasis on cross-site alignment, coaching support, and structured collaboration.
- 4.6 - Assessment systems refined:
  - MAP Reading Fluency replaced by AMIRA for more precise early literacy screening.
  - Standards Based Mastery Grading utilizing the ESGI platform for all KIndergarten students
- 4.11 - Curriculum systems updated through a relaunch of GVC with revised priority standards and updated assessments.
- 4.14 - Data reporting systems shifted from isolated NWEA reporting → integrated CA Dashboard indicators and NWEA-CAASPP alignment.
- 4.15 - Leadership evaluation approach changed by informal feedback → formal survey-based evaluation of leadership impact.

How changes strengthen the overall approach:

- 4.6, 4.10, 4.16 - Curriculum alignment (GVC, math adoption, CFAs/CSAs/IABs) will strengthen coherence across grade levels.
- 4.7, 4.8, 4.9, 4.10 - Expanded professional learning (ELD, math, literacy, SPED, foster youth) will increase instructional consistency and equity.
- 4.12 - Stronger data integration will improve decision-making and instructional responsiveness across sites.
- 4.12 - Clearer and more precise metrics will allow better tracking of student growth and program effectiveness.
- 4.12 - Overall, these changes shift the district toward a more unified, data-driven system focused on consistency, equity, and measurable student outcomes.
- 4.15, 4.16 - Improved collaboration structures (PLC alignment, coaching, cross-site teams) will enhance implementation fidelity.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Early Childhood Education Program and Services	Expanding and enhancing Early Childhood Education (ECE), Preschool, and Transitional Kindergarten (TK) and Cal-Safe Hire and retain qualified early childhood educators (Teachers and Support Staff). ● In order to meet the state mandate for pupil to adult ratio in Transitional Kindergarten classrooms we will be hiring additional paraprofessionals in Transitional Kindergarten Develop a comprehensive, age-appropriate curriculum encompassing cognitive, social-emotional, physical, and creative domains. This curriculum will align to the newly approved Transitional Kindergarten and Preschool Framework. Provide ongoing professional development opportunities to keep staff updated on the latest research and best practices in early childhood education. ● Train and support all TK and CSPP on the Preschool and Transitional Kindergarten Learning Foundations Framework ● Train and support all TK and CSPP teachers in the full implementation of the Desired Results Developmental Profile (DRDP) ● Train and support all TK and CSPP teachers in the full implementation of the Frogstreet Board Approved Curriculum ● Developmentally appropriate play-based learning to foster creativity, problem-solving skills, and social interactions. ● CLASS - Classroom Assessment Scoring System training provided to support staff in developing and maintaining appropriate teacher/staff/child interactions ● Train and support all TK and CSPP teachers on SEL curriculum and strategies that are age appropriate for 3-5 yr. Olds. ● Early Childhood Environmental Rating Scale (ECER) training for lead teachers to receive certification and become a Trainer of Trainers (TOT). Additionally there will be staff training and support for students with disabilities who are exhibiting	$6,643,013 $4,021,091	Y

		challenging behaviors at a very young age. This will be support by the Diagnostic Center of Central California. Training Topics will include: ● Universal Design for Learning: Focusing on language, engagement, attention, communication, and fun. ● Managing Meltdowns - Impacts of emotions and the “rage cycle” ● Autism Spectrum Disorders ● Combining Evidence-Based practices to optimize learning ● “No Good Very Bad Days” - Could it be communication Implement and Maintain Cal-Safe program and services associated. The Cal-Safe program was designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills and to provide a quality child care and development program for their children. Metric(s) Impacted: 4.1, 4.2		
2	Parent Education	Building Effective Communication and Engagement through Parent Resource Center Workshops including technology, social-emotional development,and college readiness. Parent Resource Centers located in multiple sites offer district-wide support and learning opportunities to equip parents with the knowledge and skills needed to support their children's academic achievement. Parent learning opportunities include classes, workshops and family events. **Classes available include**: Digital literacy, evidence-based parenting classes (virtual and In-person; elementary and secondary focused), Family Literacy; high school credential preparation, English as a Second language, Adult Literacy, Social-Emotional Development, College and Career Readiness. **Workshops include topics such as**: Nutrition, Financial Literacy, Mental Health, Vaping, Gang awareness, Social media-guidance for parents and MUSD specific topics on discipline, attendance, health and wellness, counseling and safety. **Family events include:** Math, Science, Literacy, STEM Family nights and Family Health and Wellness Fairs.	$2,486,327 $445,213	Y

		Information and Referral Services are also provided to families through the Parent Resource Centers and the district wide call center. ● The parent resource centers, including the call center, play a crucial role in connecting families to essential community resources and agencies to help meet their basic needs. ● The call center serves as a central hub where families can reach out to seek information and referrals. Information related to school and parent programs is accessible to parents in languages they can understand, such as Spanish and English, and is disseminated through various communication pathways which include text messages, emails, phone calls, voice messages, social media and Parent Square posts. Parent Resource Centers also offer synchronous learning for parents through the Parent Champion video series. The video series aims to empower parents to advocate for their children and navigate the educational system effectively. It was developed in four languages: English, Spanish,Punjabi and Mixteco. Annual Parent and Community Engagement Conference. This conference is designed to provide a platform for parents from across the district to engage, learn, and access community resources. The conference is planned through a collaborative effort planned in partnership with a dedicated planning committee composed of parents, who play a crucial role in the planning and workshop selection process to ensure that the conference addresses the most relevant and pressing topics and needs for all parents. Onboarding of Newcomer families. Parent Resource Centers play a crucial role in properly onboarding new families into our district. All families that are identified as newcomers during the registration process are connected directly with parent resource centers to identify needs and connect them to internal and external community resources. Additionally, the Communications department is responsible for the school district's overall communications, including coordination with the media, the development of communication materials, and other marketing collateral. The department also manages communications materials and platforms such as the Madera		

		Minutes, the We Believe Newspaper, and the district's Facebook, Instagram, X and YouTube media accounts. Metric(s) Impacted: 4.3, 4.4		
3	Implementation of a 7-period school day in middle school and high school	This is a required action for English Learner students as they received the lowest performance level on the CA School Dashboard in Graduation Rate. At the middle school level a 7-period day will provide students with more opportunities in the day to take needed support classes such as English Language Development while still picking an elective that they are interested and engaged in. At the high school level a 7-period secondary bell schedule will provide students with more opportunities to meet the College and Career Indicator (CCI) through CTE Pathway Completion, A-G, Dual Enrollment, CAASPP and/or State Seal of Biliteracy while still having the opportunity to take other electives such as Art, Band, and General Electives. This action most specifically helps and targets English Learners and Students with Disabilities to better access a broad course of study to ensure they can meet the graduation requirements. With more opportunities in the day for English Learner students to take required language support classes such as Designated English Language Development and access necessary to core and elective programs, we will see an increase in the Graduation Rates. Additionally, students will have credit recovery courses built into the 7 period daily schedule to increase the opportunities for students to complete required graduation courses. In the current 6 period day, credit recovery courses were only offered during summer school and before or after school; which is a limitation for English Learner students. To standardize scheduling and counseling practices across the district in Middle and High Schools, the district will maintain a Counselor on Special Assignment. The duties of the Counselor on Special Assignment are as follows, but not limited to the following: ● Monitoring and sharing A-G requirements with counselors to improve rates through	$7,487,978	Y

		Transcript Evaluation Services and California Colleges ● Streamline master scheduling practices between sites to ensure credit recovery is offered with fidelity during the school day ● Monitor overall College & Career Indicator completion to move students from approaching to prepared Metric(s) Impacted: 4.17, 4.18, 4.19, 4.20		
4	Implement a Madera Unified Graduate Profile for Graduation	Starting with the class of 2025, all MUSD seniors will be required to pass a Graduate Profile Portfolio and Showcase in order to earn a high school diploma (BP6146.1). In order to support this for students and staff, the following will be provided: ● Provide each comprehensive high school site with lead teacher release periods and supplemental sub or extra time. At the alternative education sites extra time or sub time will be provided. The purpose of leads is to support and coach teachers on school sites to develop students' experiences with the Graduate Profile. ● Planning and training time from a board approved consultant to provide support and structures to the site leads. ● Quarterly lead meetings to standardize and operationalize practices to be consistent between all Madera Unified sites. ● Implement practice showcase opportunities at all sites at the 8th, 10th, and 12th grade levels ● Implement the Graduate Profile into the new high school advisory structure Metric(s) Impacted: 4.5, 4.6, 4.7	$54,530	Y
5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	Hire specialist teachers in STEM, PE, Music, and Art. Provide opportunities for elementary classroom teachers during the school day to collaborate within grade level teams to discuss student data to develop instructional unit plans and engage in professional learning. By implementing weekly elementary electives, students will find stronger connections with peers and adults as well as overall engagement for a more intrinsically motivating school experience. Every student in elementary school grades 1-6 will continue to receive a total of 250 - 300 minutes of electives: Art, STEM, Music, and Physical Education Activities. During this time, the	$13,454,730	Y

		classroom teacher is released to collaborate with their grade level team, plan and prepare engaging lessons, and utilize districtwide practices of data literacy for continuous improvement of instruction and student learning. For TK/K teachers, their teacher collaboration will happen from 1:45 - 2:45 daily during their duty day and TK/K students will receive enrichment in Art, Music, STEM, and physical activities through the implementation of developmentally appropriate classroom activities. Metric(s) Impacted: 1.3, 1.4, 1.5, 1.8, 3.1, 4.13, 4.14		
6	Guaranteed & Viable Curriculum	Refine the implementation of board adopted researched-based materials and instructional practices within the Guaranteed & Viable Curriculum to ensure regardless of the school, classroom, or teacher, all students have access to rigorous instruction and high quality materials. Provide professional development and coaching support opportunities to facilitate K-12 district articulation focused on Literacy, Mathematics, English Language Development, and subject specific (units of study). Utilize assessment and monitoring systems to provide accurate, actionable data to measure student proficiency and growth in all content areas in order to develop differentiated instruction and targeted interventions to meet the needs of all students. Ensure site-based common formative assessments are aligned to the GVC through districtwide common summative assessments with culminating tasks reflective of CAASPP and the Graduate Profile. Metric(s) Impacted: 4.8, 4.9, 4.10, 4.13, 4.14, 4.15	$2,441,769	Y
7	Supports for Achievement for Foster Youth	Effectiveness of Differentiated Assistance will be measured through this action. Every student in our district is ensured access to the same opportunities for academic achievement and support, including children and youth in foster care. Foster Youth have educational rights established through Assembly Bills 167, 216, and 490 to help eliminate barriers to education and ensure school stability. Madera Unified strives to meet the unique educational needs of foster youth by providing advocacy and other support services designed to encourage the academic and personal success of all students in foster care.	$285,667 $79,060	Y

		Provide foster youth with access to the following supports to address their unique learning needs: ● Transportation to and from school of origin ● Priority registration in After School Program and Expanded Learning Programs ● Teacher professional development ● Ensure Foster Youth students have all necessary curriculum, instructional supplies, and school equipment needed to ensure equal participation opportunities. ● Provide academic, behavioral and social emotional counseling services ● Expand educational opportunities through field trips, Youth conferences, and other unique opportunities (varies from year to year) Metric(s) Impacted: 3.1, 3.7, 4.11, 4.12, 4.13, 4.14, 4.17, 4.19		
8	Maintain and Expand Educational Services for Students with Disabilities	Provide comprehensive support programs for Students with Disabilities in compliance with IDEA. Increase services for Students with Disabilities (SWD). Our SWD population is approximately 89% Socioeconomically disadvantaged (SED), and the EL percentage is 34%. Teachers receive necessary professional development and support through district level coaches; which are focused on curriculum implementation and instructional strategies that focus on appropriate scaffolds for SWD students. Additionally, teachers are supported with ensuring SWD's are accessing grade level instruction. In order to ensure that SWD's are placed in the Least Restrictive Environment (LRE), support is provided to improve coordination and collaboration between the special education teacher and general education teacher ensuring that SWD's are receiving the highest quality instruction with appropriate support. Increase support and supplemental resources for teachers and students to improve the performance level of SWD's in English Language Arts and Mathematics on the CAASPP, ELPAC and NWEA assessments. Additionally, these additional resources should increase the number of SWD's who are meeting or exceeding their individual growth goal.	$47,875,998	N

		Parents with children receiving special education services are given opportunities to provide suggestions and feedback on ways to improve educational outcomes for students through different meeting sessions such as IEP's and Student Study Team meetings. Metric(s) Impacted: 1.1, 4.13, 4.14, 4.16		
9	Increase and Improve the teaching and learning outcomes for students in English Language Arts	<u>All Students K - 6</u> This is a required action for Socioeconomically Disadvantaged Students (SED) and the Hispanic student group as they received the lowest performance level on CA School Dashboard in English Language Arts. Madera Unified is 91% Hispanic and 91% SED. Develop and implement Kindergarten-6th grade District Scope and Sequence for English Language Arts. Implement a five day structured literacy course with all Kindergarten- 3rd grade teachers. Participants will explore the structure of English, letter knowledge, concepts of print, the importance of handwriting, phonological awareness, explicit phonics instruction, irregular word reading, multisyllabic word reading, fluency, specific word instruction, word learning strategies, and comprehension of both literary and informational text. These evidence based practices and exposure to research will be directly tied to the structured literacy approach (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension). Refine the current elementary Response to Instruction and Intervention Handbook and implement a comprehensive K-6 Multi-Tiered System of Supports (MTSS). Within this comprehensive framework the focus will include; Common Core State Standards (CCSS), core subject instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. <u>English Learner Students K-6</u> Provide a comprehensive four-day teacher workshop series. This series will provide educators with the necessary skills to effectively plan and deliver focused designated ELD instruction that enhances English Learners' language development. Participants will acquire a deep understanding of their students, ELD Standards,	$7,401,555	N

		best instructional practices, and resources and assessments to improve the language development of their multilingual students. The series will also include providing in classroom coaching support, including lesson planning & co-teaching on an ongoing basis. Teachers will leverage assessment data within PLCs to support English Learner students with developing literacy skills in all 4 domains (writing, reading, listening, speaking). <u>Students with Disabilities K-6</u> Implement a five day structured literacy course with all RSP and SDC teachers. Educators will explore the structure of English, letter knowledge, concepts of print, the importance of handwriting, phonological awareness, explicit phonics instruction, irregular word reading, multisyllabic word reading, fluency, specific word instruction, word learning strategies, and comprehension of both literary and informational text. These evidence based practices and exposure to research will be directly tied to the structured literacy approach (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension). <u>All Students 7-12</u> This is a required action for Socioeconomically Disadvantaged Students (SED) and the Hispanic student group as they received the lowest performance level on CA School Dashboard in English Language Arts. Madera Unified is 91% Hispanic and 91% SED. Teachers will be provided with continued professional development centered on curriculum design, lesson planning, instructional best practices, and common formative assessments in relation to the 4 domains of literacy (reading, writing, speaking, listening). Specific items that will be focal points of this work will include planning for structured academic discourse opportunities for students, intentional and explicit writing instruction, and calibration around writing expectations, assessments, and grading/feedback. An additional and continued linchpin to this work will be intentional teacher planning around ensuring that literacy goals include the district's Graduate Profile, which entails providing students with opportunities to reflect metacognitively through writing, speaking, and listening.		

		<u>English Learner Students 7-12</u> Teachers will work to enhance their curricular and instructional approach to students in respect to the Roadmap's Principle 1, building a culture that is culturally-responsive, reflects students, and honors asset-mindedness. They will do this through aligning around the literature they choose for students to read and to respond to in lessons, and embedding units with Culminating Tasks in which speaking and listening opportunities are culturally-relevant and rigorous, as well as applicable to the real world. Teachers will also be provided with coaching and support to design district-wide curriculum and lessons that reflect the Teaching-and-Learning Cycles, implement high-impact instructional strategies for multilingual learners at the classroom level as called out by the Roadmap's list of Indicators, and leverage assessment data in PLCs to support ELD students with developing literacy skills in all 4 domains. <u>Students with Disabilities 7-12</u> Teachers will receive curricular and instructional support as to how to best serve their Students with Disabilities. This will include explicitly calling out how to accommodate curriculum, lessons, and assessments in different curricular units. When it comes to literacy, this work will include how to making reading, writing, speaking, and listening development curriculum more accessible by including different options for scaffolding, as well as collaborative student talk, and clarity around student learning. This is a Required Action for: Districtwide - English Learners (EL), Homeless, African American student groups Schools - Nishimoto, King Middle School, Furman ISP Student Groups - EL at Chavez, EL and SED at Dixieland, EL at Howard, EL at John Adams, EL at Lincoln, EL at Millview, SED and Hispanic at Nishimoto, SWD at Sierra Vista, EL at Rose, SWD at Desmond, EL, SED, SWD and Hispanic at King Middle School, EL at Jefferson, EL at Torres, SED and Hispanic at Furman Metric(s) Impacted: 4.11, 4.13, 4.16		
10	Increase and Improve the teaching and learning outcomes for students in Mathematics	<u>All Students K - 6</u> This is a required action for Socioeconomically Disadvantaged Students (SED) and the Hispanic student group as they received the lowest performance level on CA School Dashboard in English Language Arts. Madera Unified is 91% Hispanic and 91% SED.	$7,557,926	N

		Continue to refine and implement Kindergarten-6th grade District Scope and Sequence for Mathematics. Provide comprehensive two-day workshop series designed to provide educators with the necessary skills to effectively plan and deliver focused mathematics instruction that enhances the mathematical competencies of all students. This hands-on training aligns with the California Mathematics Framework, and participants will acquire a deep understanding of their math content, best instructional practices, as well as resources and assessments to improve the mathematics outcomes of their students. <u>English Learner Students K-6</u> The Kindergarten-6th grade math sessions focus on deepening teacher understanding of math content which enables teachers to build a learning environment that supports their English Learners. Strategies specific to supporting English Learners include designing experiences in which students use objects, drawings, conceptual language, and real world situations, which help students build mathematical ideas that make sense. Consistent grouping of students with peers to support their thinking and learning in linking conceptual understanding with formal mathematics notation, language, and methods to make mathematics meaningful to students. <u>Students with Disabilities K-6</u> Teachers will receive curricular and instructional support as to how to best serve their Students with Disabilities within mathematics. SDC and RSP teachers will attend the grade level mathematics content workshop sessions appropriate to the grade level of the students they serve. <u>All Students 7-12</u> This is a required action for Socioeconomically Disadvantaged Students (SED) and the Hispanic student group as they received the lowest performance level on CA School Dashboard in English Language Arts. Madera Unified is 91% Hispanic and 91% SED. Teachers will be provided with continued professional development centered on curriculum design, lesson planning, instructional best practices, and common formative assessments in relation to Math. Specific items that will be focal points of this work will include planning for structured academic discourse opportunities for students, leveraging academic vocabulary, providing real-world and relevant examples of how		

		to use Math, increased attention to conceptual understanding of Math, offering Project-Based Learning opportunities, and incorporating the use of manipulatives in classes. An additional and continued linchpin to this work will be intentional teacher planning around the district's Graduate Profile, which entails providing students with opportunities to reflect metacognitively on their learning. Intentional teacher planning around the Graduate Profile also means that teachers will be completing curriculum and lesson designs with the goal of providing students with projects and presentation opportunities. <u>English Learner Students 7-12</u> The district has committed to increasing investment in multilingual students in Math, specifically. Teachers will be provided with coaching cycles at the site and individual teacher levels. Teachers will be supported and coached on how to design curriculum, leverage high-impact strategies, and create intentional, meaningful common formative assessments, all with the goal of improving multilingual students' performance in Math. Teachers will receive coaching and support with Principles 1 and 2 from the English Learner Roadmap, and will work to incorporate Principles 1 and 2 through developing students' conceptual - not just procedural - learning of Math, providing students with opportunities to develop skills and demonstrate learning through multiple representations and manipulatives, and by elevating their use of language in the classroom, particularly with academic language. <u>Students with Disabilities 7-12</u> Teachers will receive curricular and instructional support as to how to best serve their Students with Disabilities. This will include explicitly calling out how to accommodate curriculum, lessons, and assessments in different curricular units. When it comes to Math, this work will include providing students with more real-world and relevant examples and projects of how to use Math. This will also include providing students with more effective and intentional scaffolding options, as well as opportunities to use manipulatives, and engage in learning and demonstrate their learning through multiple representations of how to approach mathematical thinking. <u>Middle School Math Achievement</u> During the 22-23 School Year Madera Unified School District was 93.6 points below standard in		

		Mathematics per the California School Dashboard. Specifically, 7th and 8th grade were 116.9 & 137.7 points below standard respectively during the 22-23 school year. In order to address the needs in Middle School math we will do the following: ● Address the Lack of Instructional Alignment and Depth ● Teacher Quality and Training ● Enhance instructional quality and differentiation in math teaching ● Implement strategic curriculum planning with a focus on backward design and integration of multiple skills/concepts ● Develop and implement targeted intervention strategies for students falling behind This is a Required Action for: Districtwide - English Learner (EL), American Indian Student groups Schools - Desmond MS, Jefferson MS, King MS, Torres HS, Furman ISP Student Group - EL at Dixieland, SWD at John Adams, SWD at Nishimoto, SWD at Sierra Vista, EL, SED, SWD and Hispanic at Desmond, EL, SED, SWD and Hispanic at King Middle, EL and Hispanic at Jefferson, SED and Hispanic at Torres, SED and Hispanic at Furman Metric(s) Impacted: 4.12, 4.14		
11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	Increase instructional minutes for kindergarten students to allow students to receive a full day of instruction. Staff each Kindergarten classroom with a paraprofessional in order to lower the teacher to student ratio in order to provide additional support and services to Kindergarten students. Metric(s) Impacted: 4.11	$7,803,930	Y
12	Provide resources and integral information to ensure Continuous Improvement	In the district's ongoing effort to maximize student achievement, we are committed to providing the necessary resources and integral information to support continuous improvement across our educational system. The Continuous Improvement department allocates and distributes data analysis resources strategically throughout the district to ensure that all schools have access to accurate, timely, and comprehensive data and dashboards (Salesforce, Tableau and ParsecGo) that informs instructional practices and supports continuous improvement efforts. We have established multiple robust	$1,334,965	Y

		monitoring and evaluation systems (Madera Learning System, MEtoBE, Met Best Target) to assess the effectiveness of instructional practices and interventions. We use this information to make informed adjustments in the classroom that ensures that all students, particularly those from underserved groups, are making progress towards their academic goals. The Continuous Improvement department also facilitates active engagement with all educational partners, including families, community organizations, and school staff, to gather input and foster collaborative efforts towards continuous improvement (LCAP, Comprehensive School Improvement and Differentiated Assistance). Metric(s) Impacted: 3.3, 3.4, 3.6, 4.12, 4.13, 4.14, 4.16, 4.19, 4.20		
13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region	The Madera Technical Exploration Center (MaderaTEC) is an innovative school that provides engaging, hands-on instruction to Madera eighth graders. The school provides the following: ● Emphasis on real-world, hands-on learning ● Student work is organized around engaging projects ● A new facility that includes lab and workshop spaces ● Opportunities to learn from and with business partners in the Madera community ● Teaching teams that work together to blend topics from three different courses ● Focus on building skills that prepare students for success in high school, college, and career In order to support this new and innovative school we will provide ● Ongoing Project Based Learning Training through a board approved consultant ● Materials and Equipment to stay up to date with the industry needs ● Transportation for students from their homesites to MTEC In our elementary schools we will be utilizing a career exploration software (IMAGO) to expose students to various industry sectors and career pathways. Metric(s) Impacted: 4.5, 4.6	$3,808,318	Y
14	Maintain assessment, accountability and school improvement	In order to identify students who need targeted assistance and support to address learning gaps, the district will	$1,267,942	Y

		utilize Northwest Evaluation Association (NWEA) MAP Growth and MAP Reading Fluency assessments to measure student proficiency and growth in the areas of reading, language, and mathematics. These performance monitoring tools provide schools and teachers with accurate, actionable evidence to help plan for differentiated instruction and target intervention support based on the needs of each student or group of students. NWEA MAP assessments will be administered three times during the school year to benchmark individual student growth toward expected learning goals, support appropriate adjustments to intervention services and inform instructional planning. The NWEA assessment data will also serve as a means to evaluate the effectiveness and impact of district initiatives and/or strategies implemented to address student learning needs. Metric(s) Impacted: 4.12, 4.13, 4.14, 4.16	$118,863	
15	Expand the Intensive Assistance Model	The Intensive Assistance Model (IAM) project is a groundbreaking initiative aimed at empowering educators, transforming teaching practices, and enhancing student learning outcomes within the Madera Unified School District. Through a comprehensive approach to professional learning communities (PLCs), the IAM pilot project seeks to cultivate a culture of collaboration, data-driven decision-making, and instructional leadership across participating schools. <u>Empowering Educators:</u> At the heart of the IAM pilot project is a commitment to empower teachers and administrators to inspire higher levels of student learning achievement. By providing intensive coaching, support, and professional development opportunities, we aim to build the leadership capacity of teacher leaders and administrators alike. Through collaborative inquiry, reflective practice, and ongoing learning, educators are equipped with the knowledge, skills, and resources needed to drive meaningful change and improvement in their schools. <u>Transforming Teaching Practices:</u> Central to the IAM pilot project is the transformation of teaching practices through the implementation of PLCs. By fostering a culture of collaboration and inquiry, educators are able to engage in purposeful dialogue, share best practices, and analyze student data to inform instructional decision-making. This collaborative approach to professional learning not only	$352,275	Y

		enhances teaching effectiveness but also promotes a deeper understanding of student needs and learning outcomes. <u>Enhancing Student Learning:</u> Ultimately, the overarching goal of the IAM pilot project is to enhance student learning outcomes. By strengthening the instructional practices of educators and creating a supportive learning environment, we aim to improve academic achievement, increase student engagement, and narrow achievement gaps. Through the collective efforts of educators working collaboratively within PLCs, we strive to create equitable opportunities for all students to succeed and thrive academically. <u>Metric(s) Impacted: 4.12, 4.13, 4.14, 4.16</u>		
16	Strategic Action Plan Stipends for teachers	Madera Unified School District will distribute a stipend to all SAP leaders who attend the 4 leadership data collaboration days, 2-hour monthly meetings with site administration, and conduct 4 hour monthly PLC Preparation. The SAP team will utilize the designated day and time to collaborate, analyze, and set site-wide goals specific to student achievement, student discipline, and the climate & culture. The SAP team consists of administrators, counselors, athletic directors, activities director, and teacher leaders, not TSA's. The SAP leaders will receive a $5,000 stipend per teacher. Any SAP leaders who missed a collaboration day will be docked $500 per day missed. Any other teacher or TSA, invited by their site principal, who attends the leadership days will be paid at the prevailing hourly rate of $45. The stipend will be in effect for the 2023/2024 school year and will continue in the 2024/2025 school year. Below are the SAP stipend allocations at each level: Middle School- 10 SAP stipends High School- 14 SAP stipends TK-6 & Tk-8- 20 SAP stipends <u>Metric(s) Impacted: 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, & 4.21</u>	$2,000,000 (LREBG)	N
17	Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff to close Student Achievement Gap	Increase student achievement and support professional growth by providing targeted tutoring, structured staff collaboration opportunities, and additional teacher time to enhance instructional effectiveness and student outcomes. The following is a list actions & services to be provided:	$1,500,000 (LREBG)	N

		● Tutoring Support: Provide before-school, after-school, and/or weekend tutoring sessions for students who need additional academic assistance as well as support with Graduate Profile completion. ● Staff Meetings & Professional Development: Allocate time and resources for staff meetings, professional learning communities (PLCs), and data-driven discussions to improve instructional practices. ● Teacher Extra Time: Compensate teachers for additional instructional time, intervention programs, curriculum planning, and student support outside contracted hours. Expected Outcomes: ● Increased student proficiency rates in core subjects, increase in NWEA scores, and ● Improved collaboration and instructional strategies among teachers. ● Higher student engagement and academic confidence due to additional support. Metrics to Measure Success: ● Student assessment scores and growth data in… ○ NWEA, Promotion & Graduation Rate, A-G rates ○ Teacher feedback and participation in collaboration meetings. ○ Number of tutoring sessions provided and student participation rates. Metric(s) Impacted: 4.16, 4.17, 4.18, 4.19, 4.20		

Goal #5 - High-Quality Operational Services

Goal #	Description	Type of Goal
5	Provide high quality operational services to ensure the efficient and appropriate use of resources to impact the educational experience of all students.	Broad Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed to ensure the district continues to maintain and improve operational services to department and school sites. All Madera Unified School District goals depend on the operational services for efficient implementation and continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Network Up-Time Data Source: Solarwinds/HetrixTools	99.974% 2024	99.99% 2025	99.93% 2026	99.99%	-0.044%
5.2	Average Daily Bus Riders Data Source:Traversa- Routing Software	2,254 students for 2022-2023 (1-year lag)	6,870 students for 2023-2024 (1-year lag)	6,396 students for 2024-2025 (1-year lag)	2,300 students Target adjusted in 2025 to 7,000 students	+4,152 students
5.3	Number of Bus Miles Driven Data Source:Traversa- Routing Software	1,048,143 miles for 2022-2023 (1-year lag)	1,027,490 miles for 2023-2024 (1-year lag)	1,220,312 miles for 2024-2025 (1-year lag)	1,000,000+ Miles Target adjusted in 2026 to 1,200,000+ miles	+172,169 miles
5.4	Student School Safety Survey Results Data Source: Panorama Survey Results	60% responded favorably in Spring of 2023-2024	66% responded favorably in Spring of 2024-2025	66% responded favorably in Spring of 2025-2026	65% respond favorably Target adjusted in 2025 to 70%	+6%
5.5	Average Time to Close Help Desk Ticket	12h 11m 58s June 2023 - June	9h 37m 43s June 2024 - June	1 D 19h 12m	11h 40m	+1d 7h 1m

	Data Source: Freshdesk - 25-26 now IncidentIQ	2024	2025	June 2025 - June 2026	Target adjusted in 2025 to 9h	
5.6	Facilities in “Good” Repair Measured by Facility Inspection Tool (FIT) Data Source: California Dashboard Rubric	0 instances where facilities do not meet the "good repair" standard 2023-24	0 instances where facilities do not meet the "good repair" standard 2024-25	0 instances where facilities do not meet the "good repair" standard 2025-26	0 instances where facilities do not meet the "good repair" standard	No Difference
5.7	Parent Survey Results Data Source: Panorama Survey Results	School Safety - 67%, School Climate - 74% in Spring 2023-2024	School Safety - 69%, School Climate - 73% in Spring 2024-2025	School Safety - 70%, School Climate - 72% in Spring 2025-2026	School Safety - 75%, School Climate - 80%	School Safety +3%, School Climate -2%
5.8	Human Resources Vacancies in Staffing - Certificated & Classified Data Source: HR Data	N/A	2024/2025 Vacancies Certificated: 65 from 1,466 Authorized FTE Classified: 48 from 1,150 Authorized FTE	2025/2026 Vacancies Certificated: 42.2 from 1,496.09 Authorized FTE Classified: 46.125 from 1,174.469 Authorized FTE	Certificated: 0 Vacancies Classified: 0 Vacancies	New Metric
5.9	Student Devices in Classrooms Data Source: Internal Tracking	N/A	2024/2025 Devices In Use: 27,519 devices 21,016 Students 1.3 : 1 device to student ratio	2025/2026 Devices In Use: 32,336 devices 20,759 Students 1.5 : 1 device to student ratio	1 : 1 device to student ratio	+0.2 : 1 device to student ratio
5.10	Library Statistics: Number of Circulations Aug-May Data Source: Destiny Library Manager	N/A	287,347 Circulations in 2024/2025	239,836 Circulations in 2025/2026	325,000 Circulations	-47,511 Circulations

Goal Analysis for 2025-26

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

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

Goal 5; Action 1; Integrated and Collaborative School District Operational Services: Full Implementation
Overall implementation shows strong and improving progress in staffing efforts, with increases in position fill rates across the year. As of October 2025, 95.9% of authorized positions were filled (2,567 of 2,677 FTE),

reflecting a slight increase from the prior year. By February 2026, staffing improved to 97% filled (2,588 of 2,667 FTE), representing a 1.1% increase since October. This reflects successful implementation of hiring and retention efforts with steady gains in staffing stability. No major implementation challenges or substantive deviations from planned actions are indicated based on the available data.

Goal 5; Action 2; Maintaining Complimentary Transportation Services for Eligible Students: Full Implementation

Overall implementation shows that transportation services remain fully available and operational for eligible students, though average ridership has not yet met target levels. Student ridership increased from 4,538 in October to 6,392 in December, indicating improved utilization over time; however, totals remain below the expected goal. No changes to service delivery have been made, as transportation access continues to be provided to all students who qualify. The district has identified potential external factors influencing lower-than-expected ridership, including immigration-related concerns and overall declining enrollment. Continued monitoring will be needed to better understand trends and adjust outreach or communication strategies as appropriate.

Goal 5; Action 3; Strengthening and Broadening Interpretation and Translation Services: Full Implementation

Overall implementation shows that the district continues to provide consistent translation and interpretation services through seven full-time Spanish interpreters, supplemented by contracted outside agencies for additional language needs. No changes to planned services have been made, and support continues to be provided as needed to ensure family access and communication. The Community Services Department successfully implemented a Parent Conference on October 3, 2025, with 692 attendees across in-person and virtual sessions, and 82 parents recognized for high engagement. Additional bilingual workshops, including PIQE, the Parent Project and Loving Solutions, are planned and will contribute to final participation data.The parent survey was administered in the Spring and 72% responded favorably in the school climate section of the survey which remains steady from last year.

Goal 5; Action 4; Provide students and staff with access to advanced educational technology resources: Full Implementation

Overall implementation shows strong performance in technology service delivery, with network uptime currently at 99.9%, though the final annual figure will be confirmed at the end-of-year review. No changes to planned actions have been made at this time, as monitoring continues as expected. Help desk performance is also showing positive results, with tickets being resolved in an average of 1.9 days as of December. Overall, implementation is proceeding successfully with efficient system reliability and timely technical support services, and final annual validation of network uptime will provide a complete performance picture.

Goal 5; Action 5; Provide Resources to Implement and Operate Safe Schools for the Community: Full Implementation

Overall implementation shows continued expansion and strengthening of district safety and intervention efforts. The Evolv system is being actively used during the school day and expanded to after-school activities, athletics, and graduation events. The district maintains 49 FTE safety officers and has added a gang prevention services consultant, while also strengthening partnerships with local law enforcement through programs such as OPTIONS. Early outcomes from OPTIONS indicate a 72% positive behavior change among participating students, including reduced gang involvement and improved behavior. The OPTIONS program initially started with male students but has been expanded to female students. All students have responded favorably to the program. The district will continue implementation as intended. Additional evaluation data, including student surveys, incident comparisons, and therapy dog visit data, will be collected in spring and included in the annual review to inform future analysis.

Goal 5; Action 6; Increase Supplemental Support Staff and Services in Elementary Schools: Full Implementation
Overall implementation shows full staffing and continued funding of key elementary support positions, including 33 cafeteria playground aides, 18 library media technicians, and 18 RtI teachers across K–6 and K–8 settings. Staffing is currently at 100% for these roles, indicating successful implementation of hiring and retention efforts with no major deviations from planned actions. No substantive changes to the action or implementation approach are noted at this time.

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

Goal 5; Action 2: The Budget was $6,333,735; the Estimated Actual Expenses are $4,770,567
The revenue for home-to-school transportation received from the state was higher than anticipated, reducing the contribution from LCFF.

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

Goal 5; Action 1; Integrated and Collaborative School District Operational Services: Somewhat Effective
Overall, the district's staffing actions have been effective in supporting progress toward maintaining stable instructional staffing levels. The March 2025 certificated job fair resulted in the hiring of 17 teachers, and all site administrators were in place at the start of the school year, indicating strong implementation of hiring timelines. However, the district began the year with 16 classroom vacancies, showing that staffing needs were not fully met despite recruitment efforts. While there has been a slight increase in overall filled positions, gaps remain in fully stabilizing staffing levels. No staff reductions are planned, and the district has committed to maintaining positions and continuing vacancy fill efforts. Given current projections, no job fair will be held in the upcoming year due to an anticipated reduction in hiring needs for 2026–27, though ongoing recruitment will continue to address remaining vacancies and sustain staffing stability.

Goal 5; Action 2; Maintaining Complimentary Transportation Services for Eligible Students: Effective
Overall, the transportation services action has been effective in maintaining access for eligible students, but ridership data indicates limited progress toward the target outcome. Student ridership decreased from 6,870 in 2023-2024 to 6,396 in 2024-2025, but despite the slight decrease in ridership, miles driven increased from 1,048,143 in 2023-2024 to 1,220,312 in 2024-2025. Chronic absenteeism has continued to slowly decrease seeing a 2% decrease on the California School Dashboard, though the Chronic Absenteeism gap between FY (26.1 %), Low Income (22.9%) and All Students (22.5%) still exists. Because services are fully available to all eligible students, the gap appears related more to utilization than implementation. The district has identified potential external factors influencing ridership trends, including immigration-related concerns and declining enrollment, which may be impacting families' willingness or ability to use transportation services. Continued monitoring will be needed to better understand subgroup impacts and overall trends moving forward.

Goal 5; Action 3; Strengthening and Broadening Interpretation and Translation Services: Effective
The district's translation and interpretation efforts have been effective in increasing family engagement and improving communication with diverse student groups, particularly for Spanish-speaking families through the support of seven full-time translators/interpreters and contracted services for additional languages. Parent engagement opportunities, including the October 2025 Parent Conference with 692 participants and 82 parent certificates awarded, demonstrate strong community involvement, with additional workshops planned to further expand participation. Survey and achievement data also indicate positive trends across several student groups. Student climate measures improved from baseline levels, including increases in school safety (+6%), belonging

(+10%), climate (+6%), and engagement (+4%). Academic outcomes on the CAASPP ELA assessment showed notable gains for all students (+7.2 DFS), Low-Income (+3.0 DFS), English Learners (+14.5 DFS), and Homeless Youth (+10.4 DFS), while CAASPP Math results also improved for all students (+6.2 DFS), Low-Income (+1.1 DFS), English Learners (+10.1 DFS), and Homeless Youth (+2.9 DFS). However, Foster Youth and Students with Disabilities continue to perform below targets in both ELA and Math, indicating that while current actions are supporting overall progress, additional targeted supports are needed to accelerate outcomes for these student groups.

Goal 5; Action 4; Provide students and staff with access to advanced educational technology resources: Effective
Overall, the district's technology support and infrastructure actions are highly effective in maintaining reliable systems and responsive service. Current data shows network uptime at 99.9%, indicating strong system stability and consistent access to digital resources across sites, with final validation to be confirmed at the annual review. Help desk performance further demonstrates effectiveness, with tickets being resolved in an average of 1.9 days in December, reflecting timely and efficient technical support. While no disaggregated subgroup impacts are reported for this action, overall system performance suggests equitable access to technology resources is being maintained. Continued monitoring through the annual review will confirm sustained effectiveness.

Goal 5; Action 5; Provide Resources to Implement and Operate Safe Schools for the Community: Effective
The district's continued implementation of the Evolv safety system, expansion of safety services at school events, and partnerships with local law enforcement through the OPTIONS Program have contributed to improved student behavior and school safety and safer school environments. The district reported a 72% positive behavior change among students participating in the OPTIONS Program, including reductions in gang affiliation and other negative behaviors. School safety survey results improved by 6% from baseline. Suspension rates decreased across all student groups, including Low-Income (-0.1%), English Learners (-0.7%), Foster Youth (-0.8%), Homeless Youth (-1.5%) and Students with Disabilities (-0.2%). Expulsion rates decreased across two student groups, including Homeless Youth (-1.0%), and Students with Disabilities (-0.2%). However, Foster Youth continues to show higher suspension and expulsion rates than other groups, indicating a continued need for targeted interventions and support.

Goal 5; Action 6; Increase Supplemental Support Staff and Services in Elementary Schools: Effective
The district's continued investment in elementary support staff, including 33 cafeteria playground aides, 18 library media technicians, and 17 RtI teachers, has supported positive school climate and student achievement outcomes. As of February, all positions are fully staffed, helping provide consistent academic and behavioral support for students. Student climate survey results improved from baseline in school safety (+6%), belonging (+10%), climate (+6%), and engagement (+4%). CAASPP ELA and Math results also showed overall improvement, particularly for Low-Income, English Learners and Homeless Youth. However, Foster Youth and Students with Disabilities continue to perform below targets, indicating that while the additional staffing supports are contributing to progress, targeted interventions remain necessary for some student groups.

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

For the upcoming year, the following are revised or new for Goal 5:

Changes to the planned actions:

- Staffing: No changes needed; actions remain focused on maintaining staffing stability and fill rates.
- Transportation: No changes; action remains ensuring access for all eligible students.

- Parent engagement/translation: No changes; action continues to focus on access and participation.
- Technology: No changes; action remains system reliability and timely support.
- Safety: No changes; action remains improving safety systems and student behavior outcomes.
- Elementary support staffing: No changes; action remains full staffing and service delivery consistency.

Changes to metrics or target outcomes:

- Staffing metrics remain appropriate (fill rate increased from 95.9% → 97%).
- Transportation metrics remain unchanged, though ridership is still below target.
- Parent engagement metrics remain pending additional survey/workshop data.
- Technology metrics remain stable (99.9% uptime, 1.9-day ticket resolution).
- Safety metrics remain appropriate (72% positive behavior change as early indicator).
- Elementary support staffing metrics remain valid (100% staffing achieved).
- Overall: No metric changes recommended across actions at this time.

New or revised actions for the coming year:

- No new actions are being added.
- Continued or sustained actions include:
  - 5.1 - Ongoing vacancy fill efforts (staffing)
  - 5.1, 5.4, 5.5, 5.6 - Ongoing system monitoring (IT, safety, staffing, student supports)
  - 5.2 - Continued monitoring of transportation utilization
  - 5.3 - Continued parent workshops and surveys
  - 5.3 Continued annual review of academic outcomes (CAASPP, surveys)
  - 5.5 - Continued evaluation of OPTIONS program and safety initiatives
- The district has seen improvements in key metrics with new targets being set for further improvement. The following changes have been made to the targeted outcomes:
  - 5.3 - Number of Bus Miles Driven; target adjusted for All students from 1,000,000+ miles to 1,200,000+ miles.

Modifications to ineffective or limited actions:

- No actions were identified as ineffective or formally modified.
- Key note across all areas as most actions are in maintenance or early implementation phases.
  - 5.1 - Staffing recruitment efforts continue without structural changes.
  - 5.2 - Transportation utilization is being monitored, but no corrective action changes have been made yet.
  - 5.4, 5.5 - Safety and IT systems remain unchanged due to positive early indicators.

How changes strengthen the overall approach:

- 5.1 - Sustained staffing gains (95.9% → 97%) strengthen instructional stability.
- 5.2 - Transportation underutilization and pending survey/assessment data may inform future targeted outreach or refinement.
- 5.3 - Parent engagement and translation services reinforce equitable access and communication.
- 5.4 - Strong system performance (99.9% uptime, fast ticket resolution) supports instructional continuity.
- 5.5 - Safety initiatives with 72% positive behavior change suggest promising early impact for targeted student groups.
- 5.6 - Full elementary support staffing (100%) improves consistency of student services

Overall, continued monitoring rather than major redesign allows for stability while building a stronger evidence base for future improvements.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Integrated and Collaborative School District Operational Services	To comprehensively manage and improve all aspects of operational services in the school district, including staff recruitment and compensation, vendor payments, facility management, technology provision, resource acquisition, and communication systems. Metric(s) Impacted: 5.1, 5.6	$245,507,002	N
2	Maintaining Complimentary Transportation Services for Eligible Students	All eligible students can utilize the District's transportation routes; additional equipment/buses will be assigned to a route to meet student demand if necessary. The District will continue the long-standing practice of not charging students or families for transportation services. All transportation services are free to Madera Unified School District students meeting the eligibility requirements. Students with disabilities will receive transportation services if required in the IEP. Homeless children are provided transportation services to and from their school of choice. Door-to-door transportation services are provided for students with limited mobility Providing transportation services will help decrease chronic absenteeism and suspension rates enabling students to participate in student clubs or leadership groups. One of the reasons identified for not signing up in student group opportunities is not having transportation to enable participation in such after school activities. Metric(s) Impacted: 5.2, 5.3	$8,027,140	Y
3	Strengthening and Broadening Interpretation and Translation Services	English Learner student achievement will go up if parents are involved and engaged in the school. Parents of English Learner students will be more engaged in their child's school if appropriate translation services are intentionally provided. Madera Unified will continue to maintain and expand interpretation and translations services. Metric(s) Impacted: 4.4, 5.7	$657,934	Y
4	Provide students and staff with access to	Procure the latest learning technology through the use of and maintenance of leases and purchase contracts to enhance student programs (1:1 student	$1,250,000	N

	advanced educational technology resources	devices), network accessibility, safety, and digital curriculum. Maintain the lease technology refresh for staff & student devices to provide students with 1:1 technology device ratio. Metric(s) Impacted: 5.1, 5.5		
5	Provide Resources to Implement and Operate Safe Schools for the Community	By providing the necessary resources to implement and operate safe schools, Madera Unified is committed to creating a secure and supportive learning environment for all students. This action is crucial in ensuring that English Language learners, Foster Youth, and low-income students feel safe, supported, and ready to engage in their education. We have and will continue to invest in and maintain comprehensive safety measures, including modern security systems, surveillance cameras, secure entry points, and emergency response protocols. Ensure that all school facilities are regularly inspected and updated to meet safety standards. Madera Unified has provided ongoing training and professional development for staff on safety protocols, crisis management, and creating a positive school climate. This has been done to foster a school climate that is safe, inclusive, and welcoming for all students. Implementation and expansion of anti-bullying programs, peer support groups, and initiatives that promote respect and understanding among students of all backgrounds. Additionally, MUSD partnered with the Madera Police Department, Madera Sheriff's Department, and the Madera Probation department to create a program called OPTIONS. The OPTIONS program targeted the most at-risk Middle School students. Metric(s) Impacted: 5.4	$6,020,519	Y
6	Increase Supplemental Support Staff and Services in Elementary Schools	In order to increase the services and support at our Elementary schools district wide, the Library Media Technicians hours were increased from 3.5 hours daily to 8 hours daily. This increase has provided additional resources and services at each elementary school such as: ● Increase in hours of operation of the elementary school libraries ● Increased opportunities for students read books ● Elementary school libraries are now open before and after school. ● Library Media Technicians are more actively involved in school activities such as After School Program, Battle of the Books, Science Olympiad, and Mathletics.	$4,422,587	Y

		Cafeteria Playground Aides are now staff at each Elementary school. The staffing is based on a student to adult ratio and total school enrollment. Additional time for Cafeteria Playground Aides included: adding supervisory hours between breakfast and lunch, and providing supervision and support to students, addressing the need for continued safety and well-being on campus. 4 RTI Teachers to support K-8 elementary sites Metric(s) Impacted: 3.3, 4.13, 4.14		

Goal #6 - Eastin Arcola - Equity Multiplier

Goal #	Description	Type of Goal
6	By June 2027, Eastin-Arcola students in grades TK-8 will increase their overall attendance by 1% as measured by monthly and yearly attendance reports from Aeries, show a decrease in suspension rate by 1% for All students, but specifically Hispanic and Low-income students as measured by the California School Dashboard, and show an improvement in Distance From Standard by 5 points in ELA and Math for All students, but specifically English Learner, Hispanic, Low-income and Migrant students as measured by the CAASPP test.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Eastin Arcola has a significant population of English Learner and Migrant Students. These students begin school in August and then are forced to disenroll each year annually around October and November to relocate with their families. The Eastin Arcola team developed their plan to address the unique needs of the English Learner and migrant students and their families. The plan focuses on strategies to encourage families to keep their students enrolled in school more permanently. However, the team recognizes the challenges that their English Learner, Hispanic, Low-income, and migrant families face. Migrant families also move frequently in order to provide for their families and it may not be possible for them to keep their children enrolled in our schools more permanently. Due to the instability in attendance for the English learner and migrant students their achievement has suffered, and most significantly in mathematics where English Learner students at Eastin-Arcola are performing in the lowest performance band on CA School Dashboard. Therefore, Eastin-Arcola will provide additional resources to English learner students and families to increase student attendance and also improve student achievement. Rollover funds from prior Equity Multiplier funds of $65,270 are being utilized to fully fund these actions.

EC Section 52064(e)(7) requires LEAs that receive Equity Multiplier funds to include a focus goal(s) for each eligible Equity Multiplier school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Attendance Rate Data Source: Dataquest	90.47% in 2022-2023	93.72% in 2023-2024	94.08% in 2024-2025	93% Target adjusted in 2026 to 94.72%	+3.61%
6.2	Migrant student group NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading : 51.2% Math : 50% met their best target by the Spring 2023-2024 administration	Reading: 32.3% Math: 41.9% met their best target by the Spring 2024-2025 administration	Reading: 42.9% Math: 44.4% met their best target by the Spring 2025-2026 administration	Reading : 80% Math : 80% meet their best target	Reading: -8.3% Math: -5.6%
6.3	CAASPP DFS in Reading and Math Data Source: Internal Student Information System (EL = English Learner, H = Hispanic, LI = Low Income, M = Migrant)	Migrant students ELA: -52.2 DFS; Math: -77.0 DFS All Students NA In 2022-2023	ELA All: -50.8 DFS, EL: -65 DFS, H: -50.1 DFS, LI: - 53.3 DFS, M: +3.8 DFS Math All: -88.2 DFS EL: -104 DFS, H: -84.8 DFS, LI: - 90.5 DFS, M: -75.5 DFS In 2023-2024	ELA All: -45.8 DFS, EL: -90.8 DFS, H: -70.5 DFS, LI: - 70.7 DFS, M: -37 DFS Math All: -83.2 DFS EL: -109.1 DFS, H: -98.3 DFS, LI: - 98.5 DFS, M: -37 DFS In 2024-2025	Migrant students ELA: -37 DFS; Math -124 DFS English Learners ELA: -59 DFS Math: -99 DFS All Students ELA: -45.8 DFS; Math: -83.2 DFS Target adjusted for Migrant students in 2026 to ELA: 0 DFS Math: -70 DFS	ELA All: +5 DFS, EL: -25.8 DFS, H: -20.4 DFS, LI - 17.4 DFS, M -40.8 DFS Math All:+5 DFS EL: -5.1 DFS, H: -13.5 DFS, LI - 8 DFS, M +38.5 DFS
6.4	Local Student Climate Survey Data Source: Panorama Survey Results	NA	Engagement: 34% Belonging: 48% Safety: 67% Climate: 53%	Engagement: 40% Belonging: 64% Safety: 77% Climate: 62%	Engagement: 49% Belonging: 60% Safety: 72% Climate: 60% Targets adjusted in 2027 to Belonging: 67% Safety: 80% Climate: 65%	Engage: +6% Belonging: +16% Safety: +10% Climate: +9%
6.5	NWEA % Met Standard Data Source: NWEA Assessment Results	NA	Fall Reading ALL: 14.37% EL : 5.56% SWD: 7.14% Migrant: 12.5% Fall Mathematics ALL: 12.57% EL : 8.97% SWD: 0.0% Migrant:10.0%	Fall Reading ALL: 12.1% EL : 4.35% SWD: 9.09% Migrant: 5.0% Fall Mathematics ALL: 15.2% EL : 7.47% SWD: 5.88% Migrant: 0.0%	Fall Reading ALL: 19% EL : 10% SWD: 10% Migrant: 10% Fall Mathematics ALL: 17% EL : 13% SWD: 5% Migrant: 15%	Fall Reading ALL: -2.27% EL : +4.44% SWD: +1.95% Migrant: -7.5% Fall Math ALL: +2.63% EL : +4.03% SWD: +5.88% Migrant: -10%

			In 2024-2025	In 2025-2026	Targets adjusted in 2027 to SWD: 6%	
6.6	Suspension Rate Data Source: CA School Dashboard	NA	NA	ALL: 4.5% His: 3.7% SED: 4.2% In 2024-2025	ALL: 3.5% His: 2.7% SED: 3.2%	New Metric

Goal Analysis for 2025-26

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

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

Goal 6; Action 1; Increase site support staffing to better support student attendance, welfare and academics: Full Implementation
This action was substantially implemented during the 2025–26 school year. The Intervention Specialist position was successfully filled and provided targeted support services to students throughout the year. The Student Advocate position was staffed through spring 2026, but the employee resigned before the end of the school year. The district plans to fill the vacancy for the 2026–27 school year to ensure continued student support and intervention services.

Goal 6; Action 2; Provide additional academic support and resources: Initial Implementation
Targeted support for English Learner students was provided through intervention services and after-school tutoring focused on strengthening reading and literacy skills. The school successfully utilized retired teachers to deliver additional academic support and personalized instruction for participating students. These efforts helped expand access to intervention opportunities and provide students with increased instructional support beyond the regular school day. Based on student needs and ongoing progress monitoring, the school has identified a continued need for additional tutoring opportunities during both the instructional day and after school to further accelerate literacy growth and academic achievement for English Learners.

Goal 6; Action 3; Purchase supplemental Social Emotional Learning Curriculum, Resources and Support: Initial Implementation
Resources were purchased to strengthen implementation of the school's PBIS program and provide positive incentives that support student engagement, attendance, and behavior. While on-campus and off-campus field trips were fewer than originally planned due to time constraints, scheduling challenges, and approval processes, participation opportunities increased compared to the previous year. These experiences continued to provide valuable enrichment opportunities that supported student connection and school climate goals. In addition, campus improvement projects designed to promote greater student and family engagement are currently in the planning stages for implementation during the 2026–27 school year.

Goal 6; Action 4; Increase supervisory staff during recess: Full Implementation
This action was fully implemented through the addition of supervision hours between morning arrival and noon activities to enhance campus safety and student support. Increased staff presence in hallways, playgrounds, and other high-traffic areas helped improve student monitoring, encourage positive behavior, and maintain consistent structures and expectations throughout the school day.

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

Goal 6; Action 2: The Budget was $15,000; the Estimated Actual Expenses are $18,614
Additional academic materials were purchased.

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

Goal 6; Action 1; Increase site support staffing to better support student attendance, welfare and academics: Effective
These positions have provided critical academic and social-emotional support for students, helping strengthen student connections to school and overall engagement in the learning environment. As a result of these targeted supports, attendance rates increased by 3.6% from 2023 to 2025, according to DataQuest reports. Additionally, Local Student Climate Survey results demonstrated positive growth in students' ability to build meaningful connections at school. The school showed improvement across all measured areas, including student engagement, sense of belonging, perceptions of safety, and overall school climate.

Goal 6; Action 2; Provide additional academic support and resources: Somewhat Effective
Additional resources provided to students contributed to continued growth throughout the school year as the school identified emerging areas of need and adjusted supports accordingly. The effectiveness of these resources increased over time as interventions and services became more targeted and responsive to student needs. Student achievement data for migrant students showed mixed results when comparing CAASPP and NWEA performance, with positive progress reflected on CAASPP assessments but less consistent growth on NWEA targets. However, interpretation of the NWEA data is limited due to the small spring testing sample size, as only four migrant students completed the spring assessment compared to 30 students who participated in the fall testing cycle.

Goal 6; Action 3; Purchase Supplemental Social Emotional Learning Curriculum: Somewhat Effective
Purchased curriculum resources were intentionally selected to align with and strengthen the school's PBIS and SEL initiatives by providing instruction, incentives, and recognition systems that reinforce schoolwide behavior expectations. These supports have helped promote positive student behavior, strengthen social-emotional development, and increase student engagement across campus. Based on student needs and ongoing program outcomes, the school has identified a continued need to sustain and expand PBIS and SEL supports to further enhance student growth, connection, and overall school success.

Goal 6; Action 4; Increase supervisory staff during recess: Highly Effective
The additional supervision hours provided increased support for students during both instructional time and recess by improving monitoring, reducing unnecessary time out of class, and encouraging greater participation in school activities. These efforts contributed to improved student engagement and helped strengthen overall attendance, which increased by 3.6% from 2023 to 2025 according to DataQuest data. Evidence of the effectiveness of this action is also reflected in improved Panorama Survey results, with gains in student belonging, perceptions of safety, and overall school climate. Increased positive interactions between students and staff have fostered a more supportive and welcoming environment where students feel safe, connected, and encouraged both academically and socially.

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

For the upcoming year, the following are revised or new for Goal 6:

By June 2027, Eastin-Arcola students in grades TK-8 will increase their overall attendance by 1% as measured by monthly and yearly attendance reports from Aeries, show a decrease in suspension rate by 1% for All students, but specifically Hispanic and Low-income students as measured by the California School Dashboard, and show an improvement in Distance From Standard by 5 points in ELA and Math for All students, but specifically English Learner, Hispanic, Low-income and Migrant students as measured by the CAASPP test.

- Goal 6 - Eastin-Arcola Equity Multiplier

- The goal has been revised to include a focus on lowering the suspension rate for All students, Hispanic students, and Low-income students for the 2026-2027 school year due to their lowest performance level on the California School Dashboard.
- The goal has also been revised to include a focus on All students, English Learner students, Hispanic students, and low-income students for the 2026-2027 school year due to their lowest performance level in ELA and Mathematics.

Eastin-Arcola saw improvements in key metrics with new targets being set for further improvement. In the Student Climate Survey, Student Belonging improved from 48% to 64%, Student Safety improved from 67% to 77%, and School Climate improved from 53% to 62%. In addition, the NWEA % Met Standard increased for SWD students by 5.88%. The following revised targets are being set for further improvement.

- Targeted Outcomes
  - 6.4 Student Belonging, Student Safety and School Climate Survey Results; targets developed for Belonging at 67%, Safety at 80%, and Climate at 65%.
  - 6.5 NWEA % Met Standard; targets developed for SWD at 6%.

Due to student groups performing in the lowest performance band in the suspension rate as measured by the California School Dashboard, a new metric has been added to improve the monitoring and reporting of school results. Metric 6.6 will monitor suspension rates for All students, Hispanic students, and Low-income students with a target goal of reducing suspension rates by 1%.

- Targeted Outcome
  - 6.6 Suspension Rate; targets developed for All students 3.5%, Hispanic students at 2.7%, and Low-income students at 3.2%.

With the goals of increasing student attendance and improving student achievement in ELA and Math, the following revisions will be made to actions based on community partner feedback and identified student needs.

- Action(s)
  - Action 2 - Provide additional academic support and resources - Revise action to include the addition of tutoring during the school day to support the needs of students.
  - Action 3 - Due to carryover from unused EM funds, the funding will be used for family engagement and student field trips.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase site support staffing to better support student attendance, welfare, and academics	Provide support to families and students by enhancing school-to-home communication, benefiting increased connectivity, student attendance, and parent involvement for our students. Additional support to enhance academics (literacy, math) and increase student achievement. Metric(s) Impacted: 6.1, 6.4, 6.5	$200,000	N

2	Provide additional academic support and resources	To support the Migrant student population with foundational skills and language development, we will provide targeted after-school tutoring in literacy and math, purchase books and instructional materials to enhance reading and writing opportunities, and order resources to benefit both these students and the broader student body. Metric(s) Impacted: 6.1, 6.2, 6.3, 6.5	$15,000	N
3	Purchase Supplemental Social Emotional Learning Curriculum, Resources, and Support	To increase attendance, student and parent participation, and school involvement, we will invest in SEL, character education and academic materials, incentives, awards, field trips, school activities, support in-school and after-school tutoring, and purchase materials for family communication, participation and meetings. Additional considerations will be seating and shade areas on campus, purchase of a school sound system, and other outdoor enhancements such as school signage, a shade structure and outdoor activity stations/site enhancements to promote student/parent engagement. These additional supports will help to decrease Chronic Absenteeism and support school engagement. Metric(s) Impacted: 6.1, 6.4, 6.6	$90,000	N
4	Increase supervisory staff during recess	Additional time for staff, such as Cafeteria Playground Aides, etc., to add hours between breakfast and lunch, to provide supervision and support to students, addressing the need for continued safety and well-being on campus. Metric(s) Impacted: 6.1, 6.4, 6.6	$30,000	N

Goal #7 - Furman K-12 Independent Study Equity Multiplier

Goal #	Description	Type of Goal
7	By June 2027, Furman TK-12 students will increase their overall attendance by 1% as measured by monthly and yearly attendance reports from Aeries, and show a decreased Distance From Standard by at least 10% in ELA and Math for all students and the sub-groups of Socially Economically Disadvantaged and Hispanic students, as measured by the 2027 CAASPP test.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Furman ISP leadership collaborated with site and district staff and has developed a plan to both focus on the academic improvement of their students in ELA and Math, but also to prioritize student engagement and well-being as means to increase their overall attendance rate for their students. By developing a plan that prioritizes school climate, student well-being, and engagement in school they should see an increase in the academic achievement of their students. Due to the instability in attendance for the Low-Income and Hispanic students their achievement has suffered, and most significantly in mathematics where students are performing in the lowest performance band on CA School Dashboard. Additionally, all students are performing in the lowest performance band on the CA School Dashboard in ELA and Math. Therefore, Furman ISP will provide additional resources and support to students and families to increase student attendance and also improve student achievement. Rollover funds from prior Equity Multiplier funds of $75,120 are being utilized to fully fund these actions.

EC Section 52064(e)(7) requires LEAs that receive Equity Multiplier funds to include a focus goal(s) for each eligible Equity Multiplier school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Local Student Climate Survey Data Source: Panorama Survey Results	Elementary Engagement 40% Belonging 62% Safety 91% Climate 71% in Spring of 2023-2024	Elementary Engagement 35% Belonging 57% Safety 94% Climate 73% High School	Elementary Engagement 24% Belonging 45% Safety 87% Climate 59% High School	Elementary Engagement 45% Belonging 65% Safety 95% Climate 87% High School	Elementary Engagement-16% Belonging -17% Safety -4% Climate -12% High School

			Engagement 39% Belonging 64% Safety 95% Climate 88% in Spring of 2024-2025	Engagement 31% Belonging 53% Safety 90% Climate 66% in Spring of 2025-2026	Engagement 43% Belonging 67% Safety 97% Climate 90%	Engagement -8% Belonging -9% Safety -5% Climate -22%
7.2	NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading: 40% Math: 41.28% met their best target by the Spring 2023-2024 administration	Reading: 46.0% Math: 56.4% met their best target by the Spring 2024-2025 administration	Reading: 48.6% Math: 39.9% met their best target by the Spring 2025-2026 administration	Reading: 80% Math: 80% meet their best target	Reading: +8.6% Math: -1.38%
7.3	Attendance Rates Data Source: DataQuest	73.27% in 2022-2023	91.21% in 2023-2024	91.34% in 2024-2025	92.21%	+18.07%
7.4	DFS in ELA and Math for all students (SED = Socioeconomically Disadvantaged; H = Hispanic) Data Source: CA School Dashboard		ELA ALL: -69.2 DFS SED: -73.9 DFS H: -73.0 DFS Math ALL: -147.0 DFS SED: -151.9 DFS H: -156.2 DFS In 2023-2024	ELA ALL: -70.5 DFS SED: -68.8 DFS H: -69.8 DFS Math ALL: -154.5 DFS SED: -157.2 DFS H: -165.2 DFS In 2024-2025	ELA ALL: -64 DFS SED: -64 DFS H: -64 DFS Math ALL: -139 DFS SED: -139 DFS H: -139 DFS	ELA ALL: -1.3 DFS SED: +5.1 DFS H: +3.2 DFS Math ALL: -7.5 DFS SED: -5.3 DFS H: -9.0 DFS
7.5	College/Career Indicator (SED = Socioeconomically Disadvantaged; H = Hispanic) Data Source: California Dashboard		ALL: 4.0% SED: 4.1% H: 3.6% Prepared in 2023-2024	ALL: 6.7% SED: 7.1% H: 7.4% Prepared in 2024-2025	ALL: 10.0% SED: 10.0% H: 10.0% Prepared	ALL: +2.7% SED: +3.0% H: +3.8%

Goal Analysis for 2025-26

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

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

Goal 7; Action 1; Supplemental and Support Staff: Full Implementation
The school was able to fully fund one K–8 counselor, one K–8 Student Advocate, and one 9–12 Student Advocate. These staff members collaborated to provide consistent outreach to students and families focused on improving school attendance, while also delivering targeted social-emotional support to help students overcome barriers that impact engagement and participation. As a result of these coordinated efforts, attendance has shown measurable improvement, particularly within the elementary grade levels.

Goal 7; Action 2; Supplemental Academic Support(s): Full Implementation
The school funded a variety of online support programs, library books, and instructional learning materials to strengthen both in-person and at-home learning experiences. These resources increased student and family engagement, and attendance improved during periods when the supports were actively implemented and utilized. Instructional focus was placed on K–12 English Language Arts and writing, with elementary students also benefiting from at-home manipulatives to reinforce foundational skills.

Goal 7; Action 3; Supplemental Support to improve the Social Emotional Learning : Full Implementation
To strengthen social-emotional support, the school utilized Equity Multiplier funds to address the SEL needs of students through targeted resources and programming. Journals, SEL-focused books, and sensory tools such as fidgets were purchased to support students' emotional regulation and engagement, while a year of Character Strong was funded to provide Tier 2 and Tier 3 interventions through small-group and individualized SEL instruction. In addition, students participated in multiple field trips designed to broaden their awareness of college and career pathways and expand their future aspirations.

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

Goal 7; Action 2: The Budget was $100,000; the Estimated Actual Expenses are $69,886
Not all the budget for academic support was needed. The unspent funds will carry over to the next fiscal year.

Goal 7; Action 3: The Budget was $66,783; the Estimated Actual Expenses are $28,587
Not all the budget for supplemental support was needed. The unspent funds will carry over to the next fiscal year.

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

Goal 7; Action 1; Supplemental and Support Staff: Effective
The three personnel hired to support students—a K–8 counselor and two Student Advocates—have collaborated to conduct outreach to students and families focused on improving school attendance while also providing social-emotional support to address barriers to consistent attendance. This coordinated effort has increased family awareness of attendance expectations and the steps needed to support improved student participation. When attendance concerns arise, targeted meetings are held with families to develop individualized support and interventions. As a result, student attendance has increased by 18.07% since the 2022–2023 school year; however, declines in student engagement survey results at both the elementary and high school levels indicate an ongoing area of focus for continued improvement.

Goal 7; Action 2; Supplemental Academic Support(s): Effective
The various online support programs, library books, and instructional materials purchased to enhance both in-person and at-home learning have increased student interest and engagement throughout the year. This increased engagement has contributed to improved attendance during periods when these resources were actively implemented. As a result, student academic performance in English Language Arts has shown gains on both the CAASPP and NWEA assessments, including improvements for Socioeconomically Disadvantaged students (+5.1 points) and Hispanic students (+3.2 points), as well as an 8.6% increase in NWEA Reading growth targets. Despite these gains, Mathematics continues to be an identified area of focus for targeted instructional improvement.

Goal 7; Action 3; Supplemental Support to improve the Social Emotional Learning : Somewhat Effective
Supporting students' social-emotional learning needs through the purchase of targeted resources, the implementation of in-person engagement activities, and funding of field trips has strengthened students' sense of connection to the school community. This increased sense of belonging has contributed to greater motivation

to attend school regularly and actively participate in their learning. As a result, attendance has improved, which has supported students in maintaining a stronger focus on their academic work.

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

For the upcoming year, the following are revised or new for Goal 7:

By June 2027, Furman TK-12 students will increase their overall attendance by 1% as measured by monthly and yearly attendance reports from Aeries, and show a decreased Distance From Standard by at least 10% in ELA and Math for all students and the sub-groups of Socially Economically Disadvantaged and Hispanic students, as measured by the 2027 CAASPP test.

- Goal 7 - Furman K-12 Independent Study Equity Multiplier
  - The goal has been revised to include a focus on all students, low-income students, and hispanic students for the 2026-2027 school year due to their lowest performance level in ELA and/or Mathematics.

Based on a review of Metric 7.1 and supported by community partner feedback and identified student needs, the following revision will be made to Action 3 with the goal of improving student engagement, student belonging, and school climate:

- Action 1 - Included Hispanic subgroup that was moved over from Action 3.1
- Action 2 - Revise action to include tutoring to support students new to Furman, freshmen, and students who are struggling with attendance. Tutoring may be a combination of at-home tutoring or on-campus tutoring.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental and Support Staff	To ensure the success of all students, we will provide continuous outreach to students and parents, offering comprehensive support for academic, behavioral, and socio-emotional challenges, with a particular focus on K-8 ELA and math. This includes regular monitoring and communication to address attendance, work completion, and academic performance Metric(s) Impacted: 7.1, 7.2, 7.3, 7.4	$345,000	N
2	Supplemental Academic Support(s)	To enhance student learning and support academic success, we will invest in online learning platforms for Tier 1, Tier 2, and Tier 3 interventions in ELA and mathematics, provide teacher extra planning time, fund leadership conferences and online webinars, provide	$310,000	N

		necessary equipment for both in-person and at-home learning, and supply books and instructional materials to enrich classroom libraries and promote reading, writing, and note-taking skills. We will provide tutoring provided by an outside agency to increase student attendance. We will utilize tutoring to support students new to Furman, freshmen, and students who are struggling with attendance. Tutoring may be a combination of at-home tutoring or on-campus tutoring. Metric(s) Impacted: 7.2, 7.4		
3	Supplemental Support to improve the Social Emotional Learning	To increase attendance, student participation, and involvement in school, we will invest in SEL and character education materials, provide incentives and awards, add seating and shade areas on campus, purchase a school sound system, fund field trips and school activities, support after-school tutoring, and purchase materials for family communication and meetings. These additional supports should lead to a decrease in Chronic Absenteeism. This is a Required Action for the following: English Learners, Hispanic and Socioeconomically Disadvantaged student group at Furman ISP. Metric(s) Impacted: 7.1, 7.3	$40,000	N



Goal #8 - Mt. Vista Continuation High School Equity Multiplier

Goal #	Description	Type of Goal
8	By June 2027, Mountain Vista High School will improve student performance in ELA and Mathematics improving DFS by 3 pts for all students, socioeconomically disadvantaged students and hispanic students; by decreasing the overall suspension rate by 3%, increasing the Graduation Rate by 5%, and increasing the Attendance rate by 2% as measured by state performance data. By June 2027, Mountain Vista HIgh School will increase Graduation rates by 5% for all students, English Learner students, and Long Term English Learner students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1. Basic services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

An explanation of why the LEA has developed this goal.

Mt. Vista Continuation HS administration consulted with relevant school site and district support staff over the course of the spring semester of 2026 and has collaboratively developed a plan to focus on decreasing the overall suspension rate and increasing the overall graduation rate of students; including for English Learner and Long-Term English Learner students. The team chose to prioritize the needs of the students through providing additional academic, behavioral, and social-emotional support; which will create a learning environment that is able to more specifically meet the needs of their student population to address the ELA, Math, and CCI indicators for Socioeconomically Disadvantaged, Hispanic students. By focusing on student well being and engagement, there should be a significant decrease in the student suspension rate. By providing credit recovery options for students we will increase the graduation rate of the school. Rollover funds from prior Equity Multiplier funds of $109,670 are being utilized to fully fund these actions.

EC Section 52064(e)(7) requires LEAs that receive Equity Multiplier funds to include a focus goal(s) for each eligible Equity Multiplier school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Suspension Rate Data Source: CA School Dashboard	25.1% In 2022-2023	8.8% In 2023-2024	7.4% In 2024-2025	7.5% Target adjusted in 2027 to 4%	-17.7%
8.2	Attendance Rate Data Source: DataQuest	83.17% In 2022-2023	83.25% In 2023-2024	83.44% In 2024-2025	85%	+0.27%

8.3	CAASPP ELA/Math (SED = Socioeconomically Disadvantaged) Data Source: CA School Dashboard	NA	ELA ALL: -72.3 DFS SED: -72.3 DFS Math ALL: -178.4 DFS SED: -178.4 DFS in 2023-2024	ELA ALL: -76.5 DFS SED: -80.0 DFS Math ALL: -181.4 DFS SED: -185.1 DFS in 2024-2025	ELA ALL: -69.8 DFS SED: -69.8 DFS Math ALL: -178.2 DFS SED: -178.2 DFS	ELA ALL: -4.2 DFS SED: -7.7 DFS Math ALL: -0.2 DFS SED: -6.7 DFS
8.4	Graduation Rate Data Source: CA School Dashboard	NA	83.2% In 2023-2024	78.1% In 2024-2025	88.2%	-5.1%
8.5	% of English Learner students who made progress toward English Proficiency as measured by the CA School Dashboard English Learner Progress Indicator (ELPI) Data Source: California Dashboard		28.9% making progress in 2024	47.9% making progress in 2025	35% making progress Target adjusted in 2027 to 50%	+19%

Goal Analysis for 2025-26

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

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

Goal 8; Action 1; Increase Supplemental and Support Staffing: Initial Implementation
Equity Multiplier Funds currently support two full-time positions that play a critical role in student support systems. The Student Advocate provides targeted Tier 2 academic assistance, including lunch tutoring, and actively contributes to both Tier 1 and Tier 2 PBIS teams to support positive student behavior and engagement. The Intervention Specialist oversees a caseload of students, ensuring they are appropriately matched with interventions and that progress is consistently monitored. In addition, the Intervention Specialist leads Tier 2 PBIS meetings, conducts regular data analysis to inform decision-making, and facilitates social circles during advisory to strengthen student relationships and school connectedness. Together, these roles provide a coordinated, data-driven approach to supporting both academic and behavioral success.

Goal 8; Action 2; Increase student engagement opportunities: Beginning Development
During the summer of 2025, Mt. Vista replaced worn and outdated PBIS signage around the perimeter of the campus to better reinforce expectations and promote a positive school culture. The school also purchased shade umbrellas to provide students with comfortable, cooler outdoor seating areas during the school day. Together, these improvements enhance both the visibility of behavioral expectations and the overall comfort of the campus environment.

Goal 8; Action 3; Increase Academic Supports for Students: Beginning Development
Mt. Vista currently provides 1/6th stipends to four teachers who each teach an additional seventh-period class after school, creating expanded opportunities for students to earn extra credits toward graduation. These extended learning periods help increase academic access and support students in staying on track or accelerating their progress. One of these stipends is also designated for our PBIS Tier 1 coach/lead, who helps guide and strengthen school-wide positive behavior systems and implementation.

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

Goal 8; Action 1: The Budget was $202,835; the Estimated Actual Expenses are $261,754
Certificated staff cost was higher due to a 5% salary increase this year and a 4% retroactive pay for last year.

Goal 8; Action 2: The Budget was $0; the Estimated Actual Expenses are $9,925
Carryover funds were used to cover the cost for engagement opportunities for students.

Goal 8; Action 3: The Budget was $0; the Estimated Actual Expenses are $61,684
Carryover funds were used to cover the cost for academic support for students.

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

Goal 8; Action 1; Increase Supplemental and Support Staffing: Highly Effective
As of April 2026, MVHS maintains a suspension rate below 5%, according to MUSD analytics data, reflecting significant progress in reducing exclusionary discipline practices. In addition, the school has recently been identified as eligible for “Platinum” level PBIS implementation recognition, highlighting the strength and fidelity of its Positive Behavioral Interventions and Supports framework. While these outcomes demonstrate meaningful success, the effectiveness of this action remains ongoing as the school continues to refine and sustain its practices.

Goal 8; Action 2; Increase student engagement opportunities: Effective
In the most recent Panorama Education Survey (Spring 2026), MVHS demonstrated continued improvement, increasing by 6 points in School Climate and 3 points in School Engagement based on student responses. These gains reflect ongoing efforts to strengthen the overall student experience and sense of belonging on campus. To further support this progress, new PBIS “ROAR” signage has been installed throughout the campus to reinforce positive expectations and school identity. In addition, expanded shaded seating areas have been created to provide students with more comfortable and inviting spaces during break and lunch periods.

Goal 8; Action 3; Increase Academic Supports for Students: Somewhat Effective
This action is currently in progress, and final graduation data will not be available until the California Department of Education releases official figures in October/November 2026. For the 2024–2025 school year, MVHS recorded a graduation rate of 78.1%, representing a 5.1% decrease from the 2023–2024 cohort. In response, the school launched expanded 7th period course offerings for the 2025–2026 school year to increase credit recovery and graduation support opportunities for students. Data reflecting the impact of these additional supports will be available later in the year as outcomes are fully realized and measured.

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

For the upcoming year, the following are revised or new for Goal 8:

Mt. Vista has shown great progress in reducing the Suspension Rate by 17.7% from 2023 to 2025. With this improvement and the need to continue to improve the Graduation Rate and Attendance Rates, the Equity Multiplier goal for Mt. Vista will be revised to the following:

- Revised Goal #8: Mt. Vista Continuation High School Equity Multiplier
  - By June 2027, Mountain Vista High School will improve student performance in ELA and Mathematics improving DFS by 3 pts for all students, socioeconomically disadvantaged students and hispanic students; by decreasing the overall suspension rate by 3%, increasing the Graduation Rate by 5%, and increasing the Attendance rate by 2% as measured by state performance data.
  - By June 2027, Mountain Vista HIgh School will increase Graduation rates by 5% for all students, English Learner students, and Long Term English Learner students..

Mt. Vista saw improvements in key metrics with new targets being set for further improvement. The Suspension Rate of 7.4% surpassed the target outcome of 7.5%. The Percent of English Learner students making progress toward English Proficiency increased by 19% from 28.9% in 2024 to 47.9% in 2025. Therefore, new targets are being set to focus on further improvement.

- Targeted Outcomes
  - 8.1 - Suspension Rate target adjusted to 4%.
  - 8.5 - % of English Learners making Progress target adjusted to 50%.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Supplemental and Support Staffing	To support students with behavioral, social-emotional, and academic challenges, we will hire an Intervention Specialist Counselor to address restorative practices, peer conflict, and social-emotional support, and a Student Advocate to enhance academic achievement through tutoring, parent outreach, and classroom engagement. Metric(s) Impacted: 8.1, 8.2	$210,000	N
2	Increase student engagement opportunities	We will be providing additional academic, behavioral, and social-emotional support; which will create a learning environment that is able to more specifically meet the needs of their student population. To prioritize the well-being of students and increase student engagement we will fund resources to provide a positive experience for students. Resources include seating and shade areas on campus, purchase of a school sound system, and other outdoor enhancements such as a shade structure and outdoor activity	$15,000	N

		stations to promote student/parent engagement. With these additional resources, we will see a decrease in suspension rates for our students and an increase in attendance. Metric(s) Impacted: 8.1 & 8.2		
3	Increase Academic Supports for Students	Provide academic support and credit recovery options for students to meet graduation requirements. We will hire teachers to teach an extra period after the original school day to provide credit recovery options for students. We will also provide Teacher Extra Time for tutoring and support in helping students to meet standards in their coursework. Metric(s) Impacted: 8.3 & 8.4	$110,000	N

Goal #9 - Ripperdan Community Day School Equity Multiplier

Goal #	Description	Type of Goal
9	By June 2027, Ripperdan Community Day School will decrease the overall suspension rate and increase the overall attendance rate, including for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic students, as measured by the California School Dashboard Indicator for Suspension Rate and DataQuest for attendance.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1. Basic services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

An explanation of why the LEA has developed this goal.

Ripperdan CDS serves the student population in MUSD of students who have been expelled from their comprehensive school site, thus the challenges faced at RCDS are different than that of other MUSD school sites. Therefore, the RCDS team, which was composed of site leadership, site support staff, teachers, students, and parents has chosen to prioritize the unique needs of their students, particularly English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic students, by providing additional support staff and additional training and support for the staff at RCDS.

Ensuring that students and staff feel safe and supported is a priority at RCDS; ensuring that the students' mental, physical, and social needs are being attended to is imperative for the success of the students, staff, and school. By prioritizing the unique needs of the students and staff, ensuring safety is always maintained, it is the goal that the student suspension rate will be dramatically decreased in the next school year. Rollover funds from prior Equity Multiplier funds of $77,330 are being utilized to fully fund these actions.

EC Section 52064(e)(7) requires LEAs that receive Equity Multiplier funds to include a focus goal(s) for each eligible Equity Multiplier school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Suspension Rate Data Source: CA School Dashboard EL: English Learner,	64.3% in 2022-2023 EL: 68.8% SED: 21.7%	30.7% in 2023-2024 EL: 41.9% LTEL: 41.9%	16.5% in 2024-2025 EL: 21.4% LTEL: 19.5%	54% Target adjusted in 2025 to 25% Target adjusted in 2026 to 13%	-47.8% EL: -47.4% LTEL: -22.4% SED: -6.1%

	LTEL - Long-Term English Learner, SED: Socioeconomically Disadvantaged, H: Hispanic	H: 25.7%	SED: 31.0% H: 30.3%	SED: 15.6% H: 16.1%		H: -9.6%
9.2	Attendance Rate Data Source: Dataquest	73.53% in 2022-2023	82.50% in 2023-2024	82.33% in 2024-2025	85%	+8.8%
9.3	Student Belonging, School Climate, School Safety, & Student Engagement Survey Result Data Source: Panorama Survey Results	Belonging 56% in Spring 2023-2024	Belonging 59% Engagement 14% Safety 78% Climate 9% in Spring 2024-2025	Belonging 67% Engagement 46% Safety 77% Climate 61% in Spring 2025-2026	Belonging 60% Engagement 30% Safety 83% Climate 55% Targets Adjusted in 2026 to Belonging 70% Engagement 50% Safety 83% Climate 65%	Belonging +13% Engagement +32% Safety -1% Climate +52%

Goal Analysis for 2025-26

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

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

Goal 9; Action 1; Increase Supplemental and Support Staffing: Full Implementation and Sustainability
In this action, RCDS maximized staffing impact by leveraging extra-duty time for existing staff, enabling teachers to provide additional student support during prep periods and after school hours. This approach strengthened meaningful student-teacher connections and provided timely interventions without disrupting core instructional time. It also supported the broader goal of keeping students engaged on campus and connected to the school community as an alternative to home suspension.

Goal 9; Action 2; Purchase Supplemental Social Emotional Learning Curriculum: Initial Implementation
In this action, RCDS implemented a Token Level System that served as a central framework for motivating student behavior and engagement. By directly linking rewards such as student store credit, field trips, and school “swag” to attendance, academic performance, and effort, students developed a clearer understanding of the connection between their actions and outcomes. This structure contributed to a measurable shift in how students perceived their responsibilities and participation within the school community. Because of the success of the Token Level System, there was less priority placed on implementing a pre-made SEL curriculum. Some materials were purchased and used, but that was secondary to the primary focus of the Token System.

Goal 9; Action 3; Minimize Student Distractions: Full Implementation
In this action, RCDS addressed both the physical and social climate by investing in improved infrastructure and tools to reduce classroom distractions. A key component of this effort was the procurement of Yondr pouches to support a more focused, phone-free learning environment. These measures helped reinforce expectations for engagement while fostering a more intentional and academically centered school climate.

Goal 9; Action 4; Purchase Resources to Create a Welcoming School Environment: Initial Implementation
In this action, RCDS invested in outdoor amenities, including cement picnic benches, canopies, and umbrellas, to create welcoming, student-centered spaces that support socialization and family engagement. These

improvements are designed to foster a more positive campus environment where students and families feel comfortable gathering and connecting. The school is also actively collaborating with district office officials on an updated rebrand to support the continued and full implementation of this initiative.

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

Goal 9; Action 1: The Budget was $10,000; the Estimated Actual Expenses are $24,080
Additional extra time was paid to teachers to support students' learning.

Goal 9; Action 2: The Budget was $15,000; the Estimated Actual Expenses are $12,037
Not all the budget for the SEL curriculum was needed. The unspent funds will carry over to the next fiscal year.

Goal 9; Action 3: The Budget was $3,000; the Estimated Actual Expenses are $7,998
Additional materials were purchased to promote student engagement.

Goal 9; Action 4: The Budget was $68,844; the Estimated Actual Expenses are $13,299
Not all the budget was used this year, but there will be more improvements in the coming year. The unspent funds will carry over to the next fiscal year to continue creating a welcoming school environment.

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

Goal 9; Action 1; Increase Supplemental and Support Staffing: Highly Effective
Providing compensation for staff to work additional hours has significantly strengthened campus culture by bridging the gap between administrative discipline and relational mentorship. This extended time has enabled meaningful one-on-one check-ins and targeted academic support that would not be feasible within a standard instructional schedule. As a result, teachers have been able to expand their role beyond instruction to serve as consistent, supportive anchors for students who are most at risk.

Goal 9; Action 2; Purchase Supplemental Social Emotional Learning Curriculum: Highly Effective
Central to the success of this initiative has been the Token Level System, which operationalizes social-emotional learning concepts into a highly visible and structured incentive program. By rewarding attendance, academic performance, and effort with access to the student store, field trips, and school “swag,” the school effectively gamified positive behavior and strengthened school culture. This clear connection between SEL outcomes and meaningful rewards has increased student engagement, shifting learners from passive participants to active contributors within a merit-based school community. The addition of family communication materials further reinforced these efforts by extending SEL expectations beyond the classroom and ensuring consistent support between school and home environments.

Goal 9; Action 3; Minimize Student Distractions: Highly Effective
The implementation of strategies to minimize student distractions has been one of the most immediate and observable improvements in the daily learning environment. A key factor in this success has been the school-wide adoption of Yondr pouches, which effectively limit cell phone use during instructional time. By reducing access to the primary source of digital distraction, the school has reclaimed substantial instructional time and increased overall “time on task.” Teachers report stronger student engagement with lessons and more meaningful peer-to-peer interaction, as constant notifications and social media interruptions have been significantly reduced. This shift has also laid an important foundation for reducing suspension rates, as sustained learning and positive behavior are more achievable in a focused, interruption-free environment.

Goal 9; Action 3; Minimize Student Distractions: Effective
The effectiveness of investments in creating a welcoming school environment is reflected in strong early gains in physical infrastructure, alongside ongoing work to finalize the school’s visual identity. The installation of

cement picnic benches, canopies, and umbrellas has successfully transformed previously underutilized spaces, such as the school garden, into functional “third spaces” that support student socialization and family engagement. These areas now serve as meaningful gathering points that convey care, safety, and intentional design, reinforcing the message that the campus is a valued place for learning and community. Collectively, these improvements have established a strong physical foundation for a positive and welcoming school climate. However, full realization of this goal remains in progress due to the ongoing rebranding process. While the physical infrastructure is in place, the school’s visual identity—the “soul” of the welcoming environment—has not yet been fully implemented. Delays in finalizing the mascot rebrand have postponed the installation of “R.O.A.D.” pillar signage and the completion of a professionally executed student-led mural. These elements are critical for deepening school identity and elevating the campus from a comfortable environment to one that is fully connected and culturally cohesive. Without these shared symbols and expressions of student voice, the campus has not yet reached its intended level of warmth, pride, and belonging.

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

For the coming year, Ripperdan will strengthen student engagement and school culture initiatives by refining support systems, expanding opportunities for student voice, and deepening connections with the broader community. Key improvements include the implementation of a structured School Engagement Calendar to ensure more consistent and proactive student support, as well as the integration of the school mascot and “R.O.A.D.” branding into the SEL curriculum to foster greater student ownership and identity. The Token Level System will also be expanded to incorporate peer recognition and more experiential rewards that further reinforce positive behavior and engagement. In addition, the launch of student-produced podcasts will promote reflection, communication, and leadership skills, while upgraded outdoor spaces, mobile information kiosks, and improved wayfinding signage will enhance family engagement, campus accessibility, and opportunities for community gathering.

The Ripperdan CDS Equity Multiplier goal has been revised to include a focus on increasing student attendance as well as lowering the suspension rate to help meet academic achievement goals.

- Goal 9: Ripperdan Community Day School Equity Multiplier - Revised Goal:
  - By June 2027, Ripperdan Community Day School will decrease the overall suspension rate and increase the overall attendance rate, including for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic students, as measured by the California School Dashboard Indicator for Suspension Rate and DataQuest for attendance.

Ripperdan had great improvement in their suspension rate helping them to exit CSI status. The school reduced their suspension rate by 47.8% from 2023 to 2025. The 16.5% Suspension Rate in 2025 surpassed the target outcome of 25% and a new target outcome of 13% will be in place for 2026-2027.

In addition, the school saw improvements in key metrics with new targets being set for further improvement. In the Student Climate Survey, Student Belonging improved from 59% to 67%, Student Engagement improved from 14% to 46%, and School Climate improved from 9% to 61%.

These revised targets are being set for further improvement.

- Targeted Outcomes
  - 9.1 Suspension Rate; target adjusted from 25% to 13%.
  - 9.3 Student Belonging, Student Engagement and School Climate Survey Results; targets developed for Belonging at 70%, Engagement at 50%, and Climate at 65%.

With the goals of decreasing the suspension rate, increasing student attendance and improving student achievement, the following revisions will be made to actions based on community partner feedback and identified student needs.

- Action(s)
  - 1 - Increase Supplemental and Support Staffing - Revise action to include expanding instructional capacity by offering prep-period buyouts. This initiative allows us to leverage existing faculty expertise to create a more robust master schedule, ultimately increasing student access to diverse course offerings and engagement opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Supplemental and Support Staffing	Provide Teacher Extra Time to help students refocus, reengage, and stay on campus instead of facing suspension. In addition to creating additional engagement opportunities for students by enhancing our master schedule with the purchase of teacher prep period buyout opportunities. Metric(s) Impacted: 9.3	$118,000	N
2	Purchase Supplemental Social Emotional Learning Curriculum	To increase attendance, student participation, and school involvement, we will invest in SEL and character education materials, incentives, awards, field trips, school activities, family communication materials, and an online SEL learning platform to support students and staff. Metric(s) Impacted: 9.2 & 9.3	$27,000	N
3	Minimize Student Distractions	Purchase materials to minimize student distractions in classrooms and promote student engagement; such as cell pouches pouches and other related materials. Metric(s) Impacted: 9.1 & 9.3	$15,000	N
4	Purchase Resources to Create a Welcoming School Environment	Purchase shade structures, canopies, umbrellas, benches, tables, and mirrors to create a positive school climate and help promote student engagement, a sense of belonging, as well as a place to engage students and families. Purchase signage for the pillars on the side of our building that spell out R.O.A.D. for PBIS. Fund a Mural that is student-led (mock up) designed on the side of room #9 completed by a professional artist. Metric(s) Impacted: 9.2 & 9.3	$25,000	N

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

Total Projected LCFF Supplemental and/or Concentrations Grants	Projected Additional 15 percent LCFF Concentration Grant
$95,159,313	$12,453,488

Required Percentages to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover-Percentage	LCFF Carryover-Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.87%	0%	$0	41.87%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on the LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal #1, Action #1	**Low Income and English Learners** Need for access to language resources and programs that value and build upon the cultural and linguistic assets SED and EL students bring to their education. 2025 CA School Dashboard: English Learners earned the lowest	MUSD will provide Professional Development aimed at training and support for teachers and support staff using the core and supplemental materials for designated and integrated English Language Development. This action will also be principally directed at English Learner students, though all students will benefit.	% of English Learner who made progress toward English Proficiency measured by ELPAC English Learner Reclassification Rate State Seal of Biliteracy Number of professional development sessions

	performance level in following indicators: Graduation Rate - English Learner (82.7%) Mathematics (-101.0 DFS) English Language Arts (-67.4 DFS) English Learner Progress Indicator (ELPI) - (39.6%) College and Career Indicator - 18.4% Prepared DELAC Parent Advisory formally recommended to the MUSD Board of Trustees to: <u>Recommendation #1</u> Enhance Targeted Academic and Social Support for English Learners <u>Recommendation #2</u> Improve Authentic Family Engagement and Proactive Communication	***IF*** all schools will ensure the English Learner Roadmap Principle #1; which is *Assets-Oriented and Needs Responsive Schools* is prioritized and implemented with fidelity. ***AND*** schools are responsive to the needs and identities of their English Learner students and families. Schools will value and build upon the cultural linguistic assets students bring to their education in safe and affirming school climates. And educators value and build strong family, community and school partnerships. ***THEN*** the result will be an increase the number of English Learner students reclassified annually in MUSD and English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and the overall academic performance of English Learner students would increase.	offered on multilingualism and EL strategies.
Goal #1, Action #5	**<u>Low Income and English Learners</u>** Need for high quality language support and increased opportunities for completion of the State Seal of Biliteracy and Career preparation for EL students. Based on our internal Student Information System, the number of Seniors graduating with the State Seal of Biliteracy grew from 298 in 2023-2024 to 352 in 2025-2026. 2025 CA Schools Dashboard revealed that English Learners are earning a performance level of 18.4% Prepared on the College and Career Dashboard Indicator (CCI)	MUSD will develop, sustain and expand DLI Schools with Commitment to Staffing, Equitable Resources and Research-Based Practices. This action will also be principally directed at English Learner students, though all students will benefit. ***IF*** MUSD invests in schoolwide programs of choice such as Dual Language Immersion and Heritage Language model programs as an asset based approach to multilingualism with the highest quality language support that meets students needs ***THEN*** MUSD will maximize student reclassification rates, increase student achievement on the CA Seal of Biliteracy and ensure equitable enrollment and increase the number of English Learner students completing the CCI on the CA Schools Dashboard.	% of English Learners earning the State Seal of Biliteracy % of English Learners meeting the CCI dashboard indicator % of English Learner students passing a AP World Languages exam English Learner Reclassification Rate
Goal #1, Action #6	**<u>Low Income and English Learners</u>** Need for high quality language teachers to support and increase opportunities for Low Income and EL students to rigorous and high quality course pathways, and	MUSD will provide Professional Development through international cultural exchange to develop staff linguistic and cultural competencies.This action will also be principally directed at English Learner students, though all students will benefit.	Total Number of Teachers hired from other countries Total number of teachers/staff annually participating in the cultural exchange summer program

	culturally relevant activities. Additionally, both DELAC and PAC make recommendations to increase or improve the support for Spanish speaking families and to authentically engage families through culturally relevant events and activities.	***IF*** MUSD participates in international cultural exchange opportunities to improve or enhance the cultural and linguistic staff development due to a lack of traditional university teacher preparation and training being sufficient to meet Madera Unified students' language support needs ***AND IF*** MUSD prioritizes an asset-based approach to multilingualism with the highest quality language support that meets students' needs ***THEN*** MUSD will improve achievement, raise reclassification rates and allow access to pathways/electives for English Learner students.	English Learner CAASPP ELA DFS English Learner CAASPP Math DFS English Learner Reclassification Rate
Goal #2, Action #2	**<u>Low Income</u>** Need for SED and EL students to have opportunity for a well-rounded education with greater opportunities for a broad educational art experience, and opportunity for mastery in arts programs. Based on our internal Student Information System: 84 percent of TK-12 students were enrolled in at least one arts class during the day, and 1,464 students participated in an arts activity after the school day, while having access to three of the five possible arts disciplines, and 217 students reached the "advanced" level in one or more disciplines. DELAC Advisory Committee recommended to the MUSD Board of Trustees: Increase Opportunities for College and Career Readiness, Increase elective opportunities and Balance Activities with Academic Support	MUSD will provide students access to five disciplines of arts (TK-6). Access to one or more art courses (7-12). Personalized or small group extension lessons or activities in each art discipline (including, but not limited to: Music Conservatories, Artists Residency Internships, etc.) Competitive arts activities, including at the national scale Intersession Arts Programs and Experiences (including, but not limited to: Madera Theatre, Project, Summer music ensembles, photography, etc.). This action will also be principally directed at low income students, though all students will benefit. ***IF*** MUSD provides sequential and standards-based programs in Dance, Media Arts, Music, Theatre, and Visual Art inside and outside of the school day for all students TK-12 to expand student access. ***THEN*** an increased number of students will reach "Advanced" Mastery by graduation in one or more art discipline(s) / course in grades (9-12). Also, an increase in Arts Education staffing, including classified staff to support students in attaining their goals. Through improved quality, equitable access and alignment to a variety of engagement opportunities, students will find stronger connections with peers and adults as well as overall engagement for a more intrinsically motivating school experience.	Percentage of students enrolled in an arts class during the school day Number of students participating in an arts activity after the school day Number of Arts disciplines accessible to students with an opportunity to reach "Advanced" by graduation Number of student achieving "Advanced" level in at least one art discipline

Goal #2, Action #3	**<u>Low Income</u>** The need for equitable access to extracurricular and co-curricular programming is especially critical for low-income students, many of whom lack access to community-based athletic programs due to cost, transportation, or availability. By embedding athletics into the school system (e.g., MULES, CARD, etc.) and offering varied and age-appropriate options from TK through high school, Madera Unified is proactively addressing opportunity gaps that contribute to lower engagement and connection for these students. PAC Advisory committee recommended to the board of Trustees: Strengthen Career-Connected and Inclusive Programming and Expand Equitable Access to Programs Across Schools	***IF*** Madera Unified expands and sustains a comprehensive, articulated TK-12 athletics program that includes no-cost, school-connected opportunities before, during, and after school. This action will also be principally directed at low income students, though all students will benefit. ***THEN*** low-income students, who often face financial and access barriers to participation in organized sports and enrichment programs, will be able to engage in inclusive, developmentally appropriate athletic experiences that build physical health, teamwork, leadership, and a sense of school connectedness ***AND*** this will result in improved student outcomes such as higher attendance rates, stronger engagement in school, reduced behavioral incidents, and increased academic motivation and perseverance, as measured by participation data, student climate survey results, and chronic absenteeism rates.	Number of Unique student participants in Community Athletics Recreation Department Participation Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics
Goal #2, Action #4	**<u>Low Income</u>** Need for increased opportunities for SED students to develop leadership and have access to a broad education through CTSO activities. Based on internal Student Information System tracking: In 2025-26, 3347 students in grades 7-12 were members affiliated in at least one Career Technical Student Organization (CTSO) or National student leadership organization. The Parent Advisory Committee (PAC) recommended to the MUSD Board of trustees that: Develop and enhance student learning experiences and	MUSD will provide students opportunities for out-of-day competitions, performances, events, and travel in order to perform and compete at high levels against other schools in the following organizations offered in Madera Unified. This action will also be principally directed at low income students, though all students will benefit. **Career Technical Student Organizations (CTSO)** ● National FFA Organization (FFA) ● Future Business Leaders of America (FBLA) ● Future Health Professionals (HOSA) ● Family, Career, Community Leaders of America (FCCLA) ● SkillsUSA **National Student Organization(s)**	Total Number of students in a Career Technical Student Organization (CTSO) Affiliation % increase in CTSO participation in grades 7-12. Panorama Survey Data in identified areas of belonging and engagement CAASPP ELA CAASPP Math

	opportunities for all students across Career Technical Education (CTE) pathways, Visual and Performing Arts (VAPA) pathways, and Dual Enrollment Courses. Ensuring a comprehensive and well-rounded education enables all students to fulfill the College and Career Readiness State Indicator and meet the requirements of the Madera Unified Graduate Profile portfolio and showcase, thereby preparing them for future success. DELAC Advisory Committee recommended to the MUSD Board of Trustees: Increase Opportunities for College and Career Readiness and Balance Activities with Academic Support 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded 2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded	● FIRST Robotics ***IF*** MUSD continually re-invests, improves and supports secondary school based CTSO's ***THEN*** student participation at the local, regional, state, and national levels will increase. ***AND*** students will achieve higher levels of recognition in CTSO competitions above the local level.	
Goal #2, Action #5	**<u>Low Income</u>** Need for greater opportunities for SED students to participate in co-curricular programs that will lead to greater engagement in school. MUSD believes that strong commitment to co-curricular programs will lead to higher participation, improved interpersonal connections, overall school engagement, intrinsic motivation, and a sense of personal pride for students. Based on Panorama Survey Results 38% of students responded that they feel engaged in school. 58% of students	MUSD will create a student engagement incentive and tracking program. This action will also be principally directed at low income students, though all students will benefit. ***IF*** MUSD develops and implements a system to track the co-curricular participation of elementary school students and the participation of secondary school students and also develops an incentive system for student participation ***THEN*** students will be more engaged in school and have a greater sense of belonging and thus the districts Panorama survey results should improve.	Elementary Student participation in co-curricular programs Secondary Student participation in co-curricular programs Panorama Survey Data in identified areas of belonging and engagement CAASPP ELA CAASPP Math

	responded favorably to feeling a sense of belonging in school. 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded 2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded	***AND*** the attendance rate for students should improve and the suspension rate of students should decrease because being connected to school is highly valuable to students' overall education and identity and today's students have a greater and more specific need for this kind of engagement.	
Goal #2, Action #6	**<u>English Learner Students and Low Income</u>** English Learner students—especially first-generation and Newcomer youth—often lack early exposure to postsecondary options, making it difficult for them to make informed academic and career decisions. By integrating structured college visits, job site field trips, bilingual informational sessions, and hands-on exploration of technical careers, Madera Unified actively breaks down access barriers. These experiences nurture identity, language development, and long-term academic engagement, especially when family involvement is intentionally built in. DELAC recommended to the board of trustees: Increase Opportunities for College and Career Readiness and Balance Activities with Academic Support	***IF*** Madera Unified increases access to college visits, career exploration events, and exposure to professional and technical career pathways—while providing culturally responsive, bilingual programming that engages families of English Learner students. This action will also be principally directed at low income students and English Learner students, though all students will benefit. ***THEN*** English Learners, who often face informational, linguistic, and cultural barriers to postsecondary planning, will begin to see college and career opportunities as realistic and attainable, fostering increased motivation, goal-setting, and alignment with the district's Graduate Profile ***AND*** this will result in higher rates of A-G completion, CTE pathway participation, and postsecondary enrollment, as well as greater involvement of families in students' educational planning, as measured by event attendance, follow-up surveys, EL student course enrollment data, and postsecondary application metrics.	Career Technical Student Organization Affiliation Local Student Climate Survey (3rd-12th grade) CAASPP ELA CAASPP Math College/Career Indicator
Goal 2, Action #7	**<u>Low Income</u>** Provide opportunities for student leaders across Madera Unified to participate in high-quality leadership training, student activities conferences, summer leadership camps, regional/state leadership events, and districtwide leadership development opportunities. These	***IF*** Madera Unified expands and fully funds access to high-quality student leadership development opportunities—including CADA/CASL conferences, summer camps, regional events, and expert guest speakers—thereby removing financial barriers for low-income students to participate in ASB and student government. This action will also be	Local Student Climate Survey (3rd-12th grade)

	experiences will support student engagement that promote school climate, belonging, student voice, and positive school culture. Some key takeaways from student feedback sessions also included: Culturally inclusive event planning, revitalizing campus activities to boost engagement, and amplifying student input & peer support.	principally directed at low income students, though all students will benefit. ***THEN*** these student leaders will cultivate essential skills in communication, collaboration, civic engagement, and peer support, ***AND*** this will result in increased student voice, a deeper sense of school belonging, and a more inclusive, positive school culture that directly improves engagement and connectedness for our unduplicated student populations.	
Goal #3, Action #1	**<u>Low Income</u>** Need for an environment that will encourage deeper understanding of the needs of SED students and culturally relevant teaching strategies that will encourage increased participation and support for SED students. Based on Panorama Survey Results: School Safety - 66% of students responded favorably School Belonging - 58% of students responded favorably School Climate - 54% of students responded favorably School Engagement - 38% of students responded favorably in Spring of 2025-2026. Additionally, based on the 2025 CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 22.5%. Suspension gap between FY 9.5 %), Low Income (3.9%) and All Students (3.7%)	MUSD will provide required training for all new employees that addresses ethics, student inequities, and disproportionate outcomes to positively impact suspension and chronic absenteeism rates and survey results through positive staff-student relationships. MUSD will also provide required teacher collaboration for teachers and support staff that will utilize professional collaborative planning that is scheduled and structured to develop high quality and engaging lessons. This action will also be principally directed at low income students, though all students will benefit. ***IF*** MUSD provides professional development and staff training to support culturally relevant teaching strategies, materials, and competency in diversity, equity and inclusion through the consistent and focused use of the MUSD Identity Documents and the Student Champion Course. ***THEN*** MUSD staff and students will experience a positive culture; which will develop a culture of professionalism and collective responsibility. ***AND*** the attendance rate for students should improve and the suspension rate of students should decrease because being connected to school is highly valuable to students' overall	Local Student Climate Survey (3rd-12th grade) Suspension Rate Chronic Absenteeism Rate

	Chronic Absenteeism gap between FY (26.1 %), Low Income (22.9%) and All Students (22.5%)	education and identity and today's students have a greater and/or specific need for this kind of engagement.	
Goal #3, Action #2	**<u>Low Income</u>** Need for a stronger academic environment that is trained to better meet the academic needs of SED students. Based on our Panorama Survey Results: Teaching Efficacy - 81% responded favorably Staff-Leadership Relationships - 78% responded favorably Student Mindset - 81% responded favorably Belonging - 69% responded favorably Staff-Family Relationships - 67% responded favorably in Spring of 2025-2026. 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded 2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded	MUSD will provide a Teacher Support Mentor program that will build capacity within new teachers by providing professional learning experiences in order to impact student achievement. Develop and retain future teacher leaders who are highly qualified and reflective educators meeting the needs of our growing diverse population. Each TSM will provide to their new teacher candidates 8-20 hours per month of direct support including teaching strategies that are aimed at improving outcomes for SED and EL students. This action will also be principally directed at low income students, though all students will benefit. ***IF*** We implement the Teacher Support Mentor (TSM) program to provide comprehensive support and professional development to new teachers. ***THEN*** Students will benefit from improved teaching quality and enhanced learning experiences, leading to better academic outcomes through the ongoing professional development of teachers that will bring enhanced teacher effectiveness, improved classroom management and a supportive learning environment.	Local Teacher Survey CAASPP ELA CAASPP Math
Goal #3, Action #5	**<u>Low Income</u>** Need for a systematic approach to a positive school and classroom environment that can best meet the needs of the SED students and reduce suspensions and improve the overall wellbeing of SED students. Additionally, based on the 2025 CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 22.5%.	MUSD will provide Social-emotional Behavioral Professional Learning that includes conducting Site Administrator Workshops focused on strengthening Tier 1 systems to reduce disproportionate discipline, providing Administrator and Tier 2 Provider Trainings on implementing Tier 1 and Tier 2 restorative practices, initiating a Tier 1 SEL core curriculum adoption committee for 9th-12 th grade, and maintaining counselor and psychologist services at all elementary schools. This action will also be principally directed at	Suspension Rate Expulsion Rate Chronic Absenteeism Rate

	Suspension gap between FY 9.5 %), Low Income (3.9%) and All Students (3.7%) Chronic Absenteeism gap between FY (26.1 %), Low Income (22.9%) and All Students (22.5%) Additionally, based on DataQuest, the expulsion rate was 0.1% districtwide.	low income students, though all students will benefit. ***IF*** We enhance staff capacity to implement a tiered PBIS framework with fidelity through targeted professional learning and support services. ***THEN*** Students will benefit from improved social-emotional/ behavioral (SEB) outcomes and a more supportive and equitable learning environment, leading to better academic and personal success through access to counseling and psychological services, and strengthened tier 1 systems and restorative practices with the continued adoption of socioemotional core curriculum.	
Goal #3, Action #6	**<u>Low Income</u>** Need for a systematic support program that will address the diverse needs of SED students and provide support in academic and behavioral needs. Based on the 2025 CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 22.5%. Additionally, based on DataQuest, the expulsion rate was 0.1% districtwide. 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded 2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded 2025 Suspension gap between FY 9.5 %), Low Income (3.9%) and All Students (3.7%)	MUSD will provide a Multi-Tiered Systems of Support to address diverse student needs through integrated academic, behavioral, and social-emotional interventions. ● School Nurses at Elementary, Middle & High Schools ● Suicide Prevention Day Support ● Site Mental Health Fairs ● Every 15 minutes Support (every other year) ● School-wide PBIS Positive Behavior Expectations and Character Lessons ● Crisis Response Team (CRT) Member - conduct Risk & Threat Assessments with the team. This action will also be principally directed at low income students, though all students will benefit. These services will be principally directed at needs of SED students. ***IF*** We implement proactive programs to support mental wellness and provide social-emotional support through a Multi-Tiered System of Support (MTSS). ***THEN*** Students will benefit from a comprehensive support system that addresses their academic, behavioral, and social-emotional needs, leading to	Suspension Rate Expulsion Rate CAASPP ELA CAASPP Math

		improved overall well-being and academic success through behavioral interventions and supports that includes integrated support services, mental health and suicide prevention and crisis responses teams all wrapped in socialemotional learning.	
Goal #3, Action #9	**<u>Low Income</u>** Need for opportunities for elementary SED students to participate in school field trips with their peers in an equitable manner. Based on Panorama Survey Results: School Safety - 66% of students responded favorably School Belonging - 58% of students responded favorably School Climate - 54% of students responded favorably School Engagement - 38% of students responded favorably in Spring of 2025-2026. Additionally, based on the 2025 CA School dashboard, the chronic absenteeism rate was 22.5%. 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded 2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded Chronic Absenteeism gap between FY (26.1 %), Low Income (22.9%) and All Students (22.5%)	MUSD will provide resources and opportunities for Student Field Trips that includes covering transportation costs, entry fees, and any necessary materials or supplies.This action will also be principally directed at low income students, though all students will benefit. ***IF*** We allocate funding and logistical support to ensure that TK-6th grade students have access to field trips regardless of their socio-economic background. ***THEN*** Low-income students will benefit from enriched learning experiences that enhance their academic, social, and cultural development through equitable access to enriching experiences, enhanced curriculum integration, exposure to diverse learning opportunities through community and cultural engagement.	Local Student Climate Survey (3rd-12th grade) Chronic Absenteeism Rate CAASPP ELA CAASPP Math
Goal #4, Action #1	**<u>Low Income</u>** Need for a high quality Early Education program to increase the overall development of SED	MUSD will provide Early Childhood Education Program and Services. This action will also be principally directed at low income students, though all students will benefit.	Preschool Enrollment Desired Results Developmental Profile Assessment results

	students in ways lead to greater success in school. (this is split funded so you are describing the funds used for the contributing part-this is a place to clarify that). Based on our internal Student Information System, 388 students were enrolled in preschool. Additionally, based on the DRDP Online: Social and Emotional Development: - 53% Language & Literacy Development - 41% Cognition: Math - 50% were Building Later/Integrating Earlier Levels on the spring 2025-2026 administration.	***IF*** We expand and enhance Early Childhood Education (ECE), Preschool, and Transitional Kindergarten (TK) programs by hiring qualified educators, developing a comprehensive curriculum, and providing ongoing professional development and support. ***THEN*** Students will benefit from high-quality early education experiences that foster their cognitive, social-emotional, physical, and creative development, leading to improved academic outcomes through having highly qualified educators and support staff achieved by ongoing professional development, paired with comprehensive curriculum that also supports students with disabilities	
Goal #4, Action #2	**<u>Low Income</u>** Parent education resources are vital in communities serving a high percentage of low-income families because they help parents and families access practical tools, information, and support that may otherwise be difficult to obtain. These resources strengthen families' ability to support children's learning, development, and well-being, helping reduce barriers and promote more equitable outcomes. Based on the 2025 CA School Dashboard there was Full Implementation in Parent Input in Decision Making. Additionally, based on internal attendance tracking, 2,289 parents participated in virtual or in- person workshops in 2025-2026	MUSD will provide Parent Resource Centers located in multiple sites offer district-wide support and learning opportunities to equip parents with the knowledge and skills needed to support their children's academic achievement. This action will also be principally directed at low income students, though all students will benefit. ***IF*** We build effective communication and engagement through Parent Resource Center workshops, including topics on technology, social-emotional development, and college readiness. ***THEN*** Students will benefit from increased parental support and engagement, leading to improved academic outcomes through enhanced parental knowledge and skills, stronger parent-school connections, additional support for newcomer families and empowered parent advocacy which all lead to improved student outcomes.	Parent Input in Decision Making Parent Participation in Programs for Unduplicated Pupils

Goal #4, Action #3	**<u>English Learners and Low Income</u>** Need for greater opportunities for EL and SED students to experience a broad course of study and career pathways. Based on DataQuest, the high school dropout rate was 4.3%, with a high school graduation rate of 92.2%. Of those graduates, 47.2% were also A-G completers in 2024-2025. Additionally, based on CALPADS the middle school dropout rate was 0.00% in 2024-2025. Based on 2025 CA School Dashboard the Graduation Rate gap between FY (91.7%), EL (82.7%), Low Income (92.5 %) and All Students (91.7%) Based on DataQuest, 2024-25 UC/CSU completion gap between FY (40.0%), EL (47.7%), Low Income (45.7%) and All Students (47.2%)	MUSD will implement a 7-period school day in middle school and high school. This action most specifically helps and targets English Learners though all students will benefit (including students with disabilities) to better access a broad course of study to ensure they can meet the graduation requirements. ***IF*** We implement a 7-period school day in middle school and high school, providing additional opportunities for support classes, electives, and credit recovery. ***THEN*** Students will benefit from increased academic and support opportunities, leading to improved educational outcomes through increased access to support classes, preparedness for college and careers, built-in credit recovery and standardized scheduling and counseling.	High School Dropout Rate Middle School Dropout Rate High School Graduation Rate A-G Completion
Goal #4, Action #4	**<u>Low Income and English Learners</u>** Need for support for SED students to prepare them for graduation and post-graduation success. Based on the 2025 CA School Dashboard: 46.4% of graduates met the College and Career Indicator. CCI gap between FY (41.7%), EL (18.4%), Low Income (45.2%) and All Students (46.4%) Additionally, based on 2024-25, DataQuest: 37.3% of graduates completed a CTE Pathway and 24.1% of graduates completed A-G	MUSD will implement a Graduate Profile Portfolio. Starting with the class of 2025, all MUSD seniors will be required to pass a Graduate Profile Portfolio and Showcase in order to earn a high school diploma. In order to support this, each comprehensive high school will be provided with support. This action will also be principally directed at low income and English learner students, though all students will benefit. ***IF*** We implement the Madera Unified Graduate Profile for graduation, providing necessary support and resources for both students and staff. ***THEN*** Students will benefit from a comprehensive support system that enhances their readiness for graduation and future success, leading to improved academic and personal	College/Career Indicator CTE Pathway Completion CTE Pathway and A-G Completion

	Requirements and a CTE Pathway in 2024-2025 CTE Pathway completion gap between FY (41.7%), EL (17.0%), Low Income (37.9%) and All Students (37.3%) CTE and UC/CSU gap between FY (16.7%), EL (8.1 %), Low Income (24.3%) and All Students (24.1%)	outcomes through integration into advisory structures with structured support for teachers and standardized practices across sites that gives students early and ongoing practices opportunities to develop essential skills that are critical for their academic and career success.	
Goal #4, Action #5	**<u>Low Income</u>** Need for opportunities for elementary SED students to take electives, STEM, PE from highly qualified teachers and to provide elementary teachers with planning time to develop instruction that is most appropriate for SED students Based on our internal Human Resource information system, 0.09% of Madera Unified staff voluntarily resigned and 0.03% of teacher positions were vacant in 2025-2026. Additionally, based on our 2025-26 Panorama Survey Results: Teaching Efficacy - 81% responded favorably Staff-Leadership Relationships - 78% responded favorably Student Mindset - 81% responded favorably Belonging - 69% responded favorably Staff-Family Relationships - 67% responded favorably in Spring of 2025-2026. 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded	MUSD will hire specialist teachers in STEM, PE, Music, Dramatic Literacy and Art. Provide opportunities for elementary classroom teachers during the school day to collaborate within grade level teams to discuss student data to develop instructional unit plans and engage in professional learning. This action will also be principally directed at low income students, though all students will benefit. ***IF*** We create release and collaboration time for elementary teachers through the Elementary Elective Program by hiring specialist teachers and providing structured collaboration opportunities. ***THEN*** Students will benefit from improved instructional quality and increased engagement, leading to enhanced academic outcomes through teacher collaboration and professional learning, and specialized instruction in electives that lead to improved student engagement and motivation.	Rate of Teacher Vacancies Rate of Voluntary Resignations Local Teacher Survey CAASPP ELA CAASPP Math

	2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded		
Goal #4, Action #6	**<u>Low Income</u>** Need for a standardized curriculum to improve and standardize instruction for SED students. Based on the 2025 CA School Dashboard: Standard Met was achieved both on Access to Standards – Aligned Instructional Materials and Implementation of State Standards. Also, 0% of students without access to their own copies of standards- aligned instructional materials for use at school and at home in 2025 Dashboard. 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded 2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded	MUSD will provide curriculum to ensure, regardless of the school, classroom, or teacher, all students have access to rigorous instruction and high quality materials. Provide professional development and coaching support opportunities to facilitate K-12 district articulation focused on Literacy, Mathematics, English Language Development, and subject specific (units of study). This action will also be principally directed at low income students, though all students will benefit. ***IF*** We refine the implementation of board-adopted researched-based materials and instructional practices within the Guaranteed & Viable Curriculum (GVC). ***THEN*** Students will benefit from consistent, high-quality instruction and targeted support, leading to improved academic outcomes through professional development and coaching for teachers which will lead to access to rigorous instruction for students, and assessment and monitoring systems that lead to aligned assessments.	Access to Standards–Aligned Instructional Materials Implementation of State Standards Access to and enrollment in a broad course of study CAASPP ELA CAASPP Math
Goal #4, Action #11	**<u>Low Income</u>** Need for increased instructional time for SED and EL students in kindergarten. MUSD Kindergarten Screening Tool indicates that students are entering Kindergarten with a lack of basic literacy skills ● Letter Knowledge ● Concepts of print ● Oral English Language Indicator ● Name Writing	MUSD will increase instructional minutes for kindergarten students to allow students to receive a full day of instruction. This action will also be principally directed at low income students, though all students will benefit. ***IF*** We provide full-day kindergarten and additional support staff in the form of paraprofessionals in all kindergarten classrooms. ***THEN*** Kindergarten students will benefit from increased instructional time and personalized support, leading to improved academic readiness and	Amira Reading Difficulties Risk Screener ● % of Kindergarten students at On-Track or Above Standards Based Mastery Grading (ESGI) ● ELA; % of students averaging 3 or higher across all standards ● Math; % of students

	PAC Advisory Committee recommended to the MUSD Board of Trustees: ● Strengthen Family Engagement and Communication ● Expand College and Career Readiness Programs	overall educational outcomes through increased instructional time with lower staff-to-student ratios, that provides enhanced support and services which will lead to improved early learning outcomes.	averaging 3 or higher across all standards
Goal #4, Action #12	**<u>Low Income and English Learner students</u>** Need for an investment in resources to support instruction, including use of data analytics to maximize instruction for EL and SED students. Based on 2025-26 Panorama Survey Results: School Safety - 66% of students responded favorably School Belonging - 58% of students responded favorably School Climate - 54% of students responded favorably School Engagement - 38% of students responded favorably in Spring of 2025-2026. Based on 2025-26 NWEA Assessment Results, 43.7% met their best target in reading and 35.9% met their best target in mathematics in the spring 2026 administration. Additionally, based on the 2025 CA School Dashboard the DFS was -45.0 points on the CAASPP ELA and -87.4 points on the CAASPP Math districtwide. Also, Chronic Absenteeism was 22.5% districtwide. 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded	MUSD will provide monitoring and evaluations systems so all schools have access to accurate, timely, and comprehensive data and dashboards that informs instructional practices and supports continuous improvement efforts. This action will also be principally directed at low income and English learner students, though all students will benefit. ***IF*** We provide the necessary resources and integral information to support continuous improvement across our educational system. ***THEN*** Students will benefit from more effective instructional practices and interventions, leading to improved academic outcomes through the access to accurate and timely data, robust monitoring and evaluation systems to make informed instructional adjustments and active engagement with education partners.	Local Student Climate Survey (3rd-12th grade) Suspension Rate Chronic Absenteeism Rate NWEA Mathematics CAASPP ELA CAASPP Math NWEA Growth Target Met Progress

	2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded Additionally, based on the 2025 CA School dashboard, the chronic absenteeism rate was 22.5%. Chronic Absenteeism gap between FY (26.1 %), Low Income (22.9%) and All Students (22.5%)		
Goal #4, Action #13	**<u>Low Income</u>** Provide unduplicated students with a private school experience and environment in a public school setting that increases engagement, improves academic outcomes through hands-on, rigorous and relevant core classwork. Based on the 2025 CA School Dashboard, 46.4% of graduates met the College and Career Indicator. CCI gap between FY (41.7%), EL (18.4%), Low Income (45.2%) and All Students (46.4%) Additionally, based on 2024-25, DataQuest: 37.3% of graduates completed a CTE Pathway and 24.1% of graduates completed A-G Requirements and a CTE Pathway in 2024-2025 CTE Pathway completion gap between FY (41.7%), EL (17.0%), Low Income (37.9%) and All Students (37.3%) CTE and UC/CSU gap between FY (16.7%), EL (8.1 %), Low Income (24.3%) and All Students (24.1%) 2025 CAASPP ELA - 7th Grade -49.7 DFS, 8th Grade -63.2 DFS versus -45.0 DFS as a district	MUSD will provide Middle School students with opportunities to enroll in Madera Technical Exploration Center (MTEC). MTEC is an innovative school that provides engaging, hands-on instruction to Madera eighth graders. In order to support this new and innovative school MUSD will provide ● Ongoing Project Based Learning Training through a board approved consultant ● Materials and Equipment to stay up to date with the industry needs ● Transportation for students from their homesites to MTEC. This action will also be principally directed at low income students, though all students will benefit. ***IF*** We provide engaging, hands-on instructional curriculum aligned with important industry sectors for eighth-grade students at the Madera Technical Exploration Center (Madera TEC). ***THEN*** Students will benefit from real-world learning experiences and skill-building opportunities that enhance their academic and career readiness, leading to improved educational outcomes through real-world, hands-on learning, industry-relevant facilities and partnerships, interdisciplinary teaching teams, preparation for high school, college and career with equitable access to education.	College/Career Indicator CTE Pathway Completion CTE Pathway and A-G Completion CAASPP ELA CAASPP Math

	2025 CAASPP Math- 7th Grade -110.9 DFS, 8th Grade -133.7 DFS versus -87.4 DFS as a district		
Goal #4, Action #14	**<u>Low Income</u>** Need for a system to identify the needs of SED students and provide targeted and effective supplemental support. Based on NWEA Fluency Assessment Results - NWEA MAP Fluency was discontinued at the end of the 2024-2025 school year. Additionally, based on the 2025 CA School Dashboard the DFS was -45.0 points on the CAASPP ELA and -87.4 points on the CAASPP mathematics assessments. Also 32.7% met or exceeded standard on the CA Science Test. 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded 2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded	MUSD will maintain assessment performance monitoring tools to provide schools and teachers with accurate, actionable evidence to help plan for differentiated instruction and target intervention support based on the needs of each student or group of students. This action will also be principally directed at low income students, though all students will benefit. ***IF*** We maintain the use of NWEA MAP Growth and MAP Reading Fluency assessments to measure student proficiency and growth in reading, language, and mathematics three times a year. ***THEN*** Students will benefit from targeted and effective support strategies that address their specific learning gaps, leading to improved academic outcomes through identification of learning gaps, differentiated instructional and targeted interventions, continuous monitoring and adjustments and evaluation of district initiatives.	NWEA Mathematics (1st-2nd) CAASPP ELA CAASPP Math California Science Test Met or Exceeded Standard
Goal #4, Action #15	**<u>Low Income</u>** Need for the improvement of teaching practices that empower educators to work collectively to help improve the performance of SED students. Based on NWEA Fluency Assessment Results - NWEA MAP Fluency was discontinued at the end of the 2024-2025 school year. Additionally, based on the 2025 CA School Dashboard the DFS was -45.0 points on the CAASPP ELA and -87.4 points on the CAASPP mathematics assessments. Also 32.7% met or	Expand the Intensive Assistance Model. This action will also be principally directed at low income students, though all students will benefit. ***IF*** We expand the Intensive Assistance Model (IAM), focusing on empowering educators, transforming teaching practices, and enhancing student learning outcomes through professional learning communities (PLCs). ***THEN*** Students will experience significant improvements in their academic achievement and overall educational experience due to empowering educators, transforming	NWEA Mathematics (1st-2nd) CAASPP ELA CAASPP Math California Science Test Met or Exceeded Standard

	exceeded standard on the CA Science Test. 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded 2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded	teaching practices, and enhancing student learning.	
Goal #5, Action #2	**<u>Low Income</u>** Need for all SED students to have access to transportation to school and extracurricular activities. Based on Traversa-Routing Software,6,870 students were the average daily bus riders and 1,220,312 miles were driven on bus routes in 2024-2025. 2025 Chronic Absenteeism gap between FY (26.1 %), Low Income (22.9%) and All Students (22.5%)	MUSD will continue the long-standing practice of not charging students or families for transportation services with no distance restrictions. This action will also be principally directed at low income students, though all students will benefit. ***IF*** We maintain and provide complimentary transportation services for eligible students, ensuring that all students can access school and extracurricular activities without financial or logistical barriers. ***THEN*** Low-income students will benefit from increased access to educational opportunities and support, leading to improved academic and behavioral outcomes through improved attendance, enhanced participation in extracurricular activities, reduced suspension rates and support for student with disabilities and homeless students	Average Daily Bus Riders Number of Bus Miles Driven Chronic Absenteeism Rate
Goal #5, Action #3	**<u>English Learners and Low Income</u>** Need for stronger translation and interpretations services to parents of SED students Based on 2025-26 Panorama Survey Results: School Safety - 66% of students responded favorably School Belonging - 58% of students responded favorably	Parents and families of English Learner students will be able to be more engaged in their child's school if the language barrier is reduced or removed. Parents and the community accessing their child's school without a hesitation created by the language and SED barrier will create a more welcoming school community for our families. This action will also be principally directed at low income and English learner students, though all students will benefit. ***IF*** We strengthen and broaden interpretation and translation services	Local Student Climate Survey (3rd-12th grade) CAASPP ELA CAASPP Math

	School Climate - 54% of students responded favorably School Engagement - 38% of students responded favorably in Spring of 2025-2026. Based on the CA School Dashboard: 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded 2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded	to ensure that parents of English Learner students can fully engage and participate in their child's education. ***THEN*** Low-income students, particularly those who are English Learners, will experience improved educational outcomes through the following means; enhanced parental engagement, improved student achievement and strengthened school-community relationships	
Goal #5, Action #5	**<u>Low Income</u>** Need for all SED students to have a safe learning environment for success in school Based on our 2025-2026 Panorama Survey Results: Student School Safety - 66% responded favorably in Spring of 2026. Parent School Safety - 70% responded favorably in Spring of 2026. Compared nationally for Panorama, this ranked Madera Unified in the 40th-59th percentile. Discipline infractions (# of events): Minor Physical contacts (3,702), Willful use of force (289), Roughhouse/Horseplay (0), Threats of Physical Harm (802), Bullying (39), Dangerous Objects (45) - Total Referrals of 36,101, 5,241 of which were considered major in 2025-2026.	In MUSD, 91% of our student population lives below the poverty line. There is a clear link between poverty and crime, and many of our students come from environments where both are daily realities. To ensure our students have every opportunity for success in school, we will prioritize additional staffing, enhanced safety training, and expanded services. This action will also be principally directed at low income students, though all students will benefit. ***IF*** we invest in and maintain comprehensive safety measures, including modern security systems, surveillance cameras, secure entry points, and emergency response protocols. ***AND*** provide ongoing training and professional development for staff on safety protocols, crisis management, and creating a positive school climate. ***THEN*** we will significantly enhance the physical security of our schools. ***AND*** staff will be better equipped to handle emergencies and foster a nurturing environment. This ensures that all students, especially those from vulnerable groups such as EL learners, Foster Youth, and low-income students,	Student and Parent School Safety Survey Results Local Discipline Data

		feel safe and protected within the school premises.	
Goal #5, Action #6	**<u>Low Income</u>** Need to increase the operating hours of each elementary school's Library Media Centers to provide greater access to materials for SED students and increase support staff.. Based on 2025-26 Panorama Survey Results: School Safety - 66% of students responded favorably School Belonging - 58% of students responded favorably School Climate - 54% of students responded favorably School Engagement - 38% of students responded favorably in Spring of 2025-2026. Based on the CA School Dashboard: 2025 CAASPP ELA Gap between Low Income (38.2 %) and Non-Low Income (68.1 %) % Met or Exceeded 2025 CAASPP Math Gap between Low Income (26.2 %) and Non-Low Income (57.6 %) % Met or Exceeded	MUSD will increase Supplemental Support Staff and Services in Elementary School to provide greater access and more support to SED students. This action will also be principally directed at low income students, though all students will benefit. ***IF*** we increase the Library Media Technicians' hours from 3.5 hours daily to 8 hours daily at each elementary school. ***AND IF*** we staff Cafeteria Playground Aides at each elementary school based on a student-to-adult ratio and total school enrollment. ***AND IF*** we employ 4 RTI (Response to Intervention) Teachers to support K-8 elementary sites. ***THEN*** we will provide enhanced library services and additional resources that are crucial for low-income students, fostering their academic growth and engagement. ***AND*** we will ensure adequate supervision and support for all students during non-instructional times, which is essential for maintaining a safe and positive school environment for all students. ***AND*** we will be able to provide targeted academic interventions and support for students who are struggling, ensuring that they receive the necessary assistance to succeed academically.	Local Student Climate Survey (3rd-12th grade) CAASPP ELA CAASPP Math

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal #1, Action #2	**English Learner, At-Risk & Long Term English Learner (LTEL)** Based on the 2025 CA School Dashboard our district's ELPI progress was 39.6%; which indicates that 60% or approximately 2,800 English Learner students did not make adequate yearly progress towards acquiring language and literacy proficiency.	***IF*** MUSD supports all English Learner students in obtaining English language proficiency and mastery of the core content standards by implementing a high-quality, comprehensive program for English Learners that includes the following: ● Guaranteed and Viable Designated ELD Curriculum ● Teacher training on quality Instructional Strategies ● Ensure ELD program aligned with the district expectations is fully implemented at each school districtwide ***THEN*** English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and should reclassify at a higher rate and less students will become classified as At-Risk or Long-Term EL's.	% of students who made adequate yearly progress based on the CA School Dashboard ELPI Indicator English Learner Reclassification Rate State Seal of Biliteracy Number of professional development sessions offered on multilingualism and EL strategies.
Goal #1, Action #3	**English Learner, At-Risk & Long Term English Learner (LTEL)** Based on the 2025 CA School Dashboard our district's ELPI progress was 39.6%; which indicates that 60% or approximately 2,800 English Learner students did not make adequate yearly progress towards acquiring language and literacy proficiency.	***IF*** MUSD provides intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy of English Learner students at all levels. ***THEN*** teacher and leader capacity will improve through ● continuous professional development sessions aimed at deepening understanding and proficiency in English Language Proficiency Assessments, reclassification procedures, the ELA/English Language Development (ELD) Framework ● ELD standards ● Integrated and Designated ELD strategies, and ● As well as evidence-based practices tailored to address the distinct language requirements of English Learner (EL) and Long-Term English Learner (LTEL) students.	% of students who made adequate yearly progress based on the CA School Dashboard ELPI Indicator State Seal of Biliteracy Number of instructional coaching sessions provided to teachers. Percentage of teachers receiving instructional coaching focused on multilingual education.

		AND English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and the result will be an increase in teacher efficacy and skill; which will increase the number of English Learner students reclassified annually in MUSD.	
Goal #1, Action #4	**<u>English Learner students</u>** Based on the 2025 CA School Dashboard our district's ELPI progress was 39.6%; which indicates that 60% or approximately 2,800 English Learner students did not make adequate yearly progress towards acquiring language and literacy proficiency.	***IF*** MUSD develops the capacity of District Academic Coaches through: ● Cognitive Coaching ● Teaching and Learning Cycle ● Instructional Coaching: Jim Knight's Impact Cycle ● Increase knowledge of content specific implementation of strategies to support EL's. ● Build strong relationships with site leads and teachers ***THEN*** in Secondary Schools: Develop the capacity of the lead EL teachers in middle and high school. ● Teaching and Learning Cycle ● Increase knowledge of content specific implementation of strategies to support EL's. ● Build strong relationships with EL and content specific teachers to ensure proper supports for EL's ***THEN*** in Elementary Schools: Develop capacity of fourth and fifth grade teachers in elementary school ● Develop the skill and strategies of fourth and fifth grade teachers by providing differentiated professional learning opportunities and instructional coaching cycles that ensure intentional ELD instruction occurs thus improving individual student outcomes. ● Implement the Teaching and Learning Cycle ***AND*** the result will be an increase in teacher efficacy and skill; which will increase the number of English Learner students	% of students who made adequate yearly progress based on the CA School Dashboard ELPI Indicator Yearly Academic Progress on End of Year State Assessments Reclassification Rate State Seal of Biliteracy

		reclassified annually in MUSD and English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and the overall academic performance of English Learner students.	
Goal #1, Action #7	**<u>Low Income and English Learner</u>** 2025 CA School Dashboard Indicators: Academic ● Mathematics Performance (-87.4 DFS) 7th Grade 2025 CAASPP Math gap between EL (6.6%) and non-EL (41.2%) % Met or Exceeded 8th Grade 2025 CAASPP Math gap between EL (5.2%) and non-EL (38.0%) % Met or Exceeded 7th Grade 2025 CAASPP Math gap between Low Income (24.6%) and non-Low Income (57.0%) % Met or Exceeded 8th Grade 2025 CAASPP Math gap between Low Income (22.8%) and non-Low Income (54.2%) % Met or Exceeded	***IF*** Madera Unified provides targeted and differentiated math instruction through lower class sizes, a co-teaching support model with teaching assistants, and a deployment model that flexibly groups students by skill level in partnership with UC Merced ***THEN*** English Learner students (including LTELs, RFEPs, and Newcomers) and low-income students will receive the individualized academic support and language-accessible scaffolding they need to accelerate learning, improve conceptual understanding, and build confidence in mathematics ***AND*** this will lead to measurable improvement in math proficiency rates on local benchmarks and state assessments (e.g.,NWEA, Magma Math, CAASPP), reduced D/F rates in math courses, and increased engagement as reported by student surveys and teacher observations.	Academic Progress of the NWEA Benchmark Assessment Academic Progress of the CAASPP End of Year Assessments NWEA Growth Target Met Progress
Goal #4, Action #7	**<u>Foster Youth</u>** 2025 CA School Dashboard Indicators: Academic ● English Language Arts Performance (-83.8 DFS) ● Mathematics Performance (-124.6 DFS) ● Graduation Rate (91.7%) ● College and Career Readiness Indicator (No Performance Color) Behavioral ● Suspension Rate (9.5%) ● Chronic Absenteeism (26.1%)	***IF*** MUSD Provide foster youth with access to the following supports to address their unique learning needs: ● Transportation to and from school of origin ● Priority registration in After School Program and Expanded Learning Programs ● Teacher professional development ● Ensure Foster Youth students have all necessary curriculum, instructional supplies, and school equipment needed to ensure equal participation opportunities. ● Provide academic, behavioral and social emotional counseling services ● Expand educational opportunities through field trips, Youth conferences, and other unique	Academic Progress of the NWEA Benchmark Assessment Academic Progress of the CAASPP End of Year Assessments High School Dropout Rate High School Graduation Rate

	Emotional Security and Wellbeing (qualitative measures, so we will need to gather additional information) ● Housing ● Clothing ● Food ● Medical and Emotional Needs ● Transportation 2025 CAASPP ELA gap between FY (22.5 %) and non-FY (48.9%) % Met or Exceeded 2025 CAASPP Math gap between FY (13.2%) and non-FY (37.4%) % Met or Exceeded Graduation Rate gap between FY (91.7%) and All Students (92.2%)	opportunities (varies from year to year) ***THEN*** our Foster Youth students will increase their academic achievement as measured by the CA School Dashboard and will also be able to increase their graduation rate and reduce their suspension rate; which will help the students be more emotionally secure.	

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

All limited actions include LCFF funds as notated in the contributing summary table.

Additional Concentration Grant Funding

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

All Madera Unified schools have more than 55% of students who are considered low-income, English Learners, and/or foster youth. Unduplicated students are Low-Income, English Learners or Foster Youth students. Given the high concentration of unduplicated pupils across all sites and the pervasive nature of the identified needs (e.g., academic gaps, social-emotional support), providing these contributing actions on a schoolwide basis ensures equitable access to essential services and supports for all unduplicated pupils, regardless of their specific school site, thereby maximizing the impact of LCFF funds. The increase of $12,453,488 million will be used in conjunction with other funding to fund the following actions;

Academic Support Staff - These four actions increase direct services to students by expanding access to high-quality instruction and individualized academic support. They provide instructional coaching that strengthens classroom teaching, targeted middle school math assistance for English Learner students, full-day kindergarten with additional classroom support staff, and increased supplemental staffing and services at elementary schools. Together, these investments provide students with more instructional time, targeted intervention, and direct support from qualified staff.

- Action 1.4 - Districtwide and site based Instructional Coaching; $318,987
- Action 1.7 - Middle School Math Support with focus on EL students (LTEL, RFEP, Newcomer);$530,525
- Action 4.11 - Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms; $7,803,930
- Action 5.6 - Increase Supplemental Support Staff and Services in Elementary Schools; $4,422,587

Health and Wellness Support Staff - These three actions increase direct services to students by expanding access to social-emotional and behavioral staff, proactive mental wellness programs, and responsive support services on school campuses. They also provide the staffing, training, and resources needed to maintain safe and supportive learning environments. Together, this $23,574,609 investment helps ensure that students receive timely mental health and social-emotional support, behavioral assistance, and the school-based services necessary to feel safe, connected, and ready to learn.

- Action 3.5 - Social- Emotional Behavioral (SEB) Staff & Professional Learning; $8,489,151
- Action 3.6 - Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports; $9,064,939
- Action 5.5 - Provide Resources to Implement & Operate Safe Schools for the Community; $6,020,519

Student Engagement Support Staff - These three actions increase direct services to students by expanding opportunities for meaningful participation, postsecondary and career exploration, and leadership development. They support a student engagement incentive and tracking program for co-curricular activities, provide students and families with greater access to college and career awareness experiences, and create additional opportunities for students to build leadership skills. Together, this $184,175 investment helps students become more connected to school, informed about future pathways, and prepared to take active leadership roles in their schools and communities.

- Action 2.5 - Create a student engagement incentive and tracking program for Co-Curricular student participation; $28,000
- Action 2.6 - Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure; $10,000
- Action 2.7 - Expand opportunities to enhance student leadership development, $146,175

All Madera Unified schools have more than 55% of students who are considered low-income, English Learners, and/or foster youth. Unduplicated students are low-income English Learners or foster youth students. Since 100% of Madera Unified schools have 55% or above, all schools will receive additional funds to hire certificated and/or classified staff at school sites.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary - 27 : 1 Middle Schools - 37 : 1 High Schools - 27 : 1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary School - 16 : 1 Middle School - 16 : 1 High School - 15 : 1

Local Control and Accountability Plan Action Tables

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$227,271,758	$ 95,159,313	41.870%	0%	41.870%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$326,066,658	$103,884,580	$12,098,201	$24,929,038	$466,978,477.00	$340,964,888	$126,013,589

Goal/ Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Undu-plicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percen-tage of Impro-ved Services
1.1	Creating assets-oriented and student responsive schools	All	Yes	LEA-wide	English Learners	All Schools	On Going	$484,143	$167,304	$608,288	$ -	$ -	$ 43,159	$651,447	0%
1.2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	English Learners	Yes	Limited	English Learners	All Schools	On Going	$1,050,983	$31,994	$1,082,977	$ -	$ -	$ -	$1,082,977	0%
1.3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	English Learners	Yes	Limited	English Learners	All Schools	On Going	$ -	$83,980	$83,980	$ -	$ -	$ -	$83,980	0%
1.4	Districtwide and site based Instructional Coaching	English Learners	Yes	Limited	English Learners	All Schools	On Going	$318,987	$ -	$318,987	$ -	$ -	$ -	$318,987	0%
1.5	Develop, Sustain, and Expand Dual Language Immersion Schools	English Learners	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$290,000	$ -	$290,000	$ -	$ -	$ -	$ 290,000	0%
1.6	Cultural Exchange Opportunities	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$ -	$ 80,000	$80,000	$ -	$ -	$ -	$80,000	0%
1.7	Middle School Math Support with focus on English Learner (LTEL, RFEP, Newcomer) students	All	Yes	Limited	English Learners and Low-Income	Middle Schools	On Going	$930,525	$150,000	$530,525	$550,000	$ -	$ -	$1,080,525	0%
2.1	Expand and Sustain Learning Opportunities beyond the school day	All	No	LEA-wide	Low-Income	All Schools	On Going	$6,880,415	$32,555,434	$ -	$35,331,773	$ -	$4,104,076	$39,435,849	0%

2.2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	All	Yes	LEA - wide	Low-Income	All Schools	On Going	$3,235,014	$3,169,237	$292,560	$6,111,691	$ -	$ -	-	$6,404,251	0%
2.3	Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$3,368,890	$263,680	$3,632,570	$ -	$ -	$ -	-	$3,632,570	0%
2.4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$ -	$216,200	$216,200	$ -	$ -	$ -	-	$216,200	0%
2.5	Create a student engagement incentive and tracking program for Co-Curricular student participation	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$ -	$28,000	$28,000	$ -	$ -	$ -		$ 28,000	0%
2.6	Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure	English Learners	Yes	School-wide	All	High Schools	On Going	$ -	$10,000	$10,000	$ -	$ -	$ -		$10,000	0%
2.7	Expand opportunities to enhance student leadership development	All	Yes	School-wide	All	Middle & High Schools	On Going	$5,679	$140,496	$146,175	$ -	$ -	$ -		$146,175	0%
3.1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$1,087,922	$158,753	$1,246,675	$ -	$ -	$ -		$1,246,675	0%
3.2	New Teacher Mentor Program	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$4,188,343	$52,326	$4,240,669	$ -	$ -	$ -		$4,240,669	0%
3.3	Diverse Staff Recruitment	All	No	LEA-wide	Low-Income	All Schools	On Going	$ -	$800,000	$ -	$ -	$800,000	$ -		$800,000	0%
3.4	Employee Career Advancement (Career Ladder)	All	No	LEA-wide	Low-Income	All Schools	On Going	$ -	$ -	$ -	$ -	$ -	$ -		$ -	0%
3.5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$8,192,225	$296,926	$8,489,151	$ -	$ -	$ -		$8,489,151	0%
3.6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$8,935,389	$129,550	$ 9,064,939	$ -	$ -	$ -		$9,064,939	0%
3.7	Implement Programs and Services to Reduce Suspension and Expulsion Rates	All	No	LEA-wide	Low-Income	All Schools	On Going	$ -	$400,000	$ -	$ -	$ -	$400,000		$400,000	0%
3.8	District Adopted Textbooks and Instructional Materials	All	No	LEA-wide	Low-Income	All Schools	On Going	$ -	$2,473,575	$ -	$2,473,575	$ -	$ -		$2,473,575	0%
3.9	Provide Resources and Opportunities for Student Field Trips	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$5,679	$790,496	$796,175	$ -	$ -	$ -		$796,175	0%
3.10	Purchase Cell Phone Pouches	All	No	School-wide	All	All Schools	On Going	$ -	$150,000	$ -	$ -	$150,000	$ -		$150,000	0%
3.11	Provide Year Round Substitute Teacher(s) to each MUSD school	All	No	LEA-wide	All	All Schools	One Year	$ -	$ -	$ -	$ -	$ -	$ -		$ -	0%

4.1	Early Childhood Education Program and Services	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$9,961,763	$702,341	$6,643,013	$4,021,091	$ -	$ -	$10,664,104	0%
4.2	Parent Education	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$2,242,168	$689,372	$ 2,486,327	$445,213	$ -	$ -	$2,931,540	0%
4.3	Implementation of a 7-period school day in middle school and high school	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$7,284,230	$203,748	$7,487,978	$ -	$ -	$ -	$7,487,978	0%
4.4	Implement a Madera Unified Graduate Profile for Graduation	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$16,530	$38,000	$54,530	$ -	$ -	$ -	$54,530	0%
4.5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$13,227,170	$227,560	$13,454,730	$ -	$ -	$ -	$13,454,730	0%
4.6	Guaranteed & Viable Curriculum	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$2,109,454	$332,315	$2,441,769	$ -	$ -	$ -	$2,441,769	0%
4.7	Supports for Achievement for Foster Youth	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$281,156	$83,571	$285,667	$79,060	$ -	$ -	$364,727	0%
4.8	Maintain and Expand Educational Services for Students with Disabilities	All	No	LEA-wide	Low-Income	All Schools	On Going	$35,934,132	$11,941,866	$39,238,759	$6,848,321	$ -	$1,788,918	$47,875,998	0%
4.9	Increase and Improve the teaching and learning outcomes for students in English Language Arts	All	No	LEA-wide	Low -Income	All Schools	On Going	$7,401,555	$ -	$7,401,555	$ -	$ -	$ -	$7,401,555	0%
4.10	Increase and Improve the teaching and learning outcomes for students in Mathematics	All	No	LEA-wide	Low -Income	All Schools	On Going	$7,557,926	$ -	$7,557,926	$ -	$ -	$ -	$7,557,926	0%
4.11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	All	Yes	LEA -wide	Low -Income	All Schools	On Going	$7,803,930	$ -	$7,803,930	$ -	$ -	$ -	$7,803,930	0%
4.12	Provide resources and integral information to ensure Continuous Improvement	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$1,060,626	$274,339	$1,334,965	$ -	$ -	$ -	$1,334,965	0%
4.13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region	All	Yes	LEA -wide	Low-Income	All Schools	On Going	$3,704,639	$103,679	$3,808,318	$ -	$ -	$ -	$3,808,318	0%
4.14	Maintain assessment, accountability and school improvement	All	Yes	LEA -wide	Low-Income	All Schools	On Going	$808,005	$578,800	$1,267,942	$ -	$ -	$118,863	$1,386,805	0%
4.15	Expand the Intensive Assistance Model	All	Yes	LEA -wide	Low-Income	All Schools	On Going	$ -	$352,275	$352,275	$ -	$ -	$ -	$352,275	0%
4.16	Strategic Action Plan Stipends for teachers	All	No	LEA-wide	Low-Income	All Schools	On Going	$ -	$2,000,000	$ -	$2,000,000	$ -	$ -	$2,000,000	0%
4.17	Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff to close Student Achievement Gap	All	No	LEA-wide	All	All Schools	One Year	$1,500,000	$ -	$ -	$1,500,000	$ -	$ -	$1,500,000	0%
5.1	Integrated and Collaborative School District Operational Services	All	No	LEA-wide	Low-Income	All Schools	On Going	$181,708,695	$63,798,307	$172,910,923	$42,973,856	$11,148,201	$18,474,022	$245,507,002	0%
5.2	Maintaining Complimentary Transportation Services for Eligible Students	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$8,027,140	$ -	$8,027,140	$ -	$ -	$ -	$8,027,140	0%
5.3	Strengthening and Broadening	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$652,092	$ 5,842	$657,934	$ -	$ -	$ -	$657,934	0%

	Interpretation and Translation Services														
5.4	Provide students and staff with access to advanced educational technology resources	All	No	LEA-wide	Low-Income	All Schools	On Going	$ -	$ 1,250,000	$1,250,000	$ -	$ -	$ -	$1,250,000	0%
5.5	Provide Resources to Implement and Operate Safe Schools for the Community	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$5,273,896	$746,623	$6,020,519	$ -	$ -	$ -	$6,020,519	0%
5.6	Increase Supplemental Support Staff and Services in Elementary Schools	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$4,422,587	$ -	$4,422,587	$ -	$ -	$ -	$4,422,587	0%
6.1	Increase site support staffing to better support student attendance, welfare, and academics	All	No	School-wide	All	Eastin Arcola	On Going	$200,000	$ -	$ -	$200,000	$ -	$ -	$200,000	0%
6.2	Provide additional academic support and resources	All	No	School-wide	All	Eastin Arcola	On Going	$ -	$15,000	$ -	$15,000	$ -	$ -	$15,000	0%
6.3	Purchase Supplemental Social Emotional Learning Curriculum, Resources, and Support	All	No	School-wide	All	Eastin Arcola	On Going	$ -	$90,000	$ -	$90,000	$ -	$ -	$90,000	0%
6.4	Increase supervisory staff during recess	All	No	School-wide	All	Eastin Arcola	On Going	$30,000	$-	$ -	$30,000	$ -	$ -	$30,000	0%
7.1	Supplemental and Support Staff	All	No	School-wide	All	Furman Independent Study	On Going	$345,000	$ -	$ -	$345,000	$ -	$ -	$345,000	0%
7.2	Supplemental Academic Support(s)	All	No	School-wide	All	Furman Independent Study	On Going	$ -	$310,000	$ -	$310,000	$ -	$ -	$310,000	0%
7.3	Supplemental Support to improve the Social Emotional Learning	All	No	School-wide	All	Furman Independent Study	On Going	$ -	$40,000	$ -	$40,000	$ -	$ -	$40,000	0%
8.1	Increase Supplemental and Support Staffing	All	No	School-wide	All	Mt. Vista Continuation	On Going	$ 210,00	$ -	$ -	$210,00	$ -	$ -	$210,000	0%
8.2	Increase student engagement opportunities	All	No	School-wide	All	Mt. Vista Continuation	On Going	$ -	$15,000	$ -	$15,000	$ -	$ -	$15,000	0%
8.3	Increase Academic Supports for Students	All	No	School-wide	All	Mt. Vista Continuation	On Going	$110,000	$	$ -	$110,000	$ -	$ -	$110,000	0%
9.1	Increase Supplemental and Support Staffing	All	No	School-wide	All	Ripperdan Community	On Going	$118,000	$	$ -	$118,000	$ -	$ -	$118,000	0%
9.2	Purchase Supplemental Social Emotional Learning Curriculum	All	No	School-wide	All	Ripperdan Community	On Going	$ -	$27,000	$ -	$27,000	$ -	$ -	$27,000	0%
9.3	Minimize Student Distractions	All	No	School-wide	All	Ripperdan Community	On Going	$ -	$15,000	$ -	$15,000	$ -	$ -	$15,000	0%
9.4	Purchase Resources to Create a Welcoming School Environment	All	No	School-wide	All	Ripperdan Community	On Going	$ -	$25,000	$ -	$25,000	$ -	$ -	$25,000	0%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$227,271,758	$95,159,313	41.870%	0%	41.870%	$97,707,495	0%	42.991%	Total:	$97,707,495
								LEA-wide Total:	$95,534,851
								Limited Total:	$2,016,469
								Schoolwide Total:	$156,175

Goal/Action #	Action Title	**Contributing to Increased or Improved Services?**	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.1	Creating assets-oriented and student responsive schools	Yes	LEA-wide	English Learners	All Schools	$608,288	0%
1.2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	Yes	Limited	English Learners	All Schools	$1,082,977	0%
1.3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	Yes	Limited	English Learners	All Schools	$83,980	0%
1.4	Districtwide and site based Instructional Coaching	Yes	Limited	English Learners	All Schools	$318,987	0%
1.5	Develop, Sustain, and Expand Dual Language Immersion Schools	Yes	LEA-wide	English Learners and Low-Income	All Schools	$290,000	0%
1.6	Cultural Exchange Opportunities	Yes	LEA-wide	English Learners and Low-Income	All Schools	$80,000	0%
1.7	Middle School Math Support with focus on English Learner (LTEL, RFEP, Newcomer) students	Yes	Limited	English Learners and Low-Income	Middle Schools	$530,525	0%
2.2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	Yes	LEA-wide	Low-Income	All Schools	$292,560	0%
2.3	Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program	Yes	LEA-wide	Low-Income	All Schools	$3,632,570	0%
2.4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	Yes	LEA-wide	Low-Income	All Schools	$216,200	0%
2.5	Create a student engagement incentive and tracking program for Co-Curricular student participation	Yes	LEA-wide	Low-Income	All Schools	$28,000	0%
2.6	Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure	Yes	Schoolwide	All	High Schools	$10,000	0%
2.7	Expand opportunities to enhance student leadership development	Yes	Schoolwide	All	Middle & High Schools	$146,175	0%
3.1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	Yes	LEA-wide	Low-Income	All Schools	$1,246,675	0%
3.2	New Teacher Mentor Program	Yes	LEA-wide	Low-Income	All Schools	$4,240,669	0%
3.5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	Yes	LEA-wide	Low-Income	All Schools	$8,489,151	0%
3.6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	Yes	LEA-wide	Low-Income	All Schools	$9,064,939	0%
3.9	Provide Resources and Opportunities for Student Field Trips	Yes	LEA-wide	Low-Income	All Schools	$796,175	0%
4.1	Early Childhood Education Program and Services	Yes	LEA-wide	Low-Income	All Schools	$6,643,013	0%
4.2	Parent Education	Yes	LEA-wide	Low-Income	All Schools	$2,486,327	0%
4.3	Implementation of a 7-period school day in middle school and high school	Yes	LEA-wide	Low-Income	All Schools	$7,487,978	0%

4.4	Implement a Madera Unified Graduate Profile for Graduation	Yes	LEA-wide	Low-Income	All Schools	$54,530	0%
4.5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	Yes	LEA-wide	Low-Income	All Schools	$13,454,730	0%
4.6	Guaranteed & Viable Curriculum	Yes	LEA-wide	Low-Income	All Schools	$2,441,769	0%
4.7	Supports for Achievement for Foster Youth	Yes	LEA-wide	Low-Income	All Schools	$285,667	0%
4.11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	Yes	LEA-wide	Low-Income	All Schools	$7,803,930	0%
4.12	Provide resources and integral information to ensure Continuous Improvement	Yes	LEA-wide	Low-Income	All Schools	$1,334,965	0%
4.13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region	Yes	LEA-wide	Low-Income	All Schools	$3,808,318	0%
4.14	Maintain assessment, accountability and school improvement	Yes	LEA-wide	Low-Income	All Schools	$1,267,942	0%
4.15	Expand the Intensive Assistance Model	Yes	LEA-wide	Low-Income	All Schools	$352,275	0%
5.2	Maintaining Complimentary Transportation Services for Eligible Students	Yes	LEA-wide	Low-Income	All Schools	$8,027,140	0%
5.3	Strengthening and Broadening Interpretation and Translation Services	Yes	LEA-wide	Low-Income	All Schools	$657,934	0%
5.5	Provide Resources to Implement and Operate Safe Schools for the Community	Yes	LEA-wide	Low-Income	All Schools	$6,020,519	0%
5.6	Increase Supplemental Support Staff and Services in Elementary Schools	Yes	LEA-wide	Low-Income	All Schools	$4,422,587	0%

2025-2026 Annual Update Table

Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
$442,825,817.00	$449,163,657.00

Last Year's Goal/Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1.1	Creating assets-oriented and student responsive schools	Yes	$1,417,612	$1,275,758
1.2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	Yes	$1,808,849	$1,086,772
1.3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	Yes	$196,780	$210,180
1.4	Districtwide and site based Instructional Coaching	Yes	$278,446	$298,143
1.5	Develop, Sustain, and Expand Dual Language Immersion Schools	Yes	$259,792	$236,224
1.6	Cultural Exchange Opportunities	Yes	$120,000	$108,941
1.7	Middle School Math Support with focus on English Learner (LTEL, RFEP, Newcomer) students	Yes	$1,354,733	$1,306,096
2.1	Expand and Sustain Learning Opportunities beyond the school day	No	$42,520,080	$39,292,565
2.2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	Yes	$8,938,781	$8,054,394
2.3	Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program	Yes	$3,399,628	$3,119,805

2.4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	Yes	$150,000	$88,055
2.5	Create a student engagement incentive and tracking program for Co-Curricular student participation	Yes	$50,000	$45,229
2.6	Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure	Yes	$10,000	$24,333
3.1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	Yes	$820,874	$669,886
3.2	New Teacher Mentor Program	Yes	$4,254,198	$4,076,195
3.3	Diverse Staff Recruitment	No	$-	$255,009
3.4	Employee Career Advancement (Career Ladder)	No	$-	$-
3.5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	Yes	$6,332,736	$6,257,992
3.6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	Yes	$6,553,280	$7,899,609
3.7	Implement Programs and Services to Reduce Suspension and Expulsion Rates	No	$1,092,241	$4,696,352
3.8	District Adopted Textbooks and Instructional Materials	No	$3,597,852	$3,271,695
3.9	Provide Resources and Opportunities for Student Field Trips	Yes	$713,300	$709,292
3.10	Purchase Yondr Pouches	No	$362,111	$407,276
3.11	Provide Year Round Substitute Teacher(s) to each MUSD school	No	$2,133,296	$2,348,724
4.1	Early Childhood Education Program and Services	Yes	$4,622,124	$4,339,060
4.2	Parent Education	Yes	$2,490,423	$2,324,843
4.3	Implementation of a 7-period school day in middle school and high school	Yes	$5,116,206	$5,669,029
4.4	Implement a Madera Unified Graduate Profile for Graduation	Yes	$7,234,992	$8,250,847
4.5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	Yes	$11,732,677	$11,931,498
4.6	Guaranteed & Viable Curriculum	Yes	$3,256,347	$3,373,402
4.7	Supports for Achievement for Foster Youth	Yes	$442,013	$421,027
4.8	Maintain and Expand Educational Services for Students with Disabilities	No	$43,983,423	$40,773,438
4.9	Increase and Improve the teaching and learning outcomes for students in English Language Arts	No	$7,149,109	$7,767,837
4.10	Increase and Improve the teaching and learning outcomes for students in Mathematics	No	$6,205,986	$6,743,090
4.11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	Yes	$7,986,864	$7,610,658
4.12	Provide resources and integral information to ensure Continuous Improvement	Yes	$1,582,806	$1,297,651
4.13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	Yes	$3,292,201	$3,649,333

4.14	Maintain assessment, accountability and school improvement	Yes	$1,336,449	$1,198,457
4.15	Expand the Intensive Assistance Model	Yes	$352,275	$352,275
4.16	Strategic Action Plan Stipends for teachers	No	$1,600,000	$1,630,693
4.17	Certificated ExtraTime to close the Student Achievement Gap	No	$500,000	$494,711
5.1	Integrated and Collaborative School District Operational Services	No	$226,965,941	$236,351,486
5.2	Maintaining Complimentary Transportation Services for Eligible Students	Yes	$6,333,735	$4,770,567
5.3	Strengthening and Broadening Interpretation and Translation Services	Yes	$754,491	$764,099
5.4	Provide students and staff with access to advanced educational technology resources	No	$2,000,000	$2,185,431
5.5	Provide Resources to Implement and Operate Safe Schools for the Community	Yes	$6,059,813	$6,131,019
5.6	Increase Supplemental Support Staff and Services in Elementary Schools	Yes	$4,424,762	$4,359,011
6.1	Increase site support staffing to better support migrant student attendance and welfare	No	$182,129	$161,674
6.2	Provide additional academic support and resources	No	$15,000	$18,614
6.3	Purchase Supplemental Social Emotional Learning Curriculum, Resources, and Support	No	$-	$-
6.4	Increase supervisory staff during recess	No	$30,000	$33,864
7.1	Supplemental and Support Staff	No	$345,000	$332,268
7.2	Supplemental Academic Support(s)	No	$100,000	$69,886
7.3	Supplemental Support to improve the Social Emotional Learning	No	$66,783	$28,587
8.1	Increase Supplemental and Support Staffing	No	$202,835	$261,754
8.2	Increase Student Engagement Opportunities	No	$-	$9,925
8.3	Increase Academic Supports for Students	No	$-	$61,684
9.1	Increase Supplemental and Support Staffing	No	$10,000	$24,080
9.2	Purchase Supplemental Social Emotional Learning Curriculum:	No	$15,000	$12,037
9.3	Minimize Student Distractions	No	$3,000	$7,998
9.4	Purchase resources to create a welcoming school environment	No	$68,844	$13,299

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$91,507,791	$92,277,726	$91,703,732	$573,994	0%	0%	0% - No Difference

Last Year's Goal/Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1.1	Creating assets-oriented and student responsive schools	Yes	$1,076,656	$ 1,051,411.00	0%	0%
1.2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	Yes	$1,808,849	$1,086,772.00	0%	0%
1.3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	Yes	$196,780	$210,180.00	0%	0%
1.4	Districtwide and site based Instructional Coaching	Yes	$278,446	$298,143.00	0%	0%
1.5	Dual Language Immersion Schools	Yes	$259,792	$236,224.00	0%	0%
1.6	Cultural Exchange Opportunities	Yes	$120,000	$108,941.00	0%	0%
1.7	Middle School Math Support with focus on English Learner (LTEL, RFEP, Newcomer) Students	Yes	$360,000	$527,228.00	0%	0%
2.2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	Yes	$4,643,555	$4,696,299.00	0%	0%
2.3	Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program	Yes	$3,399,628	$3,119,805.00	0%	0%
2.4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	Yes	$150,000	$88,055.00	0%	0%
2.5	Create a student engagement incentive and tracking program for Co-Curricular student participation	Yes	$50,000	$45,229.00	0%	0%
2.6	Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure	Yes	$10,000	$24,333.00	0%	0%

3.1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	Yes	$820,874	$669,886.00	0%	0%
3.2	New Teacher Mentor Program	Yes	$4,254,198	$4,076,195.00	0%	0%
3.5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	Yes	$6,553,280	$6,257,992.00	0%	0%
3.6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	Yes	$6,553,280	$7,899,609.00	0%	0%
3.9	Provide Resources and Opportunities for Student Field Trips	Yes	$713,300	$709,292.00	0%	0%
4.1	Early Childhood Education Program and Services	Yes	$914,299	$821,464.00	0%	0%
4.2	Parent Education	Yes	$ 1,949,386	$1,734,278.00	0%	0%
4.3	Implementation of a 7-period school day in middle school and high school	Yes	$5,116,206	$5,669,029.00	0%	0%
4.4	Implement a Madera Unified Graduate Profile for Graduation	Yes	$7,234,992	$8,250,847.00	0%	0%
4.5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	Yes	$11,732,677	$11,931,498.00	0%	0%
4.6	Guaranteed & Viable Curriculum	Yes	$1,931,347	$1,844,977.00	0%	0%
4.7	Supports for Achievement for Foster Youth	Yes	$247,329	$212,975.00	0%	0%
4.11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	Yes	$7,986,864	$7,610,658.00	0%	0%
4.12	Provide resources and integral information to ensure Continuous Improvement	Yes	$1,582,806	$1,297,651.00	0%	0%
4.13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	Yes	$3,292,201	$3,649,333.00	0%	0%
4.14	Maintain assessment, accountability and school improvement	Yes	$1,336,449	$1,198,457.00	0%	0%
4.15	Expand the Intensive Assistance Mode	Yes	$352,275	$352,275.00	0%	0%
5.2	Maintaining Complimentary Transportation Services for Eligible Students	Yes	$6,333,735	$4,770,567.00	0%	0%
5.3	Strengthening and Broadening Interpretation and Translation Services	Yes	$754,491	$764,099.00	0%	0%
5.5	Provide Resources to Implement and Operate Safe Schools for the Community	Yes	$6,059,813	$6,131,019.00	0%	0%
5.6	Increase Supplemental Support Staff and Services in Elementary Schools	Yes	$4,424,762	$4,359,011.00	0%	0%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$218,863,269	$91,507,791	0%	41.810%	$91,703,732	0%	41.900%	$0.00 - No Carryover	0% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning**: The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners**: The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
        - NOTE: As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the

state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: EC Section 52060(g) and EC Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers
- Principals,
- Administrators,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: EC Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see Education Code Section 52062;
    - Note: Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068; and
- For charter schools, see Education Code Section 47606.5.
- NOTE: As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics

- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific school site.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used **to measure progress towards goals and actions included in the LCAP.**

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

Timeline for school districts and COEs for completing the "Measuring and Reporting Results" part of the Goal.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

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

Action #
- Enter the action number.

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

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

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

Contributing
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note**: for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- Identify the action as an LREBG action;
- Include an explanation of how research supports the selected action;
- Identify the metric(s) being used to monitor the impact of the action; and
- Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage: Specify the LCFF Carryover** — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note**: For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note**: Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be

shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation

program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

LCFF Carryover Table

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

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

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

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