MADERA UNIFIED SCHOOL DISTRICT
LOCAL CONTROL & ACCOUNTABILITY PLAN
2025-2026



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 2024-25 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.

6/3/2025



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Increased or Improved Services to Foster Youth, English Learners, and Low-Income Students for 2025-26 **137**
Required Descriptions

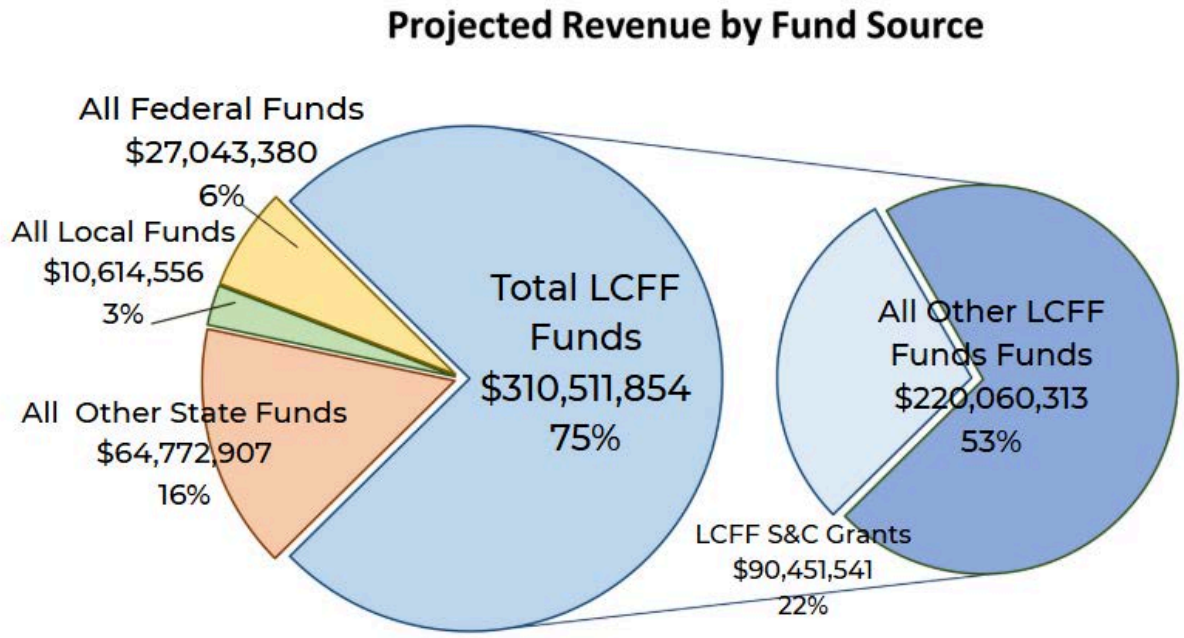
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Local Control Funding Formula (LCFF)Budget Overview for Parents

Developed by the California Department of Education, November 2021

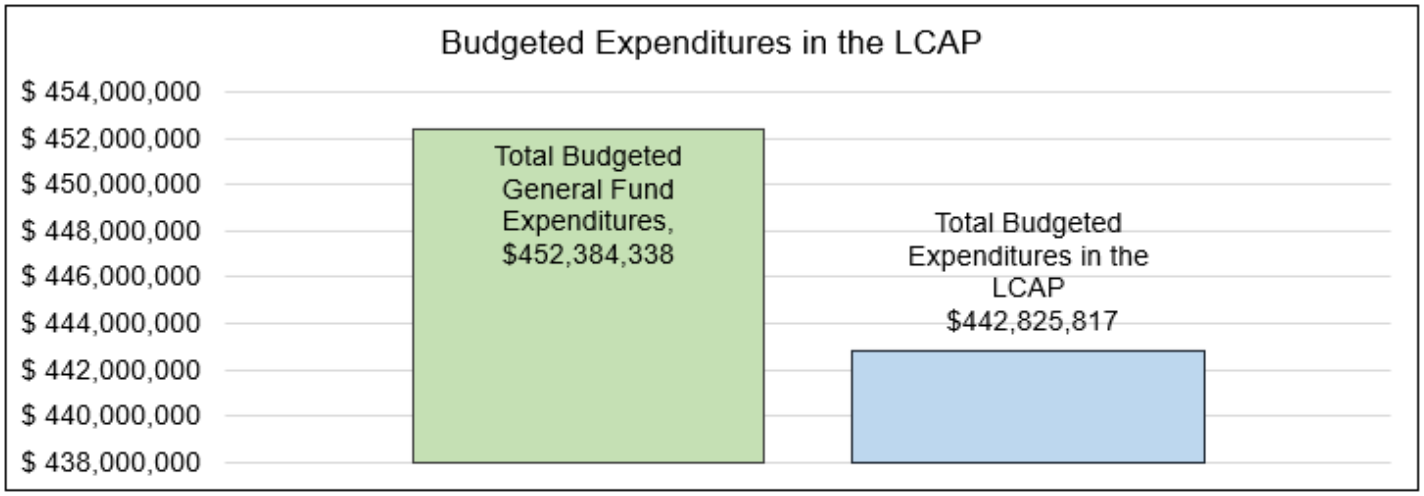
LCFF Budget Overview for Parents Template
Local Educational Agency (LEA) Name: Madera Unified School District CDS Code: 20 65243 0000000 School Year: 2025-26 LEA contact information: Sheryl Sisil, Associate Superintendent of Educational Services Email: SherylSisil@maderausd.org, Phone No. (559) 675-4500
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 $412,942,697.00, of which $310,511,854.00 is Local Control Funding Formula (LCFF), $64,772,907.00 is other state funds, $10,614,556.00 is local funds, and $27,043,380.00 is federal funds. Of the $310,511,854.00 in LCFF Funds, $90,451,541.00 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 2025-26. 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 $452,384,338.00 for the 2025-26 school year. Of that amount, $442,825,817.00 is tied to actions/services in the LCAP and $9,558,521.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

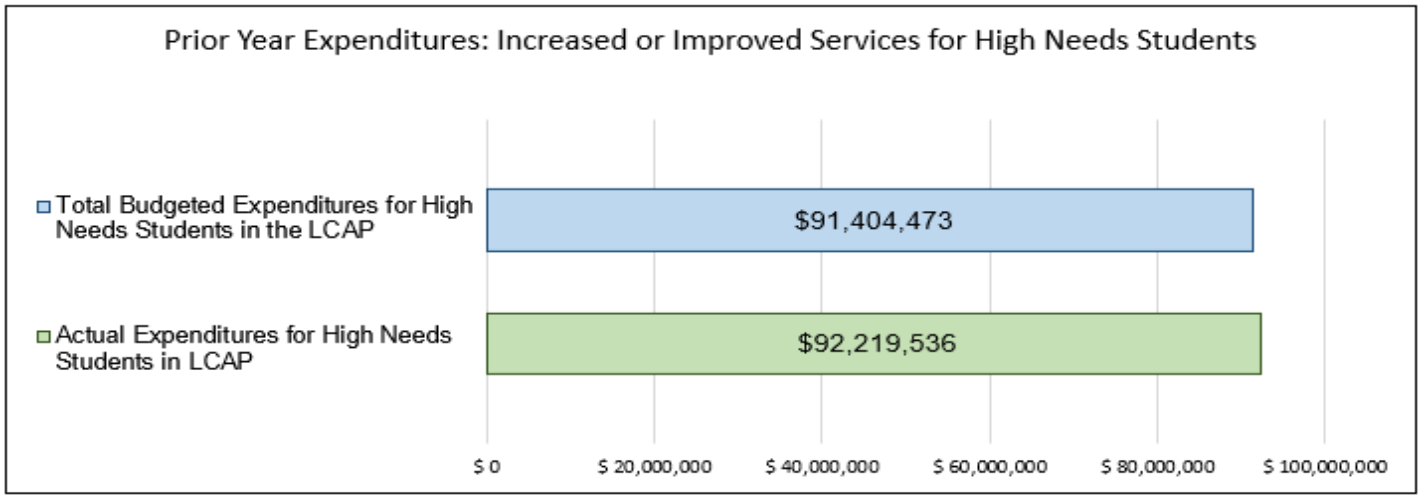
The LCAP Budgeted Expenditures total $442,825,817.00 which are tied to actions/services, the total reflects $9,558,521 below the General Fund Expenditures due to including the funds for the California State Preschool (CSPP) and excluding the STRS-on-Behalf funds. See below:

•Fund 01 General Fund & Fund 12 Preschool	$13,348,897 STRS-on-Behalf Funds
•Fund 12 California State Preschool (CSPP)	-$3,790,376 Total Funds
	$9,558,521 Expenditures not in LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Madera Unified School District is projecting it will receive $90,451,541.00 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 $92,277,726.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Madera Unified School District's LCAP budgeted $91,404,473.00 for planned actions to increase or improve services for high-needs students. Madera Unified School District spent $92,219,536.00 for LCAP actions to increase or improve high-needs students' services in 2024-25. The allocated funds were exceeded due to an increase in spending on the following: expansion of elementary athletic programs in order to ensure all students were able to participate in these programs , increase in professional learning opportunities for teachers of English Learners, increase in the paraprofessional support for Transitional Kindergarten.



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 2025-26
General Information

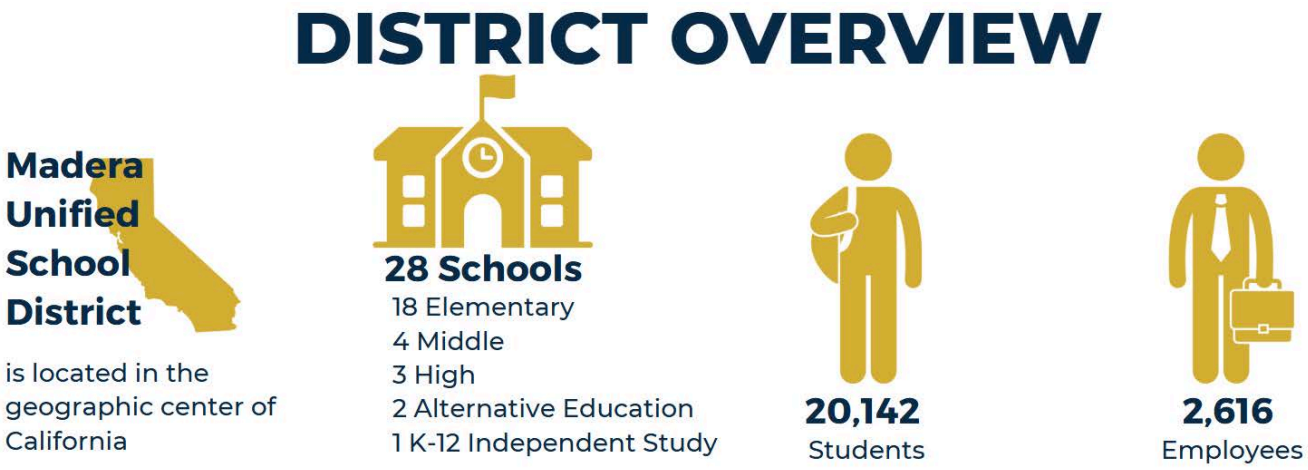
A description of the LEA, its schools, and its students in grades Transitional Kindergarten -12th grade, as applicable to the LEA.

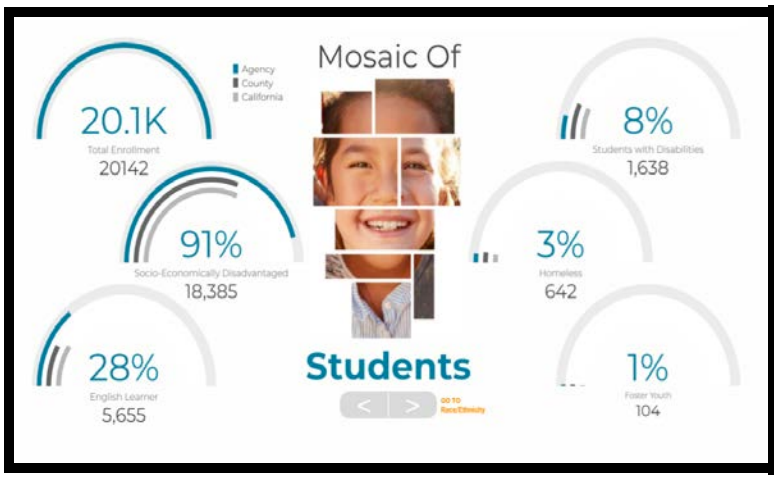
Madera Unified School District is proud to serve a community deeply connected to two of California's most vital economic engines: agriculture and manufacturing. Located in the heart of the Central Valley, Madera is known for its fertile land, hardworking families, and rich history in farming. At the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

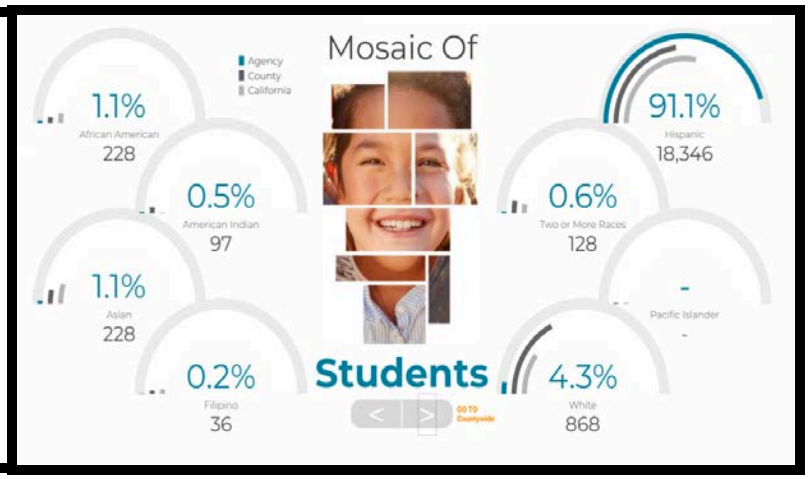
These industries are more than just economic drivers—they represent the values of craftsmanship, resilience, and innovation that define our region. At Madera Unified, we are committed to preparing students to thrive in these essential sectors through robust Career Technical Education (CTE) pathways in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

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.

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







Madera Unified serves a community with a diverse population of students and their families. Some highlights include over 91% of Madera Unified students are socioeconomically disadvantaged, 28% of students are considered English Learners, and nearly 91% identify as Hispanic.

Madera Unified has four schools identified as Equity Multiplier schools; they are Eastin Arcola Elementary, Furman Independent Study, Mt. Vista Continuation High School, and Ripperdan Community Day School.

Madera Unified received $32,913,163.00 in 2022-23 in Learning Recovery Emergency Block Grant funding. The Learning Recovery Emergency Block Grant (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. $5,500,000.00 will be carried over into the 2025-26 school year. The district conducted a needs assessment and identified the following areas of need:

Goal/ Action	Action Description	Rationale
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.
3.10	Cell Phone Pouches	Each 7-12 school site will receive cell-phone pouches to be issued to every student to assist in re-engagement of their learning.
3.11	Provide Year Round Substitute Teacher(s) to each MUSD school	The district will 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.
4.16	Strategic Action Plan (SAP) Stipends	Each school in MUSD has a SAP team composed of lead teachers from the campus. This team serves as a guiding coalition in support of the school site goals and actions set in place to improve student outcomes.
4.17	Certificated Extra TIme 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.

MADERA UNIFIED COMMUNITY COMPACT

This Madera Unified Community Compact acknowledges our guarantee to all stakeholders - trustees, taxpayers, community partners, students, parents, staff, and leadership - that our identity and philosophy are built upon our best traditions and aligns modern student needs with the highest level research and professional learning. The MUSD Governing Board believes in fair and equitable opportunities to empower students to learn deeply and live long healthy lives with the widest array of career opportunities. In ever-changing times, the MUSD Governing Board believes in ongoing collaboration with stakeholders to continuously improve student outcomes and college and career readiness.

MUSD GOVERNING BOARD OF TRUSTEES' GOALS

Clarity & Consistency at All Levels	Changing Perceptions & Mindsets of Staff & Community	Excellence in All Things

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. We want our budget, programs, and priorities to be aligned to our vision, mission, goals, beliefs, and values to ensure we're moving the district in a positive direction our community and trustees believe in and support.

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

WE BELIEVE MADERAUNIFIED

Reflections: Annual Performance

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

The students and staff of Madera Unified School District have experienced historic levels of success over the past five years. An entirely new standard of excellence has been established which has brought honor and pride to the entire community. The Local Control Funding Formula has provided our Governing Board of Trustees resources to address Leslie Cornfeld's observation, "Talent is equally distributed, opportunity is not." For decades Madera's students experienced limited access to career technical education, school libraries, music, arts, athletics and activities due to scarce disposable household income. Our successes were inevitably unpredictable and based mostly on inspirational leadership that went well beyond what was expected or resourced by the district's budget and leadership.

In Madera Unified, elementary schools offer all students art, music, STEM, dramatic literacy, and physical education classes all taught by experts. This unique school schedule affords the grade level classroom teachers professional time to plan, prepare, and collaborate during the school day daily. Our secondary teachers experience a similar opportunity to collaboratively plan and prepare as all of our 7th-12th grade students experience an extra (7th period) in their schedule. Multilingual learners who formerly were locked out of desirable electives due to required English Language Development courses, have new opportunities to learn. Those students who want to challenge themselves with advanced courses in dual enrollment or Advanced Placement will have more opportunity as well.

Our mission demands actions to develop an unparalleled educational journey that is transformational. CTE students and teachers compete at the highest levels of the state and nation each year. We have Career Technical Student Organization (CTSO) state officers, have earned numerous national championships, and even world class competitors in areas ranging from FFA to FIRST Robotics. MADTOWN Robotics just earned its third World Championship Title in six years. Our arts education students are renowned for their ability to inspire their entire school community with their expression, talent, and innovations. These are just some examples of Madera Unified's unprecedented student success Career Technical Education and Arts Education.

In addition, Madera Unified continues to see student success academically. With elementary and high schools showing significant student growth and improved academic achievement on the district level assessment, NWEA MAP which is given three times a year. Each student in grades 3rd through 11th are given a personalized academic growth goal in English Language Arts and mathematics; while 1st and 2nd grade only have personalized academic growth goals in mathematics. Also, in 2024 as a district MUSD earned a "yellow" performance rating in both English Language Arts and Mathematics. This was a first for Madera Unified. We recognize there remains work to be done, but our academic progress is continuing to improve across the district and we are eagerly awaiting our 2025 state results.

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 94
Mathematics	English Learner American Indian	Required Action - Goal #4, Action #10	Page 101
English Language Arts	English Learner Homeless African American	Required Action - Goal #4, Action #9	Page 98

Suspension Rate	Homeless Foster Youth African American	Required Action - Goal #3, Action #7	Page 73

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 98
Mathematics	Desmond Middle School Jefferson Middle School King Middle School Torres High School Furman ISP	Required Action - Goal #4, Action #10	Page 101
Suspension Rate	Howard Elementary Alpha Elementary King Middle School Mt. Vista Continuation High School Ripperdan Community Day School	Required Action - Goal #3, Action #7	Page 73
Chronic Absenteeism	Furman ISP Lincoln Elementary School	Required Action - Goal #3, Action #1	Page 70
English Learner Progress Indicator	Pershing Elementary School Alpha Elementary School King Middle School	Required Action - Goal #1: Action #2	Page 44

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 98
	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 101
	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 73
	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 70
	Furman ISP	Socioeconomically Disadvantaged Hispanic English Learner		

2024 California Dashboard Summary

On the 2024 California Dashboard, we continued to make substantial progress in mathematics. Following a 5.8-point gain in 2023, we achieved an additional 5.3-point increase in 2024. Several student subgroups also demonstrated continued growth in mathematics:

- African American Students: +14.3 point
- White students: +7.7 point
- Socioeconomically Disadvantaged Students: +5.3 points
- Hispanic Students: +4.9 points
- Students with Disabilities: +3.9 points

In English Language Arts (ELA), after a slight decline of 0.6 points in 2023, we rebounded in 2024 with a 4.1-point increase. Notable improvements among student groups include:

- Students identifying as Two or More Races: +27.1 points
- African American Students: +15.5 points
- English Learner Students: +5.3 points

We saw continued success in reducing **Chronic Absenteeism** in 2024. Building on a 19.6% reduction in

absenteeism in 2023, we had an additional 3.9% reduction in 2024. Also, after a 0.9% increase in **Suspension Rate** in 2023, we improved in 2024 by reducing suspensions by 0.9%, earning a **Green** rating on the Dashboard. These outcomes reflect our strategic focus on key initiatives, including:

- Renewed implementation of a guaranteed and viable curriculum
- Execution of the California English Learner Roadmap
- Implementation of the California Community Schools Partnership Grant

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

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

Continued Challenges: Areas Remaining in the Lowest Performance Level (Red) in 2024

- English Language Arts: Students with Disabilities, Foster Youth, Homeless Students
- Mathematics: Foster Youth, Homeless Students, American Indian Students
- Chronic Absenteeism: Foster Youth, Students identifying as Two or More Races
- Suspension Rate: Foster Youth

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

- English Language Arts: Nishimoto Elementary and Furman Independent Study
- Mathematics: Desmond Middle School, MLK Middle School, Thomas Jefferson Middle School, Torres High School and Furman Independent Study
- 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 and Ripperdan Community Day School

Continued Challenges: Schools in the Lowest Performance Level (Red) in 2024

- English Language Arts: MLK Middle School, Mountain Vista Continuation High School, and Sierra Vista Elementary
- Mathematics: Madera South High School, and Sierra Vista Elementary
- English Learner Progress Indicator: John Adams Elementary, Dixieland Elementary, Eastin-Arcola Elementary, Howard Elementary, Lincoln Elementary, Millview Elementary, Monroe Elementary, Nishimoto Elementary, Thomas Jefferson Middle School, Madera High School, Madera South High School, and Mountain Vista Continuation High School
- Chronic Absenteeism: John Adams Elementary and Virginia Lee Rose Elementary.
- Suspension Rate: MLK Middle School
- College/Career Indicator: Furman Independent Study

Student Groups within a School

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

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

Mathematics
- Adams Elementary Student Group(s): Students w/ Disabilities
- Dixieland Elementary Student Group(s): English Learner
- Nishimoto Elementary Student Group(s): Students w/ Disabilities
- Rose Elementary Student Group(s): Students w/ Disabilities
- Desmond Middle School School Student Group(s): Hispanic, Socioeconomically Disadvantaged and Students w/ Disabilities
- King Middle School School Student Group(s): English Learner, Hispanic, Socioeconomically Disadvantaged and Students w/ Disabilities
- Jefferson Middle School Student Group(s): English Learner
- Torres High School Student Group(s): Hispanic and Socioeconomically Disadvantaged
- Mountain Vista High School Student Group(s): Hispanic

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

Chronic Absenteeism
- Lincoln Elementary Student Group(s): Asian
- Furman Independent Study Student Group(s): English Learner and Socioeconomically Disadvantaged

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

- Torres High School Student Group(s): Homeless
- Mountain Vista High School Student Group(s): English Learner, Hispanic and Socioeconomically Disadvantaged
- Ripperdan Community Day School Student Group(s): Hispanic and Socioeconomically Disadvantaged

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

Continued Challenges: Student Groups within a School in the Lowest Performance Level (Red) in 2024

English Language Arts
- Adams Elementary Student Group(s): English Learner
- Chavez Elementary Student Group(s): Students w/ Disabilities
- Howard Elementary Student Group(s): English Learner
- Lincoln Elementary Student Group(s): Students w/ Disabilities
- Nishimoto Elementary Student Group(s): Students w/ Disabilities
- Rose Elementary Student Group(s): English Learner and Students w/ Disabilities
- Sierra Vista Elementary Student Group(s): English Learner and Socioeconomically Disadvantaged
- Desmond Middle School Student Group(s): English Learner, Long-Term EL and Students w/ Disabilities
- King Middle School Student Group(s): Socioeconomically Disadvantaged
- Madera South High School Student Group(s): English Learner and Long-Term EL
- Torres High School Student Group(s): Students w/ Disabilities
- Mountain Vista High School Student Group(s): Socioeconomically Disadvantaged

Mathematics
- Alpha Elementary Student Group(s): Students w/ Disabilities
- Eastin-Arcola Elementary Student Group(s): English Learner
- Howard Elementary Student Group(s): English Learner
- Lincoln Elementary Student Group(s): Students w/ Disabilities
- Sierra Vista Elementary Student Group(s): English Learner, Hispanic, Students w/ Disabilities, and Socioeconomically Disadvantaged
- Desmond Middle School School Student Group(s): English Learner and Long-Term EL
- Jefferson Middle School Student Group(s): Hispanic
- Madera South High School Student Group(s): English Learner, Hispanic, Long-Term EL, and Socioeconomically Disadvantaged
- Torres High School Student Group(s): English Learner, Long-Term EL and Students w/ Disabilities
- Furman ISP Student Group(s): Hispanic and Socioeconomically Disadvantaged

English Learner Progress Indicator
- Adams Elementary Student Group(s): English Learner
- Dixieland Elementary Student Group(s): English Learner
- Eastin-Arcola Elementary Student Group(s): English Learner
- Howard Elementary Student Group(s): English Learner
- Lincoln Elementary Student Group(s): English Learner
- Monroe Elementary Student Group(s): English Learner
- Millview Elementary Student Group(s): English Learner
- Nishimoto Elementary Student Group(s): English Learner
- Jefferson Middle School Student Group(s): English Learner and Long-Term EL
- Madera High School Student Group(s): English Learner and Long-Term EL
- Madera South High School Student Group(s): English Learner and Long-Term EL
- Mountain Vista High School Student Group(s): English Learner and Long-Term EL

Chronic Absenteeism
- Adams Elementary Student Group(s): Socioeconomically Disadvantaged, Hispanic, White and Two or More Races
- Chavez Elementary Student Group(s): Students w/ Disabilities
- Howard Elementary Student Group(s): Students w/ Disabilities, Socioeconomically Disadvantaged and White
- Lincoln Elementary Student Group(s): English Learner
- Monroe Elementary Student Group(s): Students w/ Disabilities
- Parkwood Elementary Student Group(s): Students w/ Disabilities
- Rose Elementary Student Group(s): Hispanic, Homeless, Students w/ Disabilities and Socioeconomically Disadvantaged
- Desmond Middle School Student Group(s): English Learner, Long-Term EL and White
- King Middle School Student Group(s): Students w/ Disabilities
- Jefferson Middle School Student Group(s): English Learner

Suspension Rate
- Adams Elementary Student Group(s): White
- Lincoln Elementary Student Group(s): White
- King Middle School Student Group(s): English Learner, Long-Term EL, Hispanic and Homeless
- Jefferson Middle School Student Group(s): English Learner and Long-Term EL
- Madera South High School Student Group(s): African American, English Learner, Long-Term EL and Socioeconomically Disadvantaged
- Torres High School Student Group(s): White

College/Career Indicator
- Furman Independent Study 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. Optimal 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 focus areas, will drive instructional equity and accelerate progress for all student groups and schools.

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. **(see below)**

Student Group Report for 2024

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Green	Green	Yellow	Yellow	Green
English Learners	Orange	Yellow	Green	Green	Orange	Orange	Yellow
Long-Term English Learners	Orange	Yellow	Orange	Green	Orange	Orange	Yellow
Foster Youth	N/A	Red	Red	Green	Red	Red	Green
Homeless	N/A	Yellow	Yellow	Orange	Red	Red	Yellow
Socioeconomically Disadvantaged	N/A	Yellow	Green	Green	Yellow	Yellow	Green
Students with Disabilities	N/A	Yellow	Yellow	Orange	Red	Orange	Yellow
African American	N/A	Yellow	Orange	--	Orange	Orange	--
American Indian or Alaska Native	N/A	Orange	Green	--	Orange	Red	--
Asian	N/A	Green	Green	--	Green	Green	--
Filipino	N/A	--	Blue	--	--	--	--
Hispanic	N/A	Yellow	Green	Green	Yellow	Yellow	Green
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	N/A	N/A	--
White	N/A	Orange	Green	Orange	Yellow	Yellow	Orange
Two or More Races	N/A	Red	Green	--	Yellow	Yellow	--

The district team was convened to determine a focus for the DA work and the focus will be in ***Chronic Absenteeism*** for ***Foster Students***. MUSD has undertaken a comprehensive process to support foster youth, aligning with the goals of the 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 for foster youth. The DA team met on the following dates (***02/26/2025, 03/20/2025, 04/29/2025, & 05/20/2025)*** 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 23-24 School Year Madera Unified School District Foster Youth students had a 32.6% Chronic Absenteeism rate, which was up 4% from the prior school year leading to a red color designation on the California School Dashboard.
- Completed fishbone centered around the problem statement
    - **Lack of Connection and Sense of Belonging at School**
        - Foster youth often struggle to develop meaningful relationships with peers, teachers, and staff, leading to disengagement and chronic absenteeism. The transient nature of their placements makes it difficult to build trust, and they may feel isolated in school environments that are
    - **Trauma and Emotional Dysregulation Impacting Attendance**
        - Many foster youth have experienced significant trauma, leading to mental health struggles, emotional dysregulation, and school avoidance. These factors can manifest as anxiety, attachment disorders, and difficulties with self-regulation, making it challenging to attend school consistently.
    - **Frequent Placement Changes and Instability**
        - Foster youth often face multiple home placements, leading to school transfers, interrupted learning, and a lack of academic continuity. Every move disrupts their educational progress and weakens relationships with school staff and peers, making them more likely to disengage from school.
    - **Family & Systemic Barriers to Attendance**
        - Foster youth often face logistical barriers that interfere with regular school attendance, including court dates, supervised visitations, and DSS (Department of Social Services) appointments. These mandated obligations often occur during school hours, making attendance inconsistent. Additionally, resource parents may struggle to provide the necessary support for school engagement.
    - **Transportation Barriers & Limited Resources**
        - A lack of reliable transportation can prevent foster youth from getting to school, especially if they change placements frequently or lose access to bus services due to suspensions. Additionally, a lack of basic necessities like clothing, school supplies, and food can contribute to chronic absenteeism.
    - **Academic Struggles Leading to School Avoidance**
        - Many foster youth experience significant learning gaps due to school instability and trauma. When they feel behind academically or struggle to understand grade-level material, they may disengage from school and avoid attending altogether.

- Highest root cause selection
    - **Lack of Connection and Sense of Belonging at School**
- Driver diagram
    - **Promote Student Agency & Peer-Network Engagement**
        - Empowering foster-youth students to shape their own learning and social experiences transforms them from passive recipients into active stakeholders. By leading clubs, designing projects, or serving as peer mentors, they develop a sense of ownership, purpose, and leadership competence that directly sustains daily engagement. These interest-based cohorts also forge stable peer bonds,

providing a reliable support network that buffers against the upheaval of placement changes and keeps students invested in attending school regularly.

    - **Increase Targeted Professional Awareness Around Foster Youth Typology/Trauma Sensitive Strategies**
        - Equipping every adult on campus with a deep understanding of foster-youth trauma profiles and evidence-based, trauma-sensitive practices ensures early identification of stress signals and consistent, compassionate responses. When teachers, counselors, and substitutes share a common framework and language, students experience greater psychological safety, knowing that their needs will be recognized and met. This coherence not only prevents re-traumatization but also addresses emerging disengagement before it escalates into chronic absenteeism.
    - **Enhanced Structured, Trusting Student-Adult Relationships**
        - Assigning each foster-youth student to a dedicated, trauma-trained mentor or counselor provides a steadfast anchor amidst personal upheaval. Regular, scheduled 1:1 check-ins offer a safe forum for students to voice concerns—academic, social, or emotional—before they resort to coping by disappearance. These reliable partnerships foster trust, enable timely, tailored interventions to remove barriers, and convey the powerful message, “You matter here,” directly reducing absence and strengthening long-term school connection.
- Change Idea
    - Develop a structured, developmentally appropriate welcome package for newly enrolled foster youth that includes personalized introductions to site-based support staff (e.g., counselors, mentors), resource guides for trauma-informed services, and curated opportunities for peer engagement (e.g., clubs, student interest programs, PRIDE). Coordinated collaboratively between the Foster Youth Services department and school-site counselors, this onboarding process ensures immediate connection to both adult allies and peer networks, while affirming student agency, belonging, and awareness of available support systems from day one.

This change idea and the associated actions are being designed to address the unique challenges faced by foster youth and to promote their academic success and well-being.

Engagement with stakeholders has been a critical component of MUSD's approach. The district facilitated meetings and surveys to gather input from parents, students, educators, and community members. Feedback from these stakeholders has been instrumental in shaping the strategies outlined in the LCAP. For instance, suggestions led to the enhancement of support services and the allocation of additional resources to areas identified as high-need. MUSD remains committed to ongoing collaboration with stakeholders to ensure that the implemented actions effectively meet the needs of foster youth and contribute to their academic achievement.

For the entire plan and all the details associated with the development and implementation of the DA plan that was created utilizing the Improvement science process can be found below:

- Madera Unified School District - MUSD DA 2025 - Foster Youth

Comprehensive School Improvement

N/A

Engaging Educational Partners

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

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

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 team of community members and business partners, students, parents, teachers, site and district administrators, support staff, superintendents executive cabinet members, and executive administrative assistants in a series of meetings to review the 2024-25 LCAP, determine the priorities for the new LCAP, and to analyze the effectiveness of each adopted LCAP action, evaluate the effectiveness of each action, and determine if that action would be carried over to the new LCAP, revised for the new LCAP, or removed from the new LCAP. Meeting #1 - 10/03/24 Meeting #2 - 12/04/24 Meeting #3 - 2/19/25 Meeting #4 - 4/02/25
Parent Advisory Committee	Madera Unified held Parent Advisory Committee (PAC) meetings beginning in October and concluding in May to gather feedback and make recommendations on the LCAP. The PAC is composed of one school site representative from each school and also four student representatives; representing the three comprehensive high schools and one representing the alternative education sites. Over the course of these meetings members were provided information on each of the LCAP goals; which included updates on implementation status and effectiveness of the implementation of the overall goal as well as updates on the progress being made towards meeting the identified targets for each goal. Next the PAC was able to work collaboratively with district and school site staff to develop a set of recommendations that were presented to the MUSD Board of Trustees at the April 22nd board meeting during the public session. Meetings held and voting member attendance: 10/9/24; 20 Voting Members 11/13/24; 20 Voting Members 12/11/24; 19 Voting Members 2/12/25; 18 Voting Members 3/12/25; 17 Voting Members 4/09/25; 14 Voting Members 5/14/25; 11 Voting Members During the May 14, 2025 PAC meeting the superintendent provided the written response to the committee with comments and feedback regarding the actions that will be funded through the 2025-26 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 April 4 through May 16, 2025. 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. In what ways does being bilingual (or multilingual) prepare you for your future goals—college, career, and personal growth—and what specific actions can teachers and staff take to better support bilingual students and their families? 3. 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? 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. Describe a class lesson that helped you learn something new and you have applied it in real life outside of school? What did you take from it? 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 clubs, sports, and activities would best align with your interests and talents, and what additional offerings would you like to see the school provide? (Ex. Art, Theatre, Sports, Dance, Painting, Career Technical Education) 4. How can teachers create or better support an environment where students feel comfortable asking questions and making mistakes? 5. Describe a class lesson that helped you learn something new and you have applied it in real life outside of school? What did you take from it?
District English Language Advisory Committee	Madera Unified staff 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 22, 2025 to the MUSD Board of Trustees and Superintendent during the Information & Reports portion of the MUSD board meeting. At the May 19, 2025 DELAC meeting the Superintendent delivered his written response back to DELAC with comments and feedback. Meetings held and voting member attendance: 10/21/24; 20 Voting Members 11/18/24; 21 Voting Members 12/16/24; 18 Voting Members 1/27/25; 18 Voting Members 2/24/25; 18 Voting Members 3/31/25; 16 Voting Members

	4/21/25; 11 Voting Members 5/19/25: 17 Voting Members Total Voting Member Attendance: 139 During the May 20, 2025 PAC meeting the superintendent provided the written response to the committee with comments and feedback regarding the actions that will be funded through the 2025-26 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 5 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: 4/1/2025 to 5/23/2025 - 46 responses; CSEA: 4/1/2025 to 5/23/2025 - 74 English responses, 1 Spanish responses CMBA: 5/13/2025 to 5/23/2025 - 28 responses
SELPA	Marisa Etheridge (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) were originally scheduled to meet via Zoom on June 4th, but this meeting was cancelled and conducted via email. Through the LCAP, MUSD shared with the SELPA Director the percentage of students in MUSD who are classified as Students with Disabilities (SWD) and the budget amounts for the 2025-26 FY as well the planned programs and services being implemented and sustained by MUSD. Feedback was received about the quality of questions in the student voice section above and the growth seen on the NWEA assessment. Follow-up was conducted to clarify a question and the response was satisfactory.
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 ● 2025-26 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 - 4/3/2025; Berenda Elementary - 3/20/2025; Cesar Chavez Elementary - 4/10/2025;

	Dixieland Elementary - 4/8/2025; Duane E. Furman Independent Study - 4/10/2025; Eastin-Arcola Elementary - 4/23/2025; George Washington Elementary - 4/30/2025; Howard Elementary - 4/10/2025; Jack G. Desmond Middle - 4/23/25; James Madison Elementary - 4/10/2025; James Monroe Elementary - 4/8/2025; John Adams Elementary - 4/10/2025; John J. Pershing Elementary - 4/30/2025; La Vina Elementary - 4/28/2025; Lincoln Elementary - 4/7/2025; Madera High - 4/7/2025; Madera South High - 4/7/2025; Madison Elementary - 4/10/2025; Martin Luther King Jr. Middle - 4/2/2025; Matilda Torres High - 4/3/2025; Millview Elementary - 4/23/2025; Mountain Vista Continuation - 4/9/2025; Nishimoto Elementary - 4/10/2025; Parkwood Elementary - 4/10/2025; Ripperdan Community Day - 4/28/2025; Sierra Vista Elementary - 4/3/2025; Thomas Jefferson Middle - 4/2/2025; Virginia Lee Rose Elementary - 4/3/2025
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 ● $227,129 Equity Multiplier funds allocated ● Educational Partner Meeting Date(s): Staff Feedback on April 9, 2025, SSC Feedback on May 19, 2025 and ELAC Feedback on May 21, 2025 **Duane E. Furman Independent Study** ● Principal: Michelle Angus ● $511,783 Equity Multiplier funds allocated ● Educational Partner Meeting Date(s): Staff Feedback on March 3, 2025, SAP Team Feedback on February 24 and May 23, 2025, and SSC Feedback on March 27 and May 1, 2025 **Mountain Vista Continuation** ● Principal: Matt Tobin ● $202,835 Equity Multiplier funds allocated ● Educational Partner Meeting Date(s): Staff Feedback on May 7, 2025, SAP Team Feedback May 23, 2025 and SSC Feedback on 5/28/25. **Ripperdan Community Day** ● Principal: James Jackson ● $94,844 Equity Multiplier funds allocated ● Educational Partner Meeting Date(s): Staff Feedback on May 8, 2025 and SSC Feedback on 5/21/25.

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

The Madera Unified School District LCAP for the 2025-2026 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 10, 2025 during the public session of the MUSD regularly scheduled Board of Trustees meeting. Following that meeting on June 24, 2025 the MUSD Board of Trustees took action to approve the 2025-26 Draft LCAP and the MUSD 2025-26 adopted 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 24, 2025. Below is a detailed description of how this feedback shaped the adopted LCAP:

Goal 1 - Assets-Based Multilingualism	
PAC	To support Goal #1 of promoting Asset-Based Multilingualism, the recommendations focus on expanding opportunities and resources for English Learner students. These include: ● Increasing access to diverse academic pathways such as CTE, VAPA, and Dual Enrollment to help students meet graduation and career readiness goals; ● Enhancing professional development for educators to better understand and integrate students' cultural and linguistic backgrounds; and ● Strengthening parent engagement through improved communication and access to resources that support student success and recognize bilingual achievements.
DELAC	To support Goal #1, Asset-Based Multilingualism, the recommendations emphasize: ● Strengthening family and community engagement through multilingual workshops, translation services, and local partnerships to better support English Learner families; ● Highlighting the need for professional development for educators to improve instructional strategies that boost English Learners' academic and language growth; and ● Increasing access to Spanish language books in libraries and classrooms, as well as expanding Spanish language class offerings beyond Dual Language Immersion programs, are encouraged to enhance students' bilingual skills.
School Community	To support Goal #1, Asset-Based Multilingualism, community feedback is the following: ● Praise for support programs for English Learners (ELs), including ELD placement; ● Call for increased bilingual support in classrooms and communications; ● Desire for more inclusive communication strategies for non-English-speaking families; ● Recommendation to diversify outreach beyond digital tools (e.g., flyers, in-person events); and ● Need for clearer information and accessibility for families not proficient in English or technology.
Students	To support Goal #1, Asset-Based Multilingualism, student feedback is the following: ● Bilingualism/multilingualism is seen as valuable for careers, earnings, and cultural understanding; ● Calls for more diverse language offerings beyond Spanish, such as Asian and African languages; ● Emphasis on hiring bilingual staff and offering resources in multiple languages; and ● Need to celebrate and support linguistic diversity in school environments.

Union Partner(s)	To support Goal #1, Asset-Based Multilingualism, MUTA feedback is the following: ● Expand and improve the ELD program, including updated curriculum, better student placement, and bilingual resources; ● Invest in and grow dual language immersion programs at more sites and grade levels; ● Provide more translation and language access for non-English-speaking families during meetings and in communication; ● Address the needs of Long-Term English Learners with targeted reading interventions and academic support; and ● Increase culturally responsive teaching practices to better serve multilingual and diverse learners. CSEA feedback is the following: ● Positive bilingual education and dual language immersion programs are in place, supporting English learners and migrant families; ● Challenges include limited bilingual staff and the need for increased bilingual outreach and culturally responsive teaching; and ● Communication materials are often bilingual, but language barriers and trust issues with families still hinder full engagement. CMBA feedback is the following: ● Improve instruction for multilingual learners through enhanced curriculum and culturally responsive teaching practices; ● Provide specialized professional development and coaching focused on English Language Development (ELD); ● Increase communication and outreach in multiple languages to raise family awareness about available supports; and ● Strengthen community partnerships to better support English Learners and families experiencing instability.

Goal 2 - High-Quality Student Engagement Opportunities	
PAC	To support Goal #2 of Providing High-Quality Student Engagement Opportunities, the recommendations focus on: ● Expanding and diversifying extracurricular programs, especially at the elementary level. This includes offering more clubs in STEM, Arts, and CTSO-related fields; ● Broadening athletic opportunities; ● And increasing leadership development through CTSO participation;and ● Additionally, there's a strong emphasis on ensuring inclusivity and equitable access for all students, particularly those with disabilities or limited resources.
DELAC	To support Goal #2, High-Quality Student Engagement Opportunities, the recommendations highlight: ● The importance of providing early and consistent exposure to postsecondary options through college visits and goal-setting activities, especially supporting first-generation college students. ● They also call for expanding career exploration opportunities by introducing students to various professional and technical careers through events, field trips, and family-inclusive informational sessions, starting from middle school through high school to help students make informed educational and career choices.
School Community	To support Goal #2, High-Quality Student Engagement Opportunities, community feedback is the following: ● Strong demand for expanded extracurriculars: sports, arts, field trips, hands-on learning; ● Parents appreciate after-school care, summer programs, and inclusive events; ● Suggestion to recognize not just students but also involved parents;

	● Desire for more real-world skills instruction (e.g., financial literacy, career readiness); ● Interest in improving the vibrancy and attractiveness of school environments; and ● Repeated request for more inclusive and accessible activities for all student groups.
Students	To support Goal #2, High-Quality Student Engagement Opportunities, student feedback is the following: ● Students are motivated by social connections, interests, and incentives (e.g., rewards, college prep); ● Desire for more diverse, engaging extracurricular programs and better promotion of them; ● Recommendations include increasing funding and improving communication about activities; and ● Respectful, supportive staff are crucial for encouraging participation and building trust.
Union Partner(s)	To support Goal #2, High-Quality Student Engagement Opportunities, MUTA feedback is the following: ● Increase access to hands-on, engaging instruction in math, science, and reading, especially for underserved groups; ● Provide equitable opportunities for extracurriculars such as CTE, fine arts, field trips, and academic competitions—matching recognition given to sports; ● Reduce excessive testing to allow time for meaningful, interactive instruction; ● Offer alternative scheduling and events (evenings/weekends) and childcare to increase family engagement; and ● Develop more socialization opportunities (e.g., games, clubs, school events) to promote student connection. CSEA feedback is the following: ● Emphasis on enhancing student engagement through extracurricular activities, vocational programs, and real-world learning opportunities; ● Expansion of after-school programs, tutoring, and family engagement efforts is needed to improve academic and social outcomes; and ● Parent involvement remains a challenge due to time constraints and lack of flexible, interactive communication methods. CMBA feedback is the following: ● Expand extracurricular activities including intramural sports, arts, leadership opportunities, and real-world learning experiences like field trips; ● Support programs such as the CARD program, VAPA events, and elementary electives to promote student involvement; ● Encourage project-based learning and culturally relevant instruction to deepen student engagement and growth; and ● Use positive behavior interventions and supports (PBIS) and initiatives like Playworks and school advocates to enhance student participation.

Goal 3 - Effective Learning Environments	
PAC	To support Goal #3 of Creating Effective Learning Environments, the recommendations emphasize: ● Strengthening professional development for all staff, including training in culturally relevant teaching and classroom management; ● They also call for proactive support of students' social-emotional and behavioral needs through mental health programs and targeted interventions; and ● Additionally, the plan promotes equity by improving access to enrichment opportunities, enhancing communication with families—especially those facing attendance challenges—and encouraging student engagement through work experience and civic involvement.

DELAC	To support Creating Effective Learning Environments, the recommendations focus: ● On reducing suspension and expulsion rates through restorative practices, behavioral interventions, and alternative programs like Saturday school; ● They also emphasize hiring and retaining qualified educators, offering ongoing professional development, and applying research-based teaching methods tailored to diverse learners; and ● Additionally, strengthening family and community engagement through workshops and collaboration is recommended to support students' academic and social-emotional needs.
School Community	To support Goal #3, Effective Learning Environments, community feedback is the following: ● Need for more consistent behavior expectations and better discipline practices; ● Parents concerned about bullying, safety, and student conduct enforcement; ● Suggestions for increasing campus security and improving lighting near schools; ● Advocacy for more consistent implementation of IEPs and 504 accommodations; ● Calls to support teacher morale and ensure adequate staffing and substitutes; and ● Desire for vibrant, welcoming campuses and meaningful awards/recognition.
Students	To support Goal #3, Effective Learning Environments, student feedback is the following: ● Positive representation of Hispanic and Mexican cultures through events and clubs; ● Desire for broader cultural inclusion—Asian, African, and other global traditions; ● Suggestions include cultural exchange events and integrating diverse perspectives into curriculum; and ● Inclusive, welcoming environments with staff who listen and treat students fairly are valued.
Union Partner(s)	To support Goal #3, Effective Learning Environments, feedback is listed below: MUTA feedback is the following: ● Strengthen student discipline policies and implement clear, consistent consequences; ● Increase mental health support by hiring more counselors, psychologists, and SEL-trained staff; ● Create wellness centers and on-campus in-school suspension rooms with restorative supports; ● Improve classroom conditions—smaller class sizes, better materials, more classroom aides, and updated facilities; ● Increase support for teachers managing disruptive behavior and recognize teacher contributions more visibly and fairly; and ● Expand early behavioral interventions and ensure quicker access to SSTs and support services. CSEA feedback is the following: ● Calls to reduce class sizes, increase aides, and improve discipline consistency with alternatives to suspensions; ● Mental health services, counselors, social-emotional programs, and behavioral support are prioritized to create a supportive environment; and ● Safety is addressed by advocating for safety officers at every school and improving facilities with dedicated intervention spaces. CMBA feedback is the following: ● Increase staffing at the elementary level, including counselors, vice principals, behavioral health specialists, and office staff to better support students; ● Protect instructional time, especially mornings, and minimize disruptions from scheduling "specials" and extracurriculars; ● Improve safety with enhanced security measures like cameras and facility upgrades, especially in older schools; ● Address large class sizes and balance administrator workload to ensure focus on instructional leadership; and ● Align teacher planning and PE time to improve instruction and well-being across grade levels.

Goal 4 - Maximize Student Achievement	
PAC	To support Goal #4 of Maximizing Student Achievement, the recommendations focus on: ● increasing paraprofessional support in both primary and secondary grades to better serve diverse student needs, especially English Learners and students with disabilities; ● They also emphasize expanding elective and hands-on learning opportunities for middle school students; and ● Improving teaching and learning outcomes in English Language Arts and math through enhanced curriculum resources and teacher support across all grade levels.
DELAC	To support Maximizing Student Achievement, the recommendations focus on: ● enhancing services for all English Learners, particularly providing targeted support to help long-term English learners achieve reclassification before advancing; ● They also call for additional support for 5th and 6th-grade teachers managing large classes and complex student needs; and ● Increasing paraprofessional support to ensure more adult assistance is available in classrooms.
School Community	To support Goal #4 of Maximizing Student Achievement, the student feedback is the following: ● Strong emphasis on increasing academic support: tutoring, small groups, differentiated instruction; ● Demand for better services for students with disabilities and struggling learners; ● Praise for existing support for low-income students, ELs, and underserved populations; ● Request for programs that support both low- and high-achieving students; ● Push for more counseling, RTI services, and speech therapists on campus; and ● Encouragement for incorporating real-world, career-prep instruction in curriculum.
Students	To support Goal #4 of Maximizing Student Achievement, the student feedback is the following: ● Real-life application of school lessons praised—budgeting, communication, leadership, practical skills; ● Hands-on learning experiences are seen as important for personal growth and creativity; and ● Programs in public safety, agriculture, health, and construction contribute to skill development.
Union Partner(s)	To support Goal #4, Maximize Student Achievement, the feedback is listed below: MUTA feedback is the following: ● Prioritize early reading intervention, especially in grades K–2 and for EL/Long-Term EL students; ● Provide Tier 2 and Tier 3 academic interventions, including reading, math, and dyslexia support; ● Improve special education staffing and services, including early identification and placement; ● Address gaps in foundational science instruction, including facility and curriculum upgrades at high schools; ● Increase instructional time and reduce scheduling barriers caused by over-testing and "specials;" and ● Offer teacher-driven professional development, especially in data use, classroom management, and equity. CSEA feedback is the following: ● Recommendations focus on targeted interventions, tutoring, reading support especially in early grades, and reducing excessive testing and screen time.; ● Need for more teacher and paraprofessional training, particularly in culturally responsive instruction and special education; and ● Equity concerns include ensuring all students, including special needs and English learners, have fair opportunities and resources for success.

	CMBA feedback is the following: ● Prioritize targeted academic interventions, data-driven tutoring, and consistent support across classrooms to help students meet grade-level standards, especially in reading and math; ● Emphasize foundational literacy coaching and resources, particularly for upper elementary grades; ● Utilize professional development and coaching to improve instructional quality and behavior management; ● Expand mental health services and behavioral supports to address social-emotional learning and wellness; and ● Increase accountability for student attendance and discipline to support academic success.

Goal 5 - High Quality Operational Services	
School Community	To support Goal #5, High-Quality Operational Services, community feedback is the following: ● Appreciation for free meals, supplies, and access to technology; ● Repeated calls to improve school meal quality and bus route timeliness; ● Requests for long-term strategic planning and equity across all schools; ● Desire for better outreach, especially to non-tech and non-English-speaking parents; ● Communication is generally strong (via ParentSquare, emails), but families want more timely, clear, and inclusive updates; and ● Suggestions for yearly planning calendars, more in-person meetings, and stronger parent involvement in decision-making.
Students	To support Goal #5, High-Quality Operational Services, student feedback is the following: ● Advocacy for more bilingual staff to better support diverse student populations; ● Importance of school-level changes to incorporate inclusive curricula and events; ● Call for greater family involvement through multilingual communication and outreach; and ● Operational improvements needed in funding and promoting extracurricular opportunities.
Union Partner(s)	To support Goal #5, High-Quality Operational Services, MUTA feedback is the following: ● Improve staffing levels (counselors, aides, interventionists) and distribute resources equitably across sites; ● Increase teacher compensation to match or exceed neighboring districts; address concerns about workload and morale; ● Enhance decision-making transparency and involve site-level staff and families in budget/resource decisions; ● Provide more effective leadership communication, including in-person outreach from district leaders; ● Address transportation timeliness, student attendance, and parent accountability more systematically and proactively; and ● Reassess district priorities to avoid initiative overload; allow time for mastery before launching new programs. CSEA feedback is the following: ● Communication efforts via newsletters, ParentSquare, and meetings are strong but need more flexible, inclusive, and two-way engagement approaches; ● Challenges include funding shortages, overcrowded classrooms, insufficient behavioral support, and underappreciation of classified staff; and ● Calls for better professional development, staff morale improvement, stronger leadership inclusion, equitable resource distribution, and better use of technology.

	CMBA feedback is the following: ● Enhance parent engagement and community outreach with clear, jargon-free communication and culturally relevant, interest-driven activities; ● Provide childcare, food, and virtual engagement options to boost parent participation at meetings; ● Streamline communication to reduce redundancy among committees and improve strategic alignment on whole-child initiatives; ● Improve family awareness of resources through better outreach and communication strategies; ● Address facility disparities by upgrading older schools and allowing school sites more control over their websites for accuracy and better information dissemination; and ● Recognize and celebrate positive school culture and site successes equitably to build morale and visibility.

Goal 6 - Eastin-Arcola Elementary School - Equity Multiplier	
Action #1	*Increase staffing to support student attendance and welfare*: ● Staff and parent groups support increasing staffing to better support families and students; ● Enhanced staffing is expected to improve school-to-home communication; ● Improved communication will benefit: Student connectivity, Student attendance, Parent involvement; ● Additional staffing will also support academic areas such as: Literacy, Math, and Overall student achievement; ● Staff expressed concerns about insufficient support for students needing behavioral intervention; and ● Discussion focused on identifying the most effective staffing or position to address behavioral needs.
Action #2	*Provide additional academic support and resources:* ● Staff and parent group feedback supports providing additional support and resources for: foundational skills development and language development; and ● Actions recommended include: ○ Providing targeted after-school tutoring in literacy and math; ○ Purchasing books and instructional materials to enhance reading and writing opportunities; and ○ Ordering resources to benefit both targeted students and the broader student body
Action #3	*Purchase Supplemental Social Emotional Learning Curriculum*: Goal: These supports aim to decrease chronic absenteeism and increase school engagement ● Staff and parent group feedback supports providing resources to: increase attendance, boost student and parent participation and enhance overall school involvement; ● Planned investments include: ○ Social Emotional Learning (SEL) programs ○ Character education and academic materials ○ Incentives and awards ○ Field trips and school activities ○ Support for after-school tutoring ○ Materials for family communication, participation, and meetings ● Additional considerations for campus improvements include seating and shade areas, purchase of a school sound system and outdoor enhancements such as: school signage, shade structures, outdoor activity stations and general site enhancements to promote engagement

Action #4	*Increase supervisory staff during recess:* Staff and parent group feedback supports: ● Providing additional time for Cafeteria Playground Aides ● Increasing hours to enhance student supervision ● Addressing the need for continued campus safety and student well-being

Goal 7 - Furman K-12 Independent Study - Equity Multiplier	
Action #1	*Increase Supplemental and Support Staffing* ● Staff has been a valuable asset, especially in supporting students with attendance and social-emotional learning (SEL) challenges. ● The goal to support these areas remains unchanged. ● Staff request funding for a 9-12 Family Liaison to strengthen school-to-home connections. ● Commitment to continuous outreach to students and parents to support academic, behavioral, and socio-emotional needs. ● Focus areas include English Language Arts (ELA) and mathematics. ● Regular monitoring and communication will address attendance, work completion, and academic performance.
Action #2	*Purchase Supplemental Instructional Programs and Materials* ● Additional licenses for learning platforms have been effective in supporting K–12 student learning. ● Staff suggested researching a few more platforms to address remaining learning gaps. ● Elementary learning kits sent home for hands-on activities boosted engagement across subjects. ● Staff support funding for materials that enhance at-home learning, such as: science materials, pedometers and books to expand classroom libraries ● Daily planners were discussed and will be incorporated to help students organize their study schedules. ● Plans include investing in: ○ Online learning platforms for Tier 2 and Tier 3 ELA and math interventions ○ Equipment for both in-person and at-home learning ○ Books and instructional materials to promote reading, writing, and note-taking skills
Action #3	*Purchase Supplemental Social Emotional Learning Curriculum* ● SAP team observed a strong positive impact of SEL items on students' connection to school. ● Current SEL materials (e.g., fidgets, lunchtime games) were effective in addressing student needs. ● Staff would like to continue and expand funding for: ○ Fidgets and sensory tools ○ Games and lunchtime activities to encourage peer connection ○ Educational field trips ● Plans for next year include investing in: ○ SEL and character education materials ○ Incentives and awards to boost engagement ○ Seating and shade structures/areas on campus ○ PBIS signage and materials ○ A school sound system for announcements/events ○ Additional field trips and school activities ○ Support for after-school tutoring ○ Materials for improved family communication and meetings ● The recommendation is to continue with these initiatives as they aim to improve attendance, student participation, and overall school involvement.

Goal 8 - Mt. Vista Continuation High School - Equity Multiplier	
Action #1	*Increase Supplemental and Support Staffing* ● Educational partners want students to be held accountable for disruptive classroom behavior. ● There is support for students to engage in Tier 2 and Tier 3 behavioral interventions when needed.
Action #2	*Increase Student Engagement Opportunities* ● Educational partners recommend adding more shade structures on campus for student comfort during breaks and lunch. ● They suggest introducing more Big Kid Recess games to provide engaging activities for students during lunch.
Action #3	*Increase Academic Supports for Students* ● Educational partners recommend offering 7th period classes to give students more opportunities to recover credits and stay on track for graduation. ● Teachers would like to provide before and/or after-school tutoring to support students who need additional academic help.

Goal 9 - Ripperdan Community Day School - Equity Multiplier	
Action #1	*Increase Supplemental and Support Staffing* ● Staff is encouraged by the decrease in student referrals and suspensions. ● There is strong support for using extra time funds to continue supporting student engagement. ● Staff is willing to step up and assist students, especially in the absence of funding for the SRC teacher position.
Action #2	*Purchase Supplemental Social Emotional Learning Curriculum* ● Staff supports continuing SEL and character education materials to improve attendance, participation, and school involvement. ● Field trips are a highly effective incentive, positively impacting student engagement and behavior. ● Incentives and rewards have been well received and help reinforce positive behaviors. ● Continue to invest in the following: ○ SEL and character education materials ○ Incentives and awards ○ Field trips and school activities ○ Family communication resources ○ An online SEL learning platform to support both students and staff
Action #3	*Minimize Student Distractions* ● Continue purchasing phone pouches to reduce distractions and increase student engagement in the classroom. ● Staff reports that phone pouches have had a positive impact on classroom focus and behavior. ● Invest in materials for project-based lesson plans to support deeper learning.
Action #4	Purchase resources to create a welcoming school environment: ● Staff supports reallocating equipment to create a circuit workout area on school fields to boost student self-esteem and provide a healthy outlet for energy. ● Physical activity is viewed as an effective intervention to help students manage stress and behavior. ● Staff would like to allocate resources to promote a welcoming school environment, including: ○ Walking paths and workout equipment

	○ Shade structures, canopies, umbrellas ○ Benches and tables ○ School signage highlighting school values/pillars ○ A school mural to build community pride and visual appeal.



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		55.0% making progress towards English language proficiency	-9.3% Long-Term English Learner: N/A

			38.2% 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		20% 20% Long-Term English Learners	-2.86% Long-Term English Learners: N/A
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		350 Students 75 Long-Term English Learners students	0 Change Long-Term English Learners: N/A
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		ALL: 50% SED: 50% EL: 40% FY: 40% HY: 40% SWD: 30%	ALL: +3.5% SED: N/A EL: +3.6 FY: +4.6% HY: -1.4% SWD: +3.7%
1.5	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: 55% SED: 55% EL: 45% FY: 60% HY: 45% SWD: 45%	ALL: +17.5% SED: N/A EL: +21.9% FY: +2.6% HY: +5.7% SWD:+13.9%
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:10 DFS SED: 10 DFS EL: 0 DFS FY: 0 DFS HY: 0 DFS SWD: -5 DFS	ALL:+4.1 SED: N/A EL: +5.3 FY: -13.6 HY: +2.7 SWD:-3.6
1.7	CAASPP Math (SED = Socioeconomically	ALL: -93.6 DFS EL: -111.1 DFS	ALL: -88.4 DFS SED: - 91.8 DFS		ALL: -5 DFS SED: -5 DFS	ALL:+4.1 SED: N/A

	Disadvantaged;EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	FY: -108.9 DFS HY: -119.3 DFS SWD: -157.9 DFS in 2022-2023 (1-year lag)	EL: -106.2 DFS FY: -131.7 DFS HY: -118.6 DFS SWD: -153.9 DFS in 2023-2024 (1-year lag)		EL: -15 DFS FY: -15 DFS HY: -15 DFS SWD: -25 DFS	EL: +5.3 FY: -13.6 HY: +2.7 SWD:-3.6
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: 26.3% FY: 24.8% HY: 22.5% SWD: 24.3% Mathematics ALL: 44.0% SED: 43.3% EL: 26.3% FY: 24.8% HY: 22.5% SWD: 24.3% 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	ALL: -0.3% SED: N/A EL: -13.3% FY: -9.1% HY: -13.9% SWD:-11.4%
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: 60% SED: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared	ALL: +5.0% SED: N/A EL: +6.1% FY: +15.9% HY: +9.4% SWD: +6.2% 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		95%	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 1; Action 1; Creating assets-oriented and student responsive schools: Initial Implementation
Madera Unified School District has made significant progress in supporting English Learners (ELs) by implementing the English Learner Roadmap, focusing on Principles #1 and #2 through teacher coaching cycles, professional development, and collaboration among ELD lead teachers. Notable achievements include growth in the English Learner Progress Indicator (ELPI), an increase in the Seal of Biliteracy, and improved NWEA proficiency scores, particularly in reading. However, challenges remain, such as slow progress in the Teaching

and Learning Cycle stages and a slight decline in the reclassification rate. The district has allocated financial resources to improve academic outcomes for multilingual students, strengthen school-family relationships, and create a supportive environment for ELs. Partnerships with the ISET team have helped ensure that culturally relevant lessons and scaffolding are embedded in instruction. The district has seen growth in NWEA Reading scores, with improvements in the percentage of students meeting or exceeding standards, as well as increases in the number of students approaching standards. As the district moves into its 6th coaching cycle, the focus will shift to integrating ELD standards with effective instructional strategies.

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 implementation of the EL Roadmap has progressed with significant success, including administrator professional learning, a Newcomer Summer Academy, and successful coaching cycles for both elementary and secondary sites. However, some challenges arose, such as time constraints that led to reduced PD days and the need for continued monitoring of instructional practices, especially for Designated ELD. Elementary schools are using walkthroughs with ISET consultants and data analysis to monitor instructional practices, with 4th and new 5th-grade teachers receiving job-embedded coaching for Designated ELD. Secondary schools have implemented coaching cycles focused on aligning standards with student learning and revising priority standards to better support language acquisition. Moving forward, the focus will be on maintaining progress, providing ongoing support for newcomer teachers, and ensuring sustained monitoring and coaching to refine instructional practices.

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 Elementary CIA Department successfully delivered a four-day professional learning series to 5th-grade and new 4th-grade teachers, focused on enhancing English Language Development (ELD) instruction. Each session equipped teachers with strategies and tools to create Designated ELD lessons aligned with the CA ELD standards, with a focus on oral language, reading, and writing development. While time constraints and diverse student needs presented some challenges, teachers actively engaged in the workshops and successfully implemented the strategies in their classrooms.

Goal 1; Action 4; Districtwide and site based Instructional Coaching: Initial Implementation
The district is making progress with ELD support, though challenges remain in stabilizing leadership at secondary schools and fully launching teaching cycles at the elementary level. Coaching support has been valuable, and collaboration between coaches and ELD leads has strengthened instructional practices, but further focus is needed on stabilizing leadership and expanding curriculum development. Efforts include targeted training on the master schedule process to clarify ELD coach responsibilities and expectations, with a focus on aligning these with the upcoming academic year's scheduling process. The district is working closely with ELD and secondary leads to ensure consistent implementation of expectations, including the integration of model classrooms. Additionally, structured coaching cycles are being developed to provide sustained support for ELD Leads, and the district is considering reallocating academic coaching positions to the high school level to establish a comprehensive coaching model that could later be expanded across the K–12 continuum.

Goal 1; Action 5; Develop, Sustain, and Expand Dual Language Immersion Schools: Full Implementation
Madera Unified School District's Dual Language Immersion (DLI) programs have made significant strides in promoting bilingualism, biliteracy, and academic achievement, despite challenges like teacher credentialing, staffing shortages, and space limitations at some schools. To address these issues, the district has implemented incentives for bilingual teachers, provided transportation for accessibility, and refined instructional strategies to support language proficiency and cultural inclusion. While there are inconsistencies in academic performance across schools, particularly with newer teachers and the complexities of language acquisition for state assessments, the district continues to adapt its approach. This includes expanding bilingual instruction into

higher grades, recruiting qualified staff, improving parent engagement, and refining instructional practices for English Language Development (ELD) to enhance academic outcomes.

Goal 1; Action 6; Cultural Exchange Opportunities: Initial Implementation
The Oaxaca trip initiative has successfully immersed teachers and administrators in the local culture, despite facing some logistical and registration challenges. A group of 15 teachers, residents, and 3 district leaders have been selected to participate in this year's cultural exchange, which aims to enhance cultural and linguistic staff development. The trip addresses gaps in traditional teacher preparation programs and provides ongoing training to help educators better support multilingual students, with the goal of improving student achievement, increasing reclassification rates, and expanding access to pathways and electives through an asset-based approach to multilingualism.

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 1: The Budget was $1,028,599, the Estimated Actual Expenses are $865,999.
The Dual Language Immersion (DLI) Coordinator position was not filled.

Goal 1; Action 2: The Budget was $1,424,753, the Estimated Actual Expenses are $1,673,422.
The salaries for District Academic Coaches (DAC) were higher than estimated.

Goal 1; Action 4: The Budget was $372,120, the Estimated Actual Expenses are $268,634.
The salaries for DLI coaches were lower than estimated.

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
In Madera Unified, English Learner (EL) students showed growth in some areas, but overall progress wasn't substantial enough to meet the district's three-year goals, with only 3 of 9 indicators showing significant improvement. While ELs made positive gains in NWEA Reading proficiency and in both math and English CAASPP scores, these improvements weren't enough to reach long-term objectives. Similarly, local assessments like NWEA Fluency and mathematics for K-2 students showed increased proficiency, and a 6% rise was seen in EL seniors meeting the College and Career Indicator. However, several key metrics led to a "somewhat effective" rating:

- A 9.3% decrease in the percentage of EL students making adequate progress on the CA School Dashboard.
- A 3% decrease in the EL reclassification rate.
- No change in the number of students earning the CA State Seal of Biliteracy, remaining at 298 students.
- In 2024-25, there were a total of 33 Professional Learning Sessions provided to Elementary, Secondary, and Newcomer educators.

These mixed results highlight the need for more targeted interventions and continuous monitoring to accelerate progress toward the district's goals.

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

Positive progress has been made with professional development for administrators and teachers, as well as authentic opportunities for Long-Term English Learners (LTELs) through coaching and curriculum planning. However, there are gaps in the district-wide implementation of EL strategies for content area teachers, and focusing on developing a Designated ELD curriculum before moving to Integrated ELD may slow down broader support for students.

To improve effectiveness, the district will prioritize widespread training and integrate language development across all content areas, with ongoing monitoring and coaching at elementary sites, and targeted professional development at secondary schools, including coaching cycles focused on standards and language acquisition. While some PD, such as Collaborative Structures, has been provided, training for content area teachers on EL strategies is still in the early stages.

- In grades K-12 last school year MUSD provided 33 professional learning sessions to elementary, secondary, and Newcomer teachers. Additionally, district academic coaches provided site support engaging in 57 coaching cycles throughout the year in elementary and secondary classrooms.

The effectiveness is starting to show in the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners. These gains are also translating to our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level expectations for English Learners. We saw over 6% increase for English Learner seniors meeting the College and Career Indicator on the California Dashboard. Additionally, the district saw a decrease in EL progress as measured by the CA School Dashboard, ELPI indicator and our districtwide reclassification rate also decreased.

- A 9.3% decrease in the percentage of EL students making adequate progress on the CA School Dashboard.
- A 3% decrease in the EL reclassification rate.
- No change in the number of students earning the CA State Seal of Biliteracy, remaining at 298 students.
- In 2024-25, there were a total of 33 Professional Learning Sessions provided to Elementary, Secondary, and Newcomer educators.

These mixed results highlight the need for more targeted interventions and continuous monitoring to accelerate progress toward the district's goals.

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 professional development sessions, based on teacher feedback, have shown some effectiveness in improving instructional practices, with both quantitative and qualitative feedback offering valuable insights. In grades K-12 last school year MUSD provided 33 professional learning sessions and trained/supported 437 (some teachers are duplicated in this count) teachers. However, there is a need for a stronger focus on sustaining and monitoring these efforts, particularly in ensuring the strategies are tailored to At-Risk, LTEL, and Newcomer students. Ongoing evaluation and targeted strategies will be crucial to improving the long-term impact of professional development.

The effectiveness is starting to show in the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners. These gains are also translating to our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level

expectations for English Learners. Additionally we saw over 6% increase for English Learner seniors meeting the College and Career Indicator on the California Dashboard. The district saw a decrease in EL progress as measured by the CA School Dashboard, ELPI indicator and our districtwide reclassification rate also decreased.

- A 9.3% decrease in the percentage of EL students making adequate progress on the CA School Dashboard.
- A 3% decrease in the EL reclassification rate.
- No change in the number of students earning the CA State Seal of Biliteracy, remaining at 298 students.
- In 2024-25, there were a total of 33 Professional Learning Sessions provided to Elementary, Secondary, and Newcomer educators.

These mixed results highlight the need for more targeted interventions and continuous monitoring to accelerate progress toward the district's goals.

Goal 1; Action 4; Districtwide and site based Instructional Coaching: Somewhat Effective

Progress at the secondary level has been positive, with strong relationships between teachers, leads, and coaches leading to increased teacher involvement, though full implementation will require more time. At the elementary level, coaching on ELD Best Practices, the California English Learner Road Map, and Culturally Relevant Instruction is ongoing, but adaptation to the classroom is still in early stages.

Successful implementation has been seen at sites where administrators fully support District Academic Coaches (DACs) and provide necessary resources, improving student outcomes and instructional quality, though many schools are still working on building the necessary relationships and infrastructure. To ensure consistency across the district, all middle and high schools will follow the established master schedule guidance, with model classrooms serving as critical learning hubs. Data also show that sites with stable, long-term coaching assignments experience greater success, highlighting the importance of maintaining continuity to scale effective ELD programs district-wide.

The effectiveness is starting to show in the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners. These gains are also translating to our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level expectations for English Learners. Additionally we saw over 6% increase for English Learner seniors meeting the College and Career Indicator on the California Dashboard.

- A 9.3% decrease in the percentage of EL students making adequate progress on the CA School Dashboard.
- A 3% decrease in the EL reclassification rate.
- No change in the number of students earning the CA State Seal of Biliteracy, remaining at 298 students.

The disparity in outcomes underscores the necessity of implementing targeted interventions and establishing a framework for continuous progress monitoring to attain district-wide objectives.

Goal 1; Action 5; Develop, Sustain, and Expand Dual Language Immersion Schools: Somewhat Effective
The data reveals that bilingual and biliterate students are not outperforming reclassified students at the elementary level, despite expectations. While overall growth and achievement remain inconsistent across the three Dual Language schools, certain grade levels, such as Kindergarten and 1st grade, demonstrate significant progress in foundational reading and math skills. The district continues to focus on improving consistency in gains and achievement across all grade levels at these schools. The effectiveness is starting to show in the

CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners. These gains are also translating to our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level expectations for English Learners.

In secondary grades (9-12) MUSD saw over 6% increase for English Learner seniors meeting the College and Career Indicator on the California Dashboard.

However, our reclassification rate in secondary and ELPI progress in secondary has decreased in the percentage of students meeting those requirements.

- A 9.3% decrease in the percentage of EL students making adequate progress on the CA School Dashboard.
- A 3% decrease in the EL reclassification rate.
- No change in the number of students earning the CA State Seal of Biliteracy from 2024 to 2025, remaining at 298 students. Of those 298 students, six students (3.4 % of 12th grade English Learners) earned the State Seal of Biliteracy.
- The percentage of English Learner students passing an AP Language Exam

The disparity in outcomes underscores the necessity of implementing targeted interventions and establishing a framework for continuous progress monitoring to attain district-wide objectives.

Goal 1; Action 6; Cultural Exchange Opportunities: Somewhat Effective

This action is rated as somewhat effective. The following metrics were addressed:

- Total number of teachers hired from other countries: 1
- Total number of participants annually attending the summer cultural exchange program: 16 participants in the summer of 2025 attended a summer program in Oaxaca, Mexico. This was in increase from 2024, where only 12 participants attended.
- Based on 2024 CA School Dashboard the DFS is -106.2 in Mathematics and -76.6 in English Language Arts for English Learner students. When compared to the 2023 dashboard results there was a positive change in DFS of +4.9 in mathematics and +5.3 in English Language Arts.
- A 3% decrease in the EL reclassification rate.

The district is currently unable to hire teachers from other countries, this is due to the change in geopolitics. It is still the intent to hire teachers from Mexico in the future, but this initiative is currently on hold. However, the summer exchange program in Oaxaca will continue as a part of our teacher residency program as it provided opportunities for administrators, mentor teachers, and teacher residents to explore and engage in rich cultural experiences that mirror that of many of our students attending school in Madera.

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

Additional metrics are being added to help monitor our implementation and effectiveness of the actions in Goal 1. The new metrics will be reviewing reclassification rates of students scoring an overall score of 4 on the Summative ELPAC exam who ultimately reclassify as English Proficient. Additionally, we have added data on Socioeconomically Disadvantaged students as many of these actions in Goal 1 are principally directed to Low Income students.

- Metrics
  - 1.10 - Reclassification Rate of students scoring an overall score of 4 on the ELPAC
  - 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9 - For each of these metrics, further data was reported beginning with the 2025-26 LCAP for Socioeconomically Disadvantaged (SED) students as this was necessary to evaluate the effectiveness of Actions 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6. We will be utilizing this reporting year as our baseline data in the 2025-26 LCAP.

To improve math outcomes for middle school students, particularly English Learners, Madera Unified School District (MUSD) has launched two major initiatives. In partnership with UC Merced, MUSD created the "Bridging the Gap in Mathematics" academy, offering targeted seasonal camps and weekend programs focused on foundational skills, problem-solving, and college readiness for EL students. Additionally, MUSD is implementing system-wide classroom interventions—such as reduced class sizes, co-teaching models, skill-based student grouping, and professional development—to enhance classroom instruction and provide additional support across all middle school math classes.

- Action(s)
  - 1.7 - Middle School Math Support with a focus on English Learner (LTEL, RFEP, Newcomer) students

Increase and Improved Services for Goal 1: Assets Based Multilingualism

Two metrics identified have been removed from the Increased Improved Services Section for Goal #1, Action 1, 2 & 3 due to the inability to collect teacher feedback using Parsec REEL and accurately calculate teacher participation rate due to the variability of the 33 sessions offered. Additionally, we removed two metrics for Goal #1, Action 4; which were the rate of teacher vacancies and the rate of voluntary resignations. These two metrics were removed as it was unclear how those two metrics were to be measured accurately considering most staff teaching English Learner students also teach non language learners as well.

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. Schools will focus on improving the academic outcomes for multilingual students in MUSD.	$1,076,656 $340,956	Y

		Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9,1.10		
2 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 ● 5th grade long-term English Learners Secondary Schools will prioritize: ● Implementation of curriculum for designated ELD courses, specifically	$1,808,849	Y

		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 Learner (EL) and Long-Term English Learner (LTEL) students.	$196,780	Y

		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 ● Increase knowledge of content specific implementation of strategies to support EL's.	$278,446	Y

		● 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	$259,792	Y
6	Cultural Exchange Opportunities	Engage in international cultural exchange opportunities for cultural and linguistic staff development due to traditional university teacher preparation and training being	$120,000	Y

		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. **Middle School Math Intervention and Support** After reviewing multiple sources of district	$360,000 $90,733 $904,000 LREBG	Y

		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		


NIKE

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)		4,500 Unique TK-6th grade students Target adjusted in 2025 to 4,750 Unique Students	+787 students

2.2	Percentage of students enrolled in an arts class during the school day Data Source: Internal Student Information System	70% In 2023-2024	80% In 2024-2025		77% Target adjusted in 2025 to 85%	+10%
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		820 students Target adjusted in 2025 to 1,000 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		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		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		6,000 Unique students Target adjusted in 2025 to 6,250 unique students	+434 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		Target will be developed after the 2024-2025 school year Target will be developed after the 2025-2026 school year	
2.8	Career Technical Student Organization Affiliation Data Source: Internal Tracking	2,182 Members affiliated in 2023-2024	2857 Members affiliated in 2024-2025		2,618 Members affiliated Target adjusted in 2025 to 3,000 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		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
During June and July 2024, Madera Unified successfully implemented all planned summer programs, including Summer School, After School Programs at all sites, and over 45 ELOP summer enrichment camps. Forty middle school students attended the 6-week UC Merced Middle School Math Academy, and TK–6th grade students benefited from 25 days of full-day programming, supporting working families. The Migrant Program carried out its planned initiatives, such as the Migrant Institute for Education and Leadership (M.I.E.L.), Madera Scholars CAMP, and Home-Based Summer Academy. After School Programs serve over 3,600 TK–12th grade students daily across 25 sites, with expanded access since 2023 eliminating most waiting lists. Advanced Learner enrichment continues at 16 schools for 711 high-achieving students. Winter Intersession in January offered 14 camps for 1,107 TK–8th grade students and expanded the UC Merced Math Academy to 8th graders, with continued Saturday sessions into 2025. Planning is underway for summer 2025 programs and digital enrollment improvements. The Migrant Program will also continue academic enrichment through M.I.E.L. at CSU Fresno in June 2025 for 15 incoming 7th–12th graders.

Goal 2; Action 2; Expand and sustain the comprehensive Arts Education program inside and outside of the school day: Full Implementation
Significant progress has been made toward implementing standards-based arts education in alignment with Education Code and CDE requirements. Course sequences have been defined across all five arts disciplines, with identified gaps addressed through new course offerings, such as expanded Visual Art sequences in high school and the introduction of Dance in middle and high school, though teacher shortages limit full implementation. The Music sequence remains incomplete at the advanced level. The Curriculum Council approved new secondary courses in Visual Art, Music, and Theatre for future implementation. The Madera Theatre Project engaged over 70 students in a children's musical, and a partnership with a community-based Music Conservatory now provides after-school lessons for grades 4–12. Students are also being placed into new courses during the school day to support pathways toward advanced arts education. Beyond the school day, summer arts learning experiences are being developed for TK–12 students, and the new "Expanded Learning Stage Pass" program is increasing access to live performances by offering free student tickets.

Goal 2; Action 3; Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program: Full Implementation
From August 2024 through April 2025, Madera Unified made significant strides in expanding and aligning its K–12 athletics and physical education programs. The Community Athletics and Recreation Department (CARD) and MULES successfully implemented a wide range of seasonal sports, including new additions like Flag Football and Futsal, while high school coaches provided mentorship and guidance to elementary and middle school coaches through alignment meetings, receiving positive feedback. The Student Athlete Leadership Team (SALT) continued to grow, with two summits held to develop leadership skills, including impactful guest speakers like Coach Vonn Webb, who shared a powerful message on fentanyl awareness. Curriculum integration in physical education progressed across all grade levels, pre- and post-fitness testing was completed for grades 1+, and over ten educators are participating in professional development through CAHPERD and CSADA to further enhance instructional quality and student experience.

Goal 2; Action 4; Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO): Full Implementation
Efforts are underway to assess and provide additional stipends and support for CTSO instructors, with proposals currently being negotiated between the district and union to boost participation and compensate CTE teachers. CTSO affiliation and participation have increased by about 9% as of December, with three organizations still in the process of affiliating. The CTSO competition season begins in February, and participation and competitiveness will be evaluated in regional and state competitions, with students aiming for national qualifications. Pathway completers are also nearing the completion of their requirements, including certifications and dual enrollment coursework.

Goal 2; Action 5; Create a student engagement incentive and tracking program for Co-Curricular student participation: Initial Implementation
The Exploration & Research Phase for the School Pride Program took place during the 2023/24 school year, with a leadership team creating a draft plan that was shared with elementary leadership teams and parents. The program, aimed at tracking student engagement in co-curricular activities, is being implemented in all elementary schools for the 2024/25 school year. Students track their engagement progress using a form in their classrooms, though a digital tracking system to compile district-wide data is still being developed. Feedback from elementary principals and a district-wide survey identified strengths and areas for growth, with next steps planned for the upcoming year. The program is well-received, with some schools introducing incentives and awards for students, though tracking remains a challenge. The Continuous Improvement Department is working on a digital system for 2025, and a promotional video is in development to promote the program.

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 1: The Budget was $54,621,173, the Estimated Actual Expenses are $45,362,747.
The budgeted amount included carryover from 2023-24. This budget was spent first and any funds not spent from 2024-25 will be carried over to 2025-26. The carryover will be used to begin the construction of a new Athletic complex.

Goal 2; Action 2: The Budget was $8,467,173, the Estimated Actual Expenses are $6,968,794.
The budgeted amount includes Prop 28 funds, any funds not spent from this grant will carryover to 2025-26.

Goal 2; Action 3: The Budget was $3,053,940, the Estimated Actual Expenses are $3,947,588.
Additional funds were added to the budget to cover the increased participation of elementary school teams in the Madera Unified League of Elementary Schools(MULES).

Goal 2; Action 4: The Budget was $130,000, the Estimated Actual Expenses are $70,442.
Most of the out-of-school participation costs were covered by Booster clubs, parent clubs, and fundraising.

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 ELOP Summer Programs provided a wide range of engaging options for students, receiving a 92% satisfaction rate from surveyed parents. The After School Program for Madera Unified continues to serve over 3,600 TK–12th grade students daily at 25 sites, offering academic support and enrichment in arts, STEM, fitness, and literacy. Since 2023, expanded access has eliminated most waiting lists, allowing 1,400 more students to participate. Winter Intersession Camps in January 2025 featured 14 camps attended by 1,107

TK–8th grade students, with strong positive feedback. The UC Merced Math Academy also extended to a 10-week Saturday program, showing notable student growth in math. The Migrant Education Program, while facing challenges in funding and recruitment, saw success with its Saturday Math Academy in March 2025, where 75 K–8 students engaged in math and cultural enrichment activities. Plans are underway to expand the program to include a second academy focused on ELA/ELD. Digital registration for the 2025–26 school year will launch in April 2025 to further increase accessibility.

Goal 2; Action 2; Expand and sustain the comprehensive Arts Education program inside and outside of the school day: Effective

Course enrollment targets are on track to exceed the three-year goal, and participation in arts programs outside of the school day continues to grow. While the number of course offerings and students participating in arts activities are expanding, there is still a need for growth in elementary dance and clearer pathways in high school music. Although course enrollment is not immediately impacted due to its annual measurement, students will have more course options available in the upcoming school year. After-school programming continues to expand, helping drive increased student participation and engagement in the arts. Measuring effectiveness year over year, there was a 10% increase in students who are taking an art class during the school day, and we saw an increase of 260 students to almost 1,000 who are participating in an arts activity which lead to an adjustment in the target for metric 2.3. Additionally, the district saw an increase of over 100 students achieving advanced level in at least one arts discipline which also led to an adjustment in the target. While work continues to change the conditions to add additional art disciplines.

Goal 2; Action 3; Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program: Effective

Between August 2024 and April 2025, Madera Unified reported strong and growing participation across its athletics and recreation programs. The Community Athletics & Recreation Department (CARD) served over 2,400 unique participants, while the Madera Unified League of Elementary Schools (MULES) recorded a total of 2,650 unique student-athletes through offerings in wrestling, basketball, cross country, volleyball, track & field, soccer, cheer, and flag football. Middle and high school athletics combined served nearly 2,900 unique students, with expanding sports like boys' volleyball, swim and dive, and continued growth in girls' sports offerings. The Student Athlete Leadership Team (SALT) engaged 82 unique participants, including student-athletes and adult mentors, while physical education curriculum implementation reached 100% across the district. Additionally, more than 13 educators from elementary to high school levels registered for the CAHPERD conference, highlighting continued investment in professional development. Measuring effectiveness year over year, there was an increase of 1,286 unique students who are participants in a Community Athletics Recreation Department (CARD) offering, and we saw an increase of over 430 students who are participating in an a school sponsored sport (ES, MS, HS) which lead to an adjustment in the target for both metrics for next year.

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

While there are well-established CTSOs, formal steps and structures to support them have not yet been fully implemented. A proposal for stipends has been submitted for review and will be considered for future board approval, while other funding from the CTE Incentive Grant (CTEIG) is being used to support professional development. Measuring effectiveness year over year, CTSO affiliations have increased by 17% across all three comprehensive high schools, with notable growth in FCCLA, FBLA, and SkillsUSA. This year, 194 students are participating in regional and state competitions, aiming to qualify for national events in FBLA, FCCLA, FFA, HOSA, Robotics, and SkillsUSA. Measuring effectiveness year over year, there was an increase of 675 students who became affiliated members in a Career Technical Student Organization (CTSO). The purpose of monitoring this metric was to increase student engagement which we are also starting to see in the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) in both

mathematics and English. Student surveys show mixed results with no change in student belonging and a slight decrease in school engagement. Additional work will continue to increase the connection between these activities and school belonging and engagement for students.

Goal 2; Action 5; Create a student engagement incentive and tracking program for Co-Curricular student participation: Somewhat Effective
The 2023/24 school year focused on exploring and researching the implementation of the School Pride Program across elementary schools, with a leadership team drafting the action plan and presenting it to elementary leadership teams and parents. While the program, which tracks co-curricular engagement, has been launched with positive reception, challenges remain in designing a digital tracking system to collect district-wide data. A district-wide survey of elementary staff identified strengths, weaknesses, and growth needs, leading to the formation of a year-two leadership team, with updates from elementary schools highlighting the program's success but underscoring the need for regular check-ins and more effective tracking. While we have not yet been able to measure effectiveness of the Elementary Co-Curricular program until next year, the purpose of monitoring this metric was to increase student engagement which we are also starting to see in the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS). Student surveys show mixed results with no change in student belonging and a slight decrease in school engagement. Additional work will continue to increase the connection between these activities and school belonging and engagement for students.

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.

The district exceeded targets in seven of the eight metrics in Goal 2. For the upcoming year, the following are revised or new for Goal 2:

The district strengthened communication and marketing efforts to boost attendance at enrichment camps and expand access to the After School Program, including open enrollment for TK–8 students. As a result, unique TK–6th grade student enrollment in winter/summer enrichment camps, summer school, and summer after school programs increased by 787 students, exceeding the goal of 4,500 with 4,611 students. Consequently, the Year 3 target for Metric 2.1 has been raised to 4,750 students. Also, the percentage of students enrolled in an arts class during the school day increased by 10% to 80% of students enrolled in the arts. This exceeded the target of 77%. Participation in Community Athletics and Recreation (CARD) rose by 63%, surpassing the 2024/25 goal of 2,500 with 3,288 students, leading to an updated Year 3 target of 3,500 students for Metric 2.5.

Similarly, student participation in elementary through high school athletics increased by 434 students, exceeding the 6,000-student target with 6,075 participants; the Year 3 target for Metric 2.6 has now been revised to 6,500 students. Also, Career Technical Student Organization Affiliation grew from 2,182 members to 2,857 members in 2024-25. This exceeded the goal of 2,618 members and a new goal of 3,000 members is now in place. Finally, the number of students achieving “Advanced” level in at least one art discipline, Metric 2.9, increased by 101 students and reached 242 students for the year. This exceeded the goal of 151 students and a new goal of 275 students is now in place. Migrant Education services were reinstated, and Winter Intersession Camps included off-site offerings, with expanded programming planned for Summer 2025. The district also prioritized continuous registration, staffing review, and the addition of enrichment opportunities to better serve students.

- Targeted Outcomes
  - 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; target adjusted from 4500 to 4750 students.
  - 2.2 - Percentage of students enrolled in an arts class during the school day; target adjusted to 85%.
  - 2.3 - Number of students participating in an arts activity after the school day; target adjusted from 820 to 1000 students.
  - 2.5 - Number of Unique student participants in Community Athletics Recreation Department Participation; target adjusted from 2500 to 3500 students.
  - 2.6 - Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics; target adjusted from 6000 to 6250 students.
  - 2.8 - Career Technical Student Organization Affiliation; target adjusted from 2,618 students to 3,000 students.
  - 2.9 - Number of students achieving “Advanced” level in at least one art discipline; target adjusted from 151 to 275 students.

For the upcoming year, we are adding a new action based on the recommendation of the PAC and DELAC advisory parent groups. This action will focus on providing opportunities for students and their families to learn about post-secondary opportunities and career exposure.

- Action
  - 6 - Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure.

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	$42,520,080	N

		○ 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 ○ 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	$4,643,555 $4,295,226	Y

		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		
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 ■ 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	$3,399,628	Y

		○ 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 <u>Metric(s) Impacted: 2.5, 2.6</u>		
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) ● 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 <u>Metric(s) Impacted: 2.8, 3.3, 4.13, 4.14</u>	$150,000	Y

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	$50,000	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

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 a 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	Teaching Efficacy - 80%, Staff-Leadership		Teaching Efficacy - 85%, Staff-Leadership	Teaching Efficacy +2%, Staff-Leadership

		Relationships - 77%, Student Mindset - 77%, Belonging - 35%, Staff-Family Relationships - 63% in Spring of 2023-2024	Relationships - 76%, Student Mindset - 77%, Belonging - 68%, Staff-Family Relationships - 63% in Spring of 2024-2025		Relationships - 85%, Student Mindset - 85%, Belonging - 50%, Staff-Family Relationships - 75% Target adjusted in 2025 to Belonging 73%	Relationships -1%, Student Mindset +0%, Belonging +1%, Staff-Family Relationships - +0%
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 - 85%, Belonging - 75%, Staff-Family Relationships - 65%	Staff- Leadership Relationships -2%, Belonging -1%, 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 - 65%, School Belonging - 55%, School Climate - 55%, School Engagement - 40% Targets adjusted in 2025 to Safety 70%	School Safety +6%, School Belonging+0%, School Climate +0%, School Engagement -2%
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: 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%	ALL: -1.0% SED: N/A EL: -0.8% FY: +4.5% HY: -2.3% SWD: -2.3%
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: 0.10% SED: 0.10% EL: 0.10% FY: 0.50% HY: 0.10% SWD: 0.25%	ALL: +0.0% SED: N/A EL: +0.2% FY: -0.1% HY: -0.3% SWD: -0.1%
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: 7.5% SED: 7.5% EL: 5% FY: 10% HY: 10% SWD: 10%	ALL: -3.9% SED: N/A EL: -3.8% FY: +7.6% HY: -9.4% SWD: -4.1%

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	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		0.90% Misassignment rate	+1%
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)		92.5% attendance rate Target adjusted in 2025 to 94.0%	+2.44% Dataquest N/A

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 reporting period, District Culture and Climate Coaches conducted 717 technical assistance sessions, including 206 administrator support sessions, 162 PBIS team meetings, 116 classified staff support sessions, 94 PBIS/SEL lesson demonstrations, 76 classroom management coaching sessions, 55 tiered fidelity implementation site assessments, and 8 student listening sessions. These efforts contributed to a 28% reduction in the number of unique students sent to the office for major discipline offenses, decreasing from 7,219 referrals for 2,708 unique students in 2023/24 to 4,334 referrals for 1,961 unique students in 2024/25.

Goal 3; Action 2; New Teacher Mentor Program: Full Implementation
The Teacher Support Mentor (TSM) program has two sections: the fully implemented elementary TSM program, which provides 8-20 hours/month of in-class and after-school support, and the secondary TSM program, which is in the initial stages and offers 8-15 hours/month of support. Both programs focus on professional development in areas like classroom management, instructional planning, and student engagement, with the elementary team also analyzing data for improvement. A key challenge is managing caseloads of 6-13 candidates, which can reduce the effectiveness of individual support. The department is revising key documents, such as Individual Learning Plans and monthly journals, to better align with the new CSTP standards and support candidate success. Measuring effectiveness year over year, we have seen increases in our Panorama Teacher Survey in teaching efficacy (2%) and belonging (1%) that is meant to further foster high quality learning environments.

Goal 3; Action 3; Diverse Staff Recruitment: Beginning Implementation
MUSD recruits high-quality teachers by attending job fairs locally and beyond. The recruitment process focuses on aligning candidates with the district's mission, vision, and student champion coursework.

Goal 3; Action 4; Employee Career Advancement (Career Ladder): Beginning Implementation
This action has not been negotiated with the prospective unions. It has not yet been implemented.

Goal 3; Action 5; Social- Emotional Behavioral (SEB) Staff & Professional Learning: Full Implementation
Madera Unified School District collaborated with the Placer County Office of Education to deliver four full days of behavior system training for 28 schools, reaching 457 PBIS team members during the 2024/25 school year. Divided into four cohorts, participants engaged in sessions focused on behavior data, team operations, school-wide systems, and intervention strategies at both foundational and advanced levels. The training, which included both Tier 1 and Tier 2 behavior teams, proved highly effective, with all contractual goals met. As a result, implementation of Tier 1 PBIS systems improved by 12%—from 77% to 89%—and Tier 2 social-emotional/behavior intervention systems increased by 23%—from 57% to 80%—demonstrating strong, school-wide adoption of behavior support practices. Measuring effectiveness year over year, we have seen increases in our Panorama Survey in student safety, decreases in suspension rate and decreases in chronic absenteeism which was meant to increase student engagement which we are also starting to see in the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS).

Goal 3; Action 6; Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports: initial Implementation
Schools are implementing comprehensive initiatives to support student wellness, with a focus on both physical and mental health. Programs like Suicide Prevention Days, Mental Health Fairs, and the "Every 15 Minutes" program raise awareness and provide valuable resources for students and families. School counselors and staff are receiving targeted training to support students through trauma-informed practices and evidence-based interventions. Ongoing efforts like PBIS and crisis response teams are improving student engagement, safety, and behavioral outcomes, while collaboration with local mental health providers strengthens overall support systems. Measuring effectiveness year over year, we have seen increases in our Panorama Survey in student safety, decreases in suspension rate and decreases in chronic absenteeism which was meant to increase student engagement which we are also starting to see in the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS).

Goal 3; Action 7; Implement Programs and Services to Reduce Suspension and Expulsion Rates: Initial Implementation
The team from Culture & Climate, Student Services, and Accountability, has been focusing on improving discipline and student behavior across the district. Key initiatives include the Stronger Connections Grant, new Vice Principal training, and training for principals on discipline, including strategies for students with disabilities (IEP/504). The team has also implemented PBIS discipline platforms, agendized discipline and attendance discussions at pyramid meetings, and provided consultant support for managing Tier 2/Tier 3 student behaviors. They reviewed the 2024 California dashboard discipline data, compared it to current suspension trends, and identified subgroups for targeted action. Based on individual site data, principals developed action plans, and discussions were held on refining the MTSS process and tracking data. The team is concluding the year by reviewing discipline trends and planning strategies for reducing suspensions, expulsions, and involuntary transfers for the upcoming year.

Goal 3; Action 8; District Adopted Textbooks and Instructional Materials: Full Implementation & Sustainability
Appropriate instructional materials are essential for providing all students with the opportunity to learn by offering teachers a variety of tools and strategies to meet diverse needs. These materials help organize content, track progress, maintain focus, and improve teaching efficiency. High-quality instructional materials allow students to engage more deeply with standards and are crucial for addressing learning gaps. Effective instructional materials are clear, appropriately leveled, relevant to the course content, and well-sequenced. The

district plans to implement new strategies, including forming an Adoption Committee for a new math curriculum for the 2025-2026 school year and introducing a K-2 Reading Difficulties Screener to identify early challenges and provide targeted support. Additionally, alignment between curriculum and teaching practices will be prioritized to enhance learning outcomes across grade levels.

Goal 3; Action 9; Provide Resources and Opportunities for Student Field Trips: Full Implementation
All TK-6th grade students participate in district-sponsored field trips designed to connect them with local cultural and community resources, fostering a sense of belonging and engagement. These field trips have shown success, with declines in chronic absenteeism and improvements in CAASPP math scores. However, challenges include viewing these trips as isolated events rather than part of a continuous learning experience, and disparities in the number of trips students receive due to varying site funding. Measuring effectiveness year over year, we have seen decreases in suspension rate and decreases in chronic absenteeism which was meant to increase student engagement which we are also starting to see in the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS).

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 $498,991, the Estimated Actual Expenses are $556,125.
A new lease agreement was added for the Culture & Climate Department.

Goal 3; Action 4: The Budget was $100,000, the Estimated Actual Expenses are $185,000.
The career ladder initiative is in the developing stages and National Center for Education and the Economy (NCEE) was contracted to facilitate this work in 2024-25. The contract was paid in full, however, the work has temporarily paused until contract negotiations are completed.

Goal 3; Action 7: The Budget was $1,545,584, the Estimated Actual Expenses are $2,111,794.
The Strong Connections grant carryover from 2023-24 was added to this budget and spent.

Goal 3; Action 8: The Budget was $4,550,104, the Estimated Actual Expenses are $1,511,254.
Textbook adoptions were approved and textbooks ordered but not received yet.

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
During the 2024-25 school year, Madera Unified focused on professional development and training to improve teacher collaboration, equity, and school culture. Teachers and support staff engaged in scheduled collaborative planning to develop high-quality lessons, with support staff providing additional assistance. Culture and Climate Coaches delivered Community Building Circles training to promote equity and belonging, and 341 new employees attended the required Student Champion training to address student inequities and improve staff-student relationships. Additionally, restorative justice training was provided to various staff members, while classroom coaching cycles and Words Matter lessons were implemented to address issues like inappropriate language. Crisis Prevention and Intervention training was delivered to paraprofessionals and cafeteria assistants. A total of 457 school site PBIS team members participated in behavior system training through Placer County Office of Education.

Measuring effectiveness year over year, we have seen increases in our Panorama Survey in student safety, and no growth in school climate of belonging and slight decrease in engagement. There were decreases in suspension rate and decreases in chronic absenteeism which was meant to increase student engagement which we are also starting to see in the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS).

- Based on the 2024 CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 24.3%.
- Suspension gap between FY (14.8 %), Low Income (4 %) and All Students (3.7%)
- Chronic Absenteeism gap between FY (32.6%), Low Income (24.8 %) and All Students (24.3 %)

Goal 3; Action 2; New Teacher Mentor Program: Effective
Both elementary and secondary departments have provided professional development workshops on instructional strategies, data analysis, and student engagement, with feedback showing these sessions effectively meet candidates' needs. The department continues to support new candidates through demonstration lessons, co-teaching, and mentoring in key areas such as data analysis, classroom management, and differentiation. However, high caseloads for Teacher Support Mentors limit the time available to fully address each candidate's individual needs. Measuring effectiveness year over year, we have seen modest distance from standard (DFS) gains in both mathematics and English. Teacher survey results have been mixed with a 2% increase in teaching efficacy, and no growth in student mindset and a 1% increase in belonging.

Goal 3; Action 3; Diverse Staff Recruitment: N/A
The action has not yet been implemented with fidelity, therefore, we cannot determine the effectiveness of the action. Data needed to analyze effectiveness of actions taken.

Goal 3; Action 4; Employee Career Advancement (Career Ladder): N/A
This action item has not been implemented.

Goal 3; Action 5; Social- Emotional Behavioral (SEB) Staff & Professional Learning: Highly Effective
Madera Unified School District has significantly expanded its capacity to implement Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) to improve student social-emotional and behavioral (SEB) outcomes, with 19.0 FTE Elementary School Counselors actively engaged. Regular monthly PLC meetings are building school-wide Tier 1 SEB implementation capacity and guiding Tier 2/3 intervention teams. A comprehensive professional development plan includes targeted training sessions for Tier 2 interventions—such as Boys Town, Character Strong, and Check-In/Check-Out—across all school levels. Extensive PBIS training was delivered across 28 schools to Tier 1 and Tier 2 teams, with 457 staff participating in four-day workshops in collaboration with the Placer County Office of Education. These efforts resulted in a 12% increase in Tier 1 implementation (from 77% to 89%) and a 23% increase in Tier 2 systems (from 57% to 80%) between spring 2024 and spring 2025, demonstrating high implementation fidelity across SEB supports. Measuring effectiveness year over year, there were decreases in suspension rate and decreases in chronic absenteeism which was meant to increase student engagement. There was no change in the expulsion rate which was 0.30%.

Goal 3; Action 6; Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports: Effective
School nurses have proven effective in identifying early signs of mental distress, leading to timely mental health referrals, but limited resources and time hinder follow-up care. Suicide Prevention Days have raised awareness and encouraged help-seeking behavior, but there is a need for more consistent, ongoing mental health support. Mental health fairs have connected families with resources and empowered students to manage stress, though ensuring engagement across all age groups remains a challenge. The "Every 15 Minutes" program has

generated important discussions on decision-making and emotional wellness, but its biennial nature limits continuity, suggesting a need for more consistent integration into the curriculum. Measuring effectiveness year over year, there were decreases in suspension rate and decreases in chronic absenteeism which was meant to increase student engagement. There was no change in the expulsion rate which was 0.30%. Additionally, we have seen modest distance from standard (DFS) gains in both mathematics and English.

Goal 3; Action 7; Implement Programs and Services to Reduce Suspension and Expulsion Rates: Somewhat Effective
Aeries data shows that the district's discipline trends for the 2024-2025 school year are double compared to the previous year within the same timeframe. The California Dashboard indicates a 0.9% decline in suspension rates, marking improvement, though foster youth remains the only subgroup in the red. According to Data Quest, the district's expulsion rate has decreased from 0.33% to 0.29%. Although expulsions are down, suspension rates have stayed the same. The discipline dashboard, which is still being finalized by the accountability team due to discrepancies between Aeries and the California Dashboard, is now complete and accessible to all school sites for their discipline data. Additionally, the PBIS Dashboard and Behavior Bridge have been fully implemented as part of the district's data platforms.

Goal 3; Action 8; District Adopted Textbooks and Instructional Materials: Highly Effective
An elementary adoption committee is evaluating state-approved Reading Difficulties Risk Screeners for a board adoption in June 2025, with implementation set for the 2025-2026 school year. Additionally, a secondary textbook adoption committee for the Living Earth course is preparing for a board adoption in June 2025, and both teams will collaborate with Fresno County Superintendent of Schools on a new math curriculum adoption for the 2026-2027 school year.

Goal 3; Action 9; Provide Resources and Opportunities for Student Field Trips: Somewhat Effective
A survey can be created to assess teacher and student satisfaction with proposed field trips. Sixth grade camp can be added to the list of field trips since the district provides funding for it. Additionally, it is suggested to offer Gold Gulch for 4th graders, with 5th grade field trips potentially including the Downing Planetarium, MSHS Farm, or other destinations aligned with science standards. Measuring effectiveness year over year, we have seen increases in our Panorama Survey in student safety, and no growth in school climate of belonging and slight decrease in engagement. Additionally, we have seen decreases in chronic absenteeism which was meant to increase student engagement. From the academic lens, we have seen modest distance from standard (DFS) gains in both mathematics and English.

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:

Additional metrics are being added to help monitor our implementation and effectiveness of the actions in Goal 3. We have added data on Socioeconomically Disadvantaged students as many of these actions in Goal 3 are principally directed to Low Income students.

- Metrics
  - 3.4, 3.5, 3.6 - For each of these metrics, further data was reported beginning with the 2025-26 LCAP for Socioeconomically Disadvantaged (SED) students as this was necessary to evaluate the effectiveness of Actions 3.1, 3.5, 3.6, 3.7, 3.9, 3.10 and 3.11. We will be utilizing this reporting year as our baseline data in the 2025-26 LCAP.

The district has seen improvements in key metrics with new targets being set for further improvement. In the Local Teacher Survey, Staff Belonging increased from 67% to 68% with a new target of 73%. In the Local Student Survey, the Student Safety ratings rose from 60% to 66% with a new target of 71%. The district Suspension Rates declined from 4.7% to 3.7% with a new target of 3.0%. Finally, the district Attendance Rates improved and surpassed targets with a new target being set of 94%.

- Targeted Outcomes
  - 3.1 Local Teacher Survey; target adjusted in Staff Belonging from 50% to 73%.
  - 3.3 Local Student Climate Survey (3rd-12th grade); target adjusted Student Safety from 65% to 70%.
  - 3.4 Suspension Rate; target adjusted for All students & EL students from 4.5% to 3.0%.
  - 3.9 Attendance Rates; target adjusted from 92.5% to 94.0%.

Additionally, we are implementing two new actions for this goal. The middle and high schools will provide students with cell phone pouches to reduce distractions and improve classroom management, aligning with Assembly Bill 3216, which mandates limits on smartphone use starting in 2026. Learning Recovery Emergency Block Grant (LREBG) funding has also been allocated to provide year-round substitute teachers at each school to ensure continuity of instruction during teacher absences, supporting both student learning and professional development.

- Action
  - 10 - Purchase Cell Phone Pouches
  - 11 - Provide Year Round Substitute Teacher(s) to each MUSD school

Due to shifting funding and policies, the following actions will be suspended at this time and no funding allocated during the 25-26 school year; the district intends to reevaluate these actions and potential funding in the future.

- Action
  - 3 - Diverse Staff Recruitment
  - 4 - Employee Career Advancement (Career Ladder)

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, Hispanic and 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	$820,874	Y

		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. 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. 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	$4,254,198	Y

		Metric(s) Impacted: 3.1, 3.7, 3.8		
3	Diverse Staff Recruitment	This action was initially written to recruit staff from other countries to provide our students with a teacher(s) who shared the same diverse cultural heritage. Due to new policies out of the district's control we are suspending this initiative. Comprehensive recruitment and retention strategies for diverse educational staff in a supportive learning environment. Metric(s) Impacted: 3.1, 3.2, 3.7, 3.8	$0.00	N
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, 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	$0.00	N
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	$6,332,736	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. ● 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	$6,553,280	Y

		● Crisis Response Team (CRT) Member - conduct Risk & Threat Assessments with the team. Metric(s) Impacted: 3.3, 3.4, 3.5, 3.6		
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. 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. Metric(s) Impacted: 3.4, 3.5	$1,092,241	N
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	$3,597,852	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.	$713,300	Y

		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 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	$362,111 LREBG	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	$2,133,296 LREBG	N

		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. Metric(s) Impacted: 3.3, 3.4 & 3.7		


SPYDER

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		431 Students (100%) Enrolled	-8 Students -2% Enrolled
4.2	Desired Results Developmental Profile - 2015 Data Source: DRDP Online	Social and Emotional Development - 67%, Language & Literacy	Social and Emotional Development - 61%, Language & Literacy		Social and Emotional Development - 80%, Language and Literacy	-6% Social and Emotional Development -2% Language & Literacy

		Development 49%, Cognition: Math 56% Building Later/Integrating Earlier Level on the spring 2023-2024 administration	Development 47%, Cognition: Math 52% Building Later/Integrating Earlier Level on the spring 2024-2025 administration		Development - 80%, Cognition: Math - 80%	Development -2% Cognition: Math
4.3	Parent Input in Decision Making Data Source: California Dashboard Rubric	Full Implementation 2023-2024	Full Implementation 2024-2025		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		3,000 parents participate in virtual or in-person workshops. Target adjusted in 2025 to 3,200 parents	+225 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: 60% SED: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared	ALL: +5.0% SED: N/A EL: +6.1% FY: +15.9% HY: +9.4% SWD: +6.2%
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)		45%	-3.5%
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 2022-2023 (1-year lag)		30%	+4.8%
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 home		0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	No Difference

4.9	Implementation of State Standards Data Source: California Dashboard Rubric	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	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		ALL: 50% SED: 50% EL: 40% FY: 40% HY: 40% SWD: 30%	All : +3.5% SED: N/A EL: +3.6% FY: +4..5% HY: -2.6% SWD:+ 4.7%
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: 55% SED: 55% EL: 45% FY: 60% HY: 45% SWD: 45%	ALL: +17.5% SED: N/A EL: +21.9% FY: +2.6% HY: +5.7% SWD:+13.9%
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:10 DFS SED: 10 DFS EL: 0 DFS FY: 0 DFS HY: 0 DFS SWD: -5 DFS	ALL: +4.1 SED: N/A EL: +5.3 FY: -3.6 HY: +2.7 SWD: -3.6
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: -5 DFS SED: -5 DFS EL: -15 DFS FY: -15 DFS HY: -15 DFS SWD: -25 DFS	ALL: +5.3 SED: N/A EL: +4.9 FY: -22.8 HY: +0.7 SWD: +4.0
4.15	California Science Test Met or Exceeded Standard (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 14.8% EL: 1.5% FY: 25% HY: 6.1% SWD: 3.7% Met or Exceeded Standard in	ALL: 16.39% SED: 20.73% EL: 1.26% FY: 18.75% HY: 8.86% SWD: 1.49% Met or Exceeded Standard in		ALL: 25% SED: 25% EL: 10% FY: 25% HY: 25% SWD: 15% Met or Exceeded Standard	ALL: +1.59% SED: N/A EL: -0.24% FY: -6.25% HY: +2.76% SWD: -2.21%

		2022-2023 (1-year lag)	2023-2024 (1-year lag)			
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		ALL: 80% SED: 80% EL: 80% FY: 80% HY: 80% SWD: 80% both for Reading and Mathematics on their best target	Reading ALL: -0.3% SED: N/A EL: -13.3% FY: -9.1% HY: -13.9% SWD:-11.4% Mathematics ALL: -3.9% EL: -11.5% FY: -20.9% HY: -18.5% SWD:-12.5%
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: DataQuest	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: 3% SED: 3% EL: 7% FY: 15% HY: 5% SWD: 2% Target adjusted in 2025 to FY: 3.0%	ALL: +2.3% SED: N/A EL: +3.1% FY: -24.1% HY: +15.1% SWD: +10%
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)		0.02% Target adjusted in 2025 to FY: 0.01%	-0.02%
4.19	High School Graduation Rate (SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	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: 95% SED: 95% EL: 87.5% FY: 80% HY: 95% SWD: 95% Target adjusted in 2025 to FY: 90%	ALL: +1.2% SED: N/A EL: +8.7% FY: +17.6% HY: -6.7% SWD: -3.4%
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)		55%	+3.9%
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)		40% Target adjusted in 2025 to 60%	+23%
4.22	EAP % Students Prepared for College ELA	ALL: 43.9% EL: 4.43%	ALL : 49.9% SED: 47.1%		ALL: 50% SED: 50%	ALL : +6% SED; N/A

	(SED = Socioeconomically Disadvantaged; EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	FY: N/A HY: 17.14% SWD: 10.91% In 2022-2023 (1-year lag)	EL: 6.9% FY: N/A HY: 27.3% SWD: 8.0% In 2023-2024 (1-year lag)		EL: 10% FY: 10% HY: 20% SWD: 15% Target adjusted in 2025 to HY: 30%	EL: +2.5% FY: N/A% HY: +10.2% SWD: -2.9%
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: 20% SED: 20% EL: 10% FY: 10% HY: 10% SWD: 10%	ALL : +3.6% SED: N/A EL: 0% FY: N/A% HY: +2.9% SWD: -1.7%

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
The district's efforts to implement its early childhood education goals are still in the initial stages. Key areas of focus include curriculum implementation, training, hiring and retention, and aligning metrics with LCAP. Ensuring faithful implementation of the Frog Street curriculum in Transitional Kindergarten (TK) remains a challenge, with ongoing efforts to refine support and monitoring systems. Training for TK and California State Preschool Program (CSPP) staff on the updated Preschool and Transitional Kindergarten Learning Foundations Framework is underway, but delays in state-provided training have slowed progress. Additionally, efforts to recruit and retain qualified early childhood educators, as well as supporting and training paraprofessionals in new assessment and early childhood education practices, are ongoing. The district is also revising paraprofessional job descriptions to include new responsibilities and ensuring that TK enrollment is accurately reflected in the updated LCAP metrics for better alignment with goals.

Goal 4; Action 2; Parent Education: Full Implementation
The Community Services and Parent Resource Centers (PRCs) in Madera Unified work to strengthen connections between the district and the community, empowering families and increasing their involvement in education. The department offers a variety of programs to engage parents and improve academic performance, including workshops on topics such as computer literacy, parenting, college and career readiness, social-emotional learning, ESL, financial literacy, and more. In Fall 2024, 1,748 parents participated in these programs, including a well-attended annual parent community engagement conference. Additionally, six school sites are involved in the Family Engagement Leadership Institute, which trains administrators on effective community engagement practices. Research is underway to provide teachers and staff with training on home visits and positive communication. The spring semester programming, offering both virtual and in-person classes, workshops, and family events, continues to provide educational opportunities for parents, with data on participation and class graduates expected soon.

Goal 4; Action 3; Implementation of a 7-period school day in middle school and high school: Initial Implementation
Madera Unified has successfully implemented a 7-period day schedule across all middle and high schools, with middle schools now entering their third year and high schools starting in August 2024. This new schedule provides students with additional opportunities to meet college and career indicators while taking support courses, such as English Language Development (ELD) and elective classes at the middle school level, and credit recovery courses at the high school level. The district has also appointed a Counselor on Special Assignment to monitor A-G requirements, streamline master scheduling, and track college and career indicator progress. As a result, the College and Career Indicator has increased by 5%, from 40.1% to 45.1%, and the graduation rate stands at 91.7%. Teachers now benefit from both PLC and prep periods daily, allowing for better data monitoring and collaboration.

Goal 4; Action 4; Implement a Madera Unified Graduate Profile for Graduation: Full Implementation
Madera Unified has made significant progress in implementing the Graduate Profile program across its high schools. Site leads have provided release periods to coach teachers, and quarterly lead meetings are held with consultant support. This year marks the first expansion of the practice showcase to all 8th-grade students, along with the implementation of advisory periods at the high school level. Curriculum Instruction and Assessment DACs are working on rubrics for scoring the middle school practice showcase.
High school staff have developed Graduate Profile lessons for advisory periods and held professional development sessions for grading student practice portfolios. Students submitted their first draft portfolios in December, with a second review in February, and the Graduate Profile Showcase day occurred on March 24th with great success. Mini showcases for 8th and 10th grades are planned for the spring semester. The district website has also been updated to provide clear, accessible information about the program. Feedback from the showcase panelists was overwhelmingly positive, with 97% reporting a favorable experience.

Goal 4; Action 5; Create release and collaboration time for Elementary Teachers through the Elementary Elective Program: Initial Implementation
Elementary schools have implemented collaboration time for teachers through the Elementary Elective Program to discuss student data, develop instructional unit plans, and engage in professional learning, though staffing challenges persist with some schools lacking fully qualified teachers or using substitutes. All TK-6th grade students participate in weekly electives like STEM, PE, Music, Dramatic Literacy, and Art, contributing to a more engaging school experience. While data shows gains in student achievement, particularly in Math, English Language Arts (ELA) remains stagnant, with the fifth-grade CAST assessment providing additional insights. The Panorama Survey, which measures student engagement, was not administered in Winter 2024 but will be given in Spring 2025 for comparison with previous data. The PRIDE program, which promotes intrinsic motivation, is being evaluated by a guiding coalition of administrators and teachers, with plans to measure its effectiveness through student feedback. The NWEA Winter administration data is being analyzed for growth in reading and math, and preliminary results show improvement in foundational reading skills. Looking ahead, the district will compare data from future Panorama surveys, NWEA results, and PRIDE program participation to gauge progress.

Goal 4; Action 6; Guaranteed & Viable Curriculum: Full Implementation
Madera Unified provides K-12 students with access to board-adopted, standards-aligned, research-based materials, ensuring a comprehensive curriculum across core subjects and electives. District Academic Coaches (DACs) offer professional development and coaching, supported by expert consultants addressing targeted learning needs. The district is working to integrate elements of the Graduate Profile into assessments and curriculum, with full implementation planned for the 2024-2025 school year. The secondary textbook adoption committee has completed work on the Living Earth course and plans to present *California Experience Biology: The Living Earth* for Board adoption in May 2025, with implementation scheduled for the 2025-2026 school year. The elementary adoption committee is preparing to recommend the Amira Reading Difficulties Risk Screener for Board adoption in May 2025, with implementation also planned for the 2025-2026 school year. Teachers

continue to receive support in Literacy, Math, and ELD, and DACs are collaborating with the Assessment department to leverage data to inform instruction while refining the implementation of the Graduate Profile in both elementary and secondary schools.

Goal 4; Action 7; Supports for Achievement for Foster Youth: Full Implementation
Madera Unified offers comprehensive support for foster youth, including transportation to and from school, priority registration for After School and Expanded Learning programs, and access to curriculum, supplies, and necessary equipment. Foster students also receive supplemental academic, behavioral, and social-emotional support, including mental health services. Staff are required to complete annual training on foster youth needs, facilitated by the Madera County Superintendent of Schools (MCSOS), which also provides caregiver training. Educational enrichment is prioritized through co-curricular field trips, including one for elementary and two for secondary students focused on college awareness, along with a spring family event to strengthen community connections. Foster youth receive early registration access to summer enrichment programs, and MCSOS continues to host monthly college and career workshops at the high school level to further support post-secondary readiness.

Goal 4; Action 8; Maintain and Expand Educational Services for Students with Disabilities: Beginning Development
Madera Unified has expanded its SDC and SDC Autism classes to meet growing needs, but continues to face significant staffing shortages and high enrollment, highlighting the need for more competitive hiring practices. New and existing Special Education (SPED) teachers require substantial training and support, particularly in assessments and curriculum implementation. Although caseloads are legally compliant, the size and inconsistency in program implementation create ongoing challenges. To address these issues, the district is working on pacing guides, scope and sequence, and increasing collaboration and training opportunities for both teachers and administrators. Parent input is gathered through IEPs and other channels. Recommendations include establishing partnerships with local universities to support SPED staffing, hiring additional SPED TSM/DACs, increasing training for paraprofessionals, creating structured collaboration opportunities, and revisiting Program Specialist roles to allow for more classroom support, coaching, and co-facilitation of IEPs—potentially by pyramid alignment.

Goal 4; Action 9; Increase and Improve the teaching and learning outcomes for students in English Language Arts: Initial Implementation
Elementary and secondary education teams are actively working toward achieving set objectives through targeted instructional and support strategies. At the elementary level, efforts include guiding PLCs in using the District ELA Scope and Sequence for unit planning and developing quarterly Common Summative Assessments in collaboration between assessment and curriculum departments. The RTI Handbook is in use across elementary schools, while the District MTSS team collaborates with various departments to refine and align the TK–12 MTSS framework, necessitating updates to current handbooks. Additionally, academic coaches have completed Designated ELD coaching for all 5th grade and new 4th grade teachers. At the secondary level, middle schools continue implementing No Red Ink training to boost student writing, while middle and high schools focus on lesson design, coaching, and PD for Designated and Integrated ELD. Academic coaches support literacy and structured discourse across subjects, and walkthroughs assess Integrated ELD in core content areas. Lastly, certificated staff are using NWEA instructional reports to enhance ELA achievement.

Goal 4; Action 10; Increase and Improve the teaching and learning outcomes for students in Mathematics: Initial Implementation
Elementary and secondary teams are maintaining steady progress toward achieving their objectives, with cross-level collaboration between the Curriculum, Instruction, and Assessment (CIA) departments facilitating professional learning opportunities for K–12 teachers. Educators who attended the initial session were invited to

a follow-up on January 9, 2025, with participation from both elementary and high school staff. At the elementary level, ongoing implementation includes targeted professional development in the California Mathematics Framework for grades K–6, including specialized programs like SDC, ASD, and RSP, with grade-specific sessions continuing through May. Unit planning and in-class coaching by District Academic Coaches remain consistent, and preparations are underway with FCSS for a 2026–2027 math curriculum adoption. At the secondary level, middle schools completed a teaching cycle with Inspired Math to enhance instructional strategies and continued PD efforts through Solution Tree to strengthen PLC processes. District Academic Coaches are also supporting the implementation of the Graduate Profile, while co-lab teaching and PLC collaboration between special education and core-content teachers continue. Additionally, secondary educators are working with FCSS on adopting a new curriculum for the 2026–2027 school year.

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

The implementation of the paraprofessional support system in kindergarten classrooms is still in its early stages and shows mixed results. According to feedback from elementary school supervisors, teachers, and administrators, having a paraprofessional in the classroom benefits kindergarteners by improving their comfort, safety, and engagement, with positive student feedback at schools like John Adams. However, the full success of this initiative is hampered by challenges, including the need for paraprofessionals to complete specialized training, such as traumatic-therapy training. While some schools, like Madison Elementary, have successfully integrated paraprofessionals into classrooms, the impact on academic achievement, such as phonemic awareness and reading comprehension, varies across schools. Some schools report lower student proficiency in these areas, suggesting that while paraprofessionals contribute positively to the classroom environment, their academic impact is not consistent across all schools. Furthermore, the overall implementation process is still developing, and while there are benefits, such as increased learning time and improved student interaction, there is still uncertainty about the qualifications required for paraprofessionals and how these factors will affect long-term academic outcomes.

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

The district administration is collaborating with the Continuous Improvement department to enhance the use of Salesforce, Tableau, and ParsecGo for tracking and improving student achievement. Administrators have improved their data literacy to monitor progress toward the school board's Best Growth Goal of 80% for each student. Additionally, Salesforce and Tableau are being utilized to analyze data, with a focus on improving academic performance. Recent data from the 2023-24 California Dashboard shows notable growth in both Math (5.3 point increase) and ELA (4.1 point increase), indicating the district is narrowing the academic gap. The use of data, professional development, and goal-setting through dashboards is contributing to this positive growth. Funds allocated for this initiative are aimed at supporting the continuous improvement of student achievement from Kindergarten through 12th grade, with the data guiding goal-setting and actionable steps during meetings focused on academics, discipline, and school climate.

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

After five years of program development, Madera Technical Exploration Center (MTEC) has established industry-relevant units of study in its six labs, aligning with core content areas and industry sectors. The program is continuously updated to enhance student engagement and relevance, with ongoing support for new teachers and project-based learning. Transportation is provided for students across all school sites, and new equipment is regularly purchased to keep up with industry advancements. For the 2025-2026 school year, recruitment efforts have included parent nights and student visits for 7th graders, with a lottery conducted in March and acceptance letters sent out in late March. While 26 students are on a waitlist, they will be added as spots become available. The labs are refining their projects and integrating elements of the Graduate Profile,

literacy, and English Language Development (ELD) into their curriculum to support all students, including those receiving designated ELD instruction.

Goal 4; Action 14; Maintain assessment, accountability and school improvement: Full Implementation
NWEA is now fully implemented across the district, with 95% participation rates maintained and real-time support offered during testing windows. The district has expanded its NWEA data offerings, including a district-wide rollout of NWEA Instructional Reports, with Site Principals and VPs trained to interpret the data and use it for achievement and growth analysis. Data is being effectively used for differentiated instruction and targeted intervention, with Elementary RtI teachers trained to use NWEA data for Tier 3 student support decisions. Professional learning opportunities on data analysis are standardized and integrated into site and PLC meetings, with all site administrators using NWEA Instructional Report data to guide SAPs and instructional leadership. Continued support from Assessment and Data Support Specialists, as well as District Academic Coaches, is helping improve data literacy and instructional decision-making, leading to an increased demand for support compared to previous years.

Goal 4; Action15; Expand the Intensive Assistance Model: Full Implementation
In Year 1 schools, teams have become more fluent in essential standards, unpacking processes, developing learning targets, and aligning assessments with instruction, while focusing on goal setting and reflection. Solution Tree Coaches meet regularly with grade-level teams and guiding coalitions to support progress. Schools will report on their progress in the Spring to monitor growth. In Year 3 schools, all have completed the 6-day Assessment Academy and are providing daily interventions for Tier 2 and Tier 3 students. These schools are refining unit plans and unpacking standards to ensure alignment with instruction, with students actively monitoring their goals and progress. Additionally, Year 3 schools have developed sustainability plans to continue their work into the next year.

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 4: The Budget was $6,428,998, the Estimated Actual Expenses are $7,415,034.
Additional CTE Teachers were identified and updated with Goal and Department numbers updated at the 1st interim.

Goal 4; Action 6: The Budget was $2,816,272, the Estimated Actual Expenses are $3,764,204.
Additional funding was needed for increased services to students; tutoring, professional development for teachers, and digital subscriptions for school sites.

Goal 4; Action 7: The Budget was $600,112, the Estimated Actual Expenses are $361,401.
There were unfilled vacancies and changes in funding for the Student Advocate positions.

Goal 4; Action 11: The Budget was $7,867,016, the Estimated Actual Expenses are $8,948,435.
We needed to increase the number of Paraprofessionals to cover an increased number in kindergarten classrooms.

Goal 4; Action 15: The Budget was $1,000,000, the Estimated Actual Expenses are $1,193,775.
Initial year Solution Tree price is higher for implementation. Year 2 and 3, the amounts will be less.

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
Madera Unified Early Childhood Education Program has expanded to include 14 State Preschool and 28 Transitional Kindergarten (TK) classrooms, increasing enrollment to 911 students, with ongoing enrollment for preschoolers. The Desired Results Developmental Profile (DRDP) assessments are underway, with Fall 2024 data showing students performing at early developmental levels across key areas, including Social and Emotional Development, Language and Literacy, and Math. Measuring effectiveness year over year, there was a slight decrease in the percentage of students enrolled in and we did see decreases in the three areas measured by the Desired Results Development Profile (DRDP). Efforts continue to increase these metrics as the district works through this initial implementation.

Goal 4; Action 2; Parent Education: Effective
The 2024 CA Dashboard Parent Engagement data indicates that the district's efforts to build effective communication and engagement through Parent Resource Center Workshops are still being implemented and show positive results. Parent participation in workshops remains consistent, demonstrating effectiveness in engaging families in educational opportunities. However, there are areas for improvement, such as building deeper relationships between school staff and families, particularly English learner families, and further developing staff capacity to build trust with families. The district is working to improve two-way communication and strengthen partnerships with families and local community experts to address issues like mental health and substance abuse. Measuring effectiveness year over year, there was an increase of 225 parent participation in programs offered by our Parent Resource Centers bringing the district to just over 3,000 participants which has had a steady increase for multiple years.

Goal 4; Action 3; Implementation of a 7-period school day in middle school and high school: Somewhat Effective
Madera Unified secondary schools are continuing to implement the 7-period day schedule, with middle schools in their third year and high schools in the early stages of adoption. The three high schools have introduced varying methods for credit recovery, which may lead to different levels of success. As the implementation progresses, the district plans to assess the effectiveness of the 7-period day at the start of the 2025-2026 school year by reviewing key data points, including high school and middle school dropout rates, high school graduation rates, and A-G completion. This data analysis will help evaluate the impact of the new schedule on student outcomes and inform future decisions. Measuring effectiveness year over year, there was a slight tick up in high school dropouts (+1%) while there was a decrease in middle school dropouts (-0.02). Despite the increase of high school dropouts, high school graduation has gone up (+1.2%) and A-G completers have remained steady above 50%.

After one school year of the (7) period day in high schools, MUSD did see an increase in the Graduation Rate for English Learners of 8.7%. However, our Students with Disabilities (SWD) student group saw a slight decrease of -3.4%. When looking at all students, Graduation Rate increased slightly by 1.2%.

Goal 4; Action 4; Implement a Madera Unified Graduate Profile for Graduation: Effective
The implementation of the Graduate Profile program has faced challenges, including changes in high school leads that have slowed progress. However, the student showcases at MTEC and high schools have been effective, with the first year of implementation for both 8th and 12th grades, as well as advisory lessons. Weekly collaboration and quarterly consultant meetings have provided consistent teacher support across all high school sites. While students at both middle and high schools have had time to prepare their portfolios and showcase presentations, monitoring the fidelity of advisory lesson delivery remains a priority. Initial Senior Showcase portfolio pass rates were lower than expected at 90%, but after additional support, the passage rate increased

to 98%. Administrative training for the showcases was delivered, and feedback from panelists highlighted the need for more comprehensive training and consistent communication to align expectations and scoring criteria for next year. Measuring effectiveness year over year, we saw a 5% increase for seniors meeting the College and Career Indicator on the California Dashboard. Additionally, increases have been seen for CTE Pathway completers and CTE Pathway completers who also complete the A-G requirements for CSU/UC.

In the initial year of full implementation of the Graduate Profile, 100% of graduating seniors completed the Graduate Profile. After just one year, the data to correlate the Graduate Profile and College and Career Readiness is not yet available. However, based on the CA School Dashboard in 2024, 45.1% of all Seniors met the College & Career Indicator and of those, 43.8% were Low Income students.

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

The district has faced challenges in meeting desired outcomes across several metrics in elementary schools. For Metric 1.4, K-2 students will take the Fall Reading Fluency assessment later this month, but Spring 2024 data indicates that the district did not meet goals for all students and subgroups. Preliminary data from the Winter 2024 Reading Fluency assessment shows improvement in foundational reading skills compared to last year. However, the district has not met expectations for the Local Teacher Survey (Metric 3.1), nor for CAASPP ELA and Math (Metrics 4.13 and 4.14), with negative DFS across all students and subgroups, especially in Math. While the elective program has increased collaboration amongst elementary teachers, the district has seen growth in Math for grades 1-6 and in Reading for grades 3, 4, and 6, Grade 5 slightly missed its projected growth in Reading. Measuring effectiveness year over year, the CAASPP metrics in both mathematics and English, show modest gains in distance from standard (DFS) for English Learners and low income students. These gains are also translating to our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level expectations for English Learners. The teacher survey results were mixed with a 2% increase in teaching efficacy, but flat or a slight increase in student mindset, belonging and staff-family relationships. The rate of teacher vacancies and voluntary resignations are flat year over year as the teacher shortage continues to be an issue statewide.

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

Access to standards-aligned instructional materials, enrollment in a broad course of study and the implementation of standards have been fully met, with anticipation for full implementation in the future. CAASPP ELA and Math results are still a work in progress, with slower and lower growth than desired, though strategic support is being provided at all levels to address low student achievement in these areas. CAST Science has seen a small growth in students meeting or exceeding the standard. Continued strategic support is being provided at all levels to continue addressing low student achievement in all content areas. Continued support is provided for teachers regarding utilizing CFAs and analyzing data to drive instruction. Measuring effectiveness year over year, the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners, Foster Youth and all students. These gains are also translating to our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level expectations for English Learners, Foster Youth and all students. Standard met continues to be achieved for access to standards - aligned instructional materials, implementation of state standards and access to and enrollment in a broad course of study on the California Dashboard.

Goal 4; Action 7; Supports for Achievement for Foster Youth: Not Effective

There is an inconsistent level of awareness and understanding across school sites regarding the resources and support available for foster youth—some schools are well-informed and effectively utilize these supports, while others require further guidance. To address this, professional development is needed to ensure all staff are aware of available resources and how to access them. Efforts are ongoing to refine and distribute this

information more clearly to school sites. While support services for foster youth are fully implemented, a departmental review of California Dashboard data indicates a decline in academic performance, highlighting the need for continued focus and targeted academic interventions. Chronic Absenteeism for foster youth students was the focus of this year's Differentiated Assistance (pages 19-22). Measuring effectiveness year over year, the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for Foster Youth students. These gains are also translating to our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level expectations for Foster Youth students. There was a 17% increase in foster youth graduation and a 14% decrease in the high school dropout rate year over year.

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

The district has added more SDC and SDC Autism classes but still faces challenges with high enrollment and open special education teacher positions, with seven vacancies currently. There is a need for more training and coaching for staff, as well as support for new teachers, though some progress is being made with the development of pacing guides and collaboration plans. Despite minimal academic growth for students with disabilities in Reading and Math, efforts are underway to provide more feedback from parents, administrators, and general education teachers, while also analyzing data to identify students who could benefit from general education with accommodations.

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

The action is being implemented with measurable progress shown across various reading assessments. In the Winter K–2 MAP Reading Fluency assessment, 40.2% of kindergarteners met or exceeded expectations across all skills, with higher performance in Picture Vocabulary (68.19%) and Phonics (61.05%). First graders showed 27.93% proficiency in Oral Reading Fluency, while second graders reached 62.01%. For grades 3–12, 24.6% of students were at or above the "Ready" level on the Spring 2025 NWEA MAP Reading assessment, a slight increase from 24% in Fall 2024 and 22% in Fall 2023. Additionally, 38.15% of students met their best growth goal from Fall to Spring, improving from 36.7% the previous year. The projected CAASPP ELA proficiency based on Spring NWEA data is 33.5%, continuing a gradual upward trend from 33% in Fall 2024 and 32% in Fall 2023.

On the 2024 California Dashboard, we continued to make moderate progress in English Language Arts. Following a -0.6 point loss in 2023, we rebounded with a +4.1 point increase in 2024. Several student subgroups also demonstrated continued growth in mathematics:

- Socioeconomically Disadvantaged Students: +4.0 points
- Hispanic Students: +3.9 points

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

The action has been implemented, but current student performance in math remains significantly below projected goals. In Spring 2025, 37.3% of 1st and 2nd grade students met or exceeded standards on the NWEA Math assessment, far from the 55% target. Districtwide, the projected CAASPP Math proficiency gained from 22.71% after the Winter NWEA assessment to 25.15% after the Spring NWEA assessment. Similarly, the *projected* distance from standard (DFS) for Spring 2025 stands at -42.2, well below the district's goal of -5. While there was a 5.3-point improvement in Math DFS on the 2023–24 California Dashboard, more recent results show limited gains: 24.1% of students met or exceeded standards on the Winter 2025 NWEA Math

assessment, and 25.4% did so in Spring 2025. Despite full implementation of the action, these outcomes highlight a persistent gap between current performance and desired proficiency levels.

On the 2024 California Dashboard, we continued to make substantial progress in mathematics. Following a +5.8 point gain in 2023, we achieved an additional +5.3 point increase in 2024. Several student subgroups also demonstrated continued growth in mathematics:

- Socioeconomically Disadvantaged Students: +5.3 points
- Hispanic Students: +4.9 points

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

The implementation of paraprofessionals in kindergarten classrooms has positively impacted student learning by increasing instructional time while integrating playful activities to keep it engaging and stress-free for young students. This approach helps prioritize academic achievement without overwhelming the children. In the long term, this action supports the broader goal of student success, as it enables elementary schools to build strong relationships with students while focusing on their comprehension and readiness for future academic years. Measuring effectiveness year over year, there have been gains on our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level expectations for English Learners, Foster Youth and all students. While standards based mastery grading continues in kindergarten.

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

The district is still in the process of refining the effectiveness of its data dashboards for site administrators, with ongoing efforts to improve system fluency, tool development, and converting data into actionable items. While dashboards like Salesforce, Tableau, Analytics, and ParsecGo are being used to monitor academic progress, suspension rates, and chronic absenteeism, there is a need for additional professional development to enhance data literacy among administrators and educators. Current data usage shows that 65% of assigned users actively engage with the Tableau Analytics dashboard, mainly for PBIS discipline data and NWEA results, while all schools analyze NWEA data and use MeToBe reports during Parent-Teacher Conferences to foster common language on student progress. Despite these efforts, there remains room for improvement in the fluency of data access and usage across the district. Measuring effectiveness year over year, the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners, Foster Youth and all students. These gains are also translating to our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level expectations for English Learners, Foster Youth and all students. In NWEA mathematics, there was a modest increase in students meeting the best growth target, while in NWEA reading the results are flat year over year. Chronic absenteeism and suspensions have decreased, meant to increase student engagement. We have seen increases in our Panorama Survey in student safety, and no growth in school climate of belonging and slight decrease in engagement.

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

Early career exploration at the 8th grade level has improved pathway retention in high school, with students making more informed elective decisions as they move into high school. This has led to increased CTE (Career and Technical Education) pathway completion, with the number of CTE completers rising from 390 in 2020 to 566 in the Class of 2024. The students continue to demonstrate creativity and engagement in their quarter 2 projects. The inaugural class from Madera Technical Exploration Center, now seniors, will provide data to assess whether their experience leads to higher CTE pathway completion rates compared to their peers, as well

as their performance on the College and Career Indicator (CCI) after graduation. Measuring effectiveness year over year, we saw a 5% increase for seniors meeting the College and Career Indicator on the California Dashboard. Additionally, increases have been seen for CTE Pathway completers and CTE Pathway completers who also complete the A-G requirements for CSU/UC. The CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners, Foster Youth and all students.

Goal 4; Action 14; Maintain assessment, accountability and school improvement: Effective
NWEA is being administered with fidelity, with metrics showing consistent growth over time, which aligns closely with improved CAASPP ELA and Math scores. While growth has been observed, the goal of 80% of students meeting the MUSD Best Growth target has not yet been achieved, and identified student groups still need further support. California Dashboard data shows progress, with a 5.3 point increase in Math and a 4.1 point increase in ELA, indicating progress in closing the academic gap. Spring NWEA projected proficiency for CAASPP is 25.7% in Math and 35.3% in ELA. Measuring effectiveness year over year, the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners, Foster Youth and all students. These gains are also translating to our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level expectations for English Learners, Foster Youth and all students. On the CAST assessment, there was a slight improvement for all students while the subgroups of English learners saw a minor decrease in their percentage.

Goal 4; Action15; Expand the Intensive Assistance Model: Somewhat Effective
The first-year schools have begun their projects, with goals set for the upcoming school year, and progress will be assessed after the winter NWEA and MAP Reading Fluency assessments. The original three schools are experiencing positive changes, with systems and structures in place to support early literacy, a reduction in referrals, and improved school culture as measured by Panorama. All schools will review their goals and data during planning days, with progress reports and assessments from the NWEA Spring assessment. Quarterly reports show progress in some areas and a need to address areas where there is a lack of progress. Measuring effectiveness year over year, the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners, Foster Youth and all students. These gains are also translating to our local assessment NWEA Fluency and mathematics in K-2nd increases students meeting or exceeding grade level expectations for English Learners, Foster Youth and all students. On the CAST assessment, there was a slight improvement for all students while the subgroups of English learners saw a minor decrease in their percentage.

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:

Additional metrics are being added to help monitor our implementation and effectiveness of the actions in Goal 4. We have added data on Socioeconomically Disadvantaged students as many of these actions in Goal 4 are principally directed to Low Income students.

- Metrics
  - 4.5, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.22, and 4.23 - For each of these metrics, further data was reported beginning with the 2025-26 LCAP for Socioeconomically Disadvantaged (SED) students as this was necessary to evaluate the effectiveness of Actions 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, and 4.17. We will be utilizing this reporting year as our baseline data in the 2025-26 LCAP.

The district has seen improvements in key metrics for Parent Participation, High School Dropout Rate and middle school drop out rate for foster youth students, High School Graduation Rate, Passage of AP Exam with a score of 3 or higher, and EAP % Students Prepared for College ELA. Therefore, new targets are being set to focus on further improvement.

- Targeted Outcomes
  - 4.4 - Parent Participation in Programs for Unduplicated Pupils; target adjusted from 3,000 to 3,200 parents.
  - 4.17 - High School Dropout Rate; target adjusted for foster youth from 5% to 3%.
  - 4.18 - Middle School Dropout Rate; target adjusted for foster youth from 0.02% to 0.01%.
  - 4.19 - High School Graduation Rate; target adjusted for foster youth from 80% to 90%.
  - 4.21 - Passage of AP Exam with a score of 3 or higher; target adjusted from 40% to 60%.
  - 4.22 - EAP % Students Prepared for College ELA; target adjusted for foster youth from 20% to 30%.

Additionally, we are implementing two new actions for this goal. Learning Recovery Emergency Block Grant (LREBG) funding has also been allocated to provide stipends for teachers who will be serving on the school site SAP team, and we allocate LREBG funds to provide opportunities for teachers to earn extra time for professional learning and teacher training.

- Action
  - 4.16 - Strategic Action Plan Stipends for teachers
  - 4.17 - Certificated Extra Time to close the Student Achievement Gap

Finally, due to changes in screening instruments selected by the Reading Difficulties Risk Screener Selection Panel (RDRSSP), established by SB 114 (TK-12 Education Omnibus Trailer Bill), which was signed into law by Governor Newsom on July 10, 2023, metric 4.11 will not be used in future years as a switch from NWEA Reading Fluency to Amira Reading Suite and a new metric will be created next year.

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	$914,299 $3,707,825	Y

		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 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. 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	$1,949,386 $541,037	Y

		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.	$5,116,206	Y

		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 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	$7,234,992	Y

		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		
5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	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. 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 will continue to receive a total of 250 - 300 minutes of electives: Art, STEM, Music, Dramatic Literacy and Physical Education and Activities. During this time, the 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. Metric(s) Impacted: 1.3, 1.4, 1.5, 1.8, 3.1, 4.13, 4.14	$11,732,677	Y
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.	$1,931,347	Y

		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	$1,325,000	
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. 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)	$247,329 $194,684	Y

		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. 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	$43,983,423	N
9	Increase and Improve the teaching and learning outcomes for students in English Language Arts	All Students K - 6 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.	$7,149,109	N

		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, 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 <u>Metric(s) Impacted: 4.11, 4.13, 4.16</u>		
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. 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	$6,205,986	N

		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	$7,986,864	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 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	$1,582,806	Y

		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 for eighth grade students	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 Metric(s) Impacted: 4.5, 4.6	$3,292,201	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 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	$1,336,449	Y

		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		
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 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.	$352,275	Y

		Metric(s) Impacted: 4.12, 4.13, 4.14, 4.16		
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 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	$1,600,000 LREBG	N
17	Certificated Extra Time to close the 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: ● 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.	$500,000 LREBG	N

		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		99.99%	-0.016%
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)		2,300 students Target adjusted in 2025 to 7,000 students	+4,616 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)		1,000,000+ miles	-20,653 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		65% respond favorably Target adjusted in 2025 to 70%	+6%

5.5	Average Time to Close Help Desk Ticket Data Source: Freshdesk	12h 11m 58s June 2023 - June 2024	9h 37m 43s June 2024 - June 2025		11h 40m Target adjusted in 2025 to 9h	- 2h 34m 15s
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	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 - 75%, School Climate -80%	School Safety +2%, School Climate -1%
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		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		1 : 1 device to student ratio	New Metric
5.10	Library Statistics: Number of Circulations Aug-May Data Source: Destiny Library Manager	N/A	287,347 Circulations in 2024/2025		325,000 Circulations	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 5; Action 1; Integrated and Collaborative School District Operational Services: Full Implementation
In September, Madera Unified School District had filled 93% of its positions, marking a 3% increase from the previous year. By April 1, 2025, the district increased its position fill rate to 95.6%, up by 5.6% from the prior year, with 2,671 authorized FTEs and 2,552 filled. Facility walkthroughs for the 2023-2024 year show no issues in meeting the good repair standard. Vendor payments are being processed promptly, adhering to the policy of processing payments within 30 days of receiving invoices.

Goal 5; Action 2; Maintaining Complimentary Transportation Services for Eligible Students: Full Implementation
The transportation service has been fully implemented, with the average daily bus ridership from 8/12 to 4/2 confirmed at 6,738 students..

Goal 5; Action 3; Strengthening and Broadening Interpretation and Translation Services: Full Implementation
Madera Unified continues to maintain and expand translation services for parents across the district. Translation services play a vital role in quickly being able to provide translated information to the community. Interpretation and translation services are provided by staff hired by the district to provide such services. Services are provided for district and school site events and special meetings. The district contracts out services for languages other than Spanish.

Goal 5; Action 4; Provide students and staff with access to advanced educational technology resources: Full Implementation
The district has achieved a 100% 1:1 device ratio, with a total of 29,139 student devices and 2,605 staff devices. The average resolution time for IT help desk tickets has decreased since August 2024, now averaging 9 hours and 45 minutes.

Goal 5; Action 5; Provide Resources to Implement and Operate Safe Schools for the Community: Initial Implementation
Progress has been made through the addition of therapy dogs, cell phone pouches, and Evolv systems. Data will be gathered to assess the impact on safety, including tracking dangerous objects brought to school and evaluating the effectiveness of therapy dog deployments following traumatic incidents. Madera Unified has provided ongoing training and professional development for staff on safety protocols, crisis management, and creating a positive school climate.

Goal 5; Action 6; Increase Supplemental Support Staff and Services in Elementary Schools: Full Implementation
A recess engagement trainer has been hired to work with aides and engage students during recess. Library media technicians and cafeteria playground aides are fully staffed. It is recommended to obtain data from the Community School Partnership to evaluate the effectiveness of these efforts.

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 $4,877,719, the Estimated Actual Expenses are $5,645,139.
New purchases were made of three new buses and four student activity vehicles.

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: Highly Effective
As of September 26, 2024, the district has filled 93% of its positions, marking a 3% increase from the previous year. Additionally, facility walkthroughs for the 2024-25 year have been completed, with no instances of facilities failing to meet good repair standards.

Goal 5; Action 2; Maintaining Complimentary Transportation Services for Eligible Students: Effective
No major transportation issues have been reported, and ridership typically decreases over the year as enrollment stabilizes and students use alternative transportation for after-school activities. Driver shortages are not as significant as in years past. Measuring effectiveness year over year, we reported an increase of school bus ridership and maintained the number of miles driven by bus for our students as our routes have remained steady. Additionally, we have seen a decrease in chronic absenteeism year over year.

Goal 5; Action 3; Strengthening and Broadening Interpretation and Translation Services: Highly Effective
MUSD embraces parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication. This action aids the district in providing proactive outreach and communication to parents and community partners. It is recommended to monitor EL student achievement and increase interpretation services, as well as add a metric to measure parent participation to enhance EL student outcomes. Measuring effectiveness year over year, both parents have reported 73% favorable answers for school climate. Additionally, there was an increase of 225 parent participation in programs offered by our Parent Resource Centers bringing the district to just over 3,000 participants which has had a steady increase for multiple years. The CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners, Foster Youth and all students.

Goal 5; Action 4; Provide students and staff with access to advanced educational technology resources: Highly Effective
It is recommended to create a new metric to measure student devices in the classroom, ensuring 1:1 access to digital curriculum both at school and at home. Data on student and staff devices will be obtained with measurements best taken in the spring to account for the higher number of help tickets at the start of the school year. The network uptime for the district is at 99.99%. Measuring effectiveness year over year, the network up-time has remained consistent at 99.99% and there was a two and half hour decrease in the average time to close a help desk ticket that ensures staff and students have minimal technology issues standing in the way of their education.

Goal 5; Action 5; Provide Resources to Implement and Operate Safe Schools for the Community: Effective
A variety of new safety systems have been implemented and are planned for implementation this year. Measuring effectiveness year over year, both parents (+2%) and students (+6%) are reporting favorable answers on the Panorama survey when responding to school safety topic questions. Additionally, we have seen a decrease in student suspension rate year over year.

Goal 5; Action 6; Increase Supplemental Support Staff and Services in Elementary Schools: Somewhat Effective
It is recommended to track the number of books checked out of libraries using data from the Destiny program and add a metric to measure this. Measuring effectiveness year over year, the CAASPP metrics in both mathematics and English, with modest gains in distance from standard (DFS) for English Learners, Foster Youth and all students. Additionally, we have seen increases in our Panorama Survey in student safety, no growth in school climate of belonging and slight decrease in engagement.

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:

Several recommendations have been made to improve various metrics and systems within the district. Educational partner feedback advised to use staffing data to track the number of vacancies year over year for certificated and classified staff. Metric 5.8 has been added to track staff vacancies. Further feedback recommended new metrics to track student devices in the classroom and to measure library book circulation. Metric 5.9 will measure student devices in classrooms and metric 5.10 will measure library book circulation.

- Metrics
  - 5.8 Human Resources Vacancies in Staffing - Certificated & Classified
  - 5.9 Student Devices in Classrooms
  - 5.10 Library Statistics: Number of Circulations Aug-May

The district has seen improvements in key metrics with new targets being set for further improvement. Bus ridership is up and the target has been adjusted in metric 5.2. Also with the additional safety measures implemented throughout the year, as a district we saw an increase in secondary students feeling safe so the target was also adjusted in metric 5.4. The average time to close help desk tickets saw improvement by over two and a half hours exceeding the target and a new target being set of nine hours.

- Targeted Outcomes
  - 5.2 - Average Daily Bus Riders; target adjusted from 6,870 to 7000 students
  - 5.4 - Student School Safety Survey Results; target adjusted from 65% to 70%
  - 5.5 - Average Time to Close Help Desk Ticket; target adjusted to 9h.

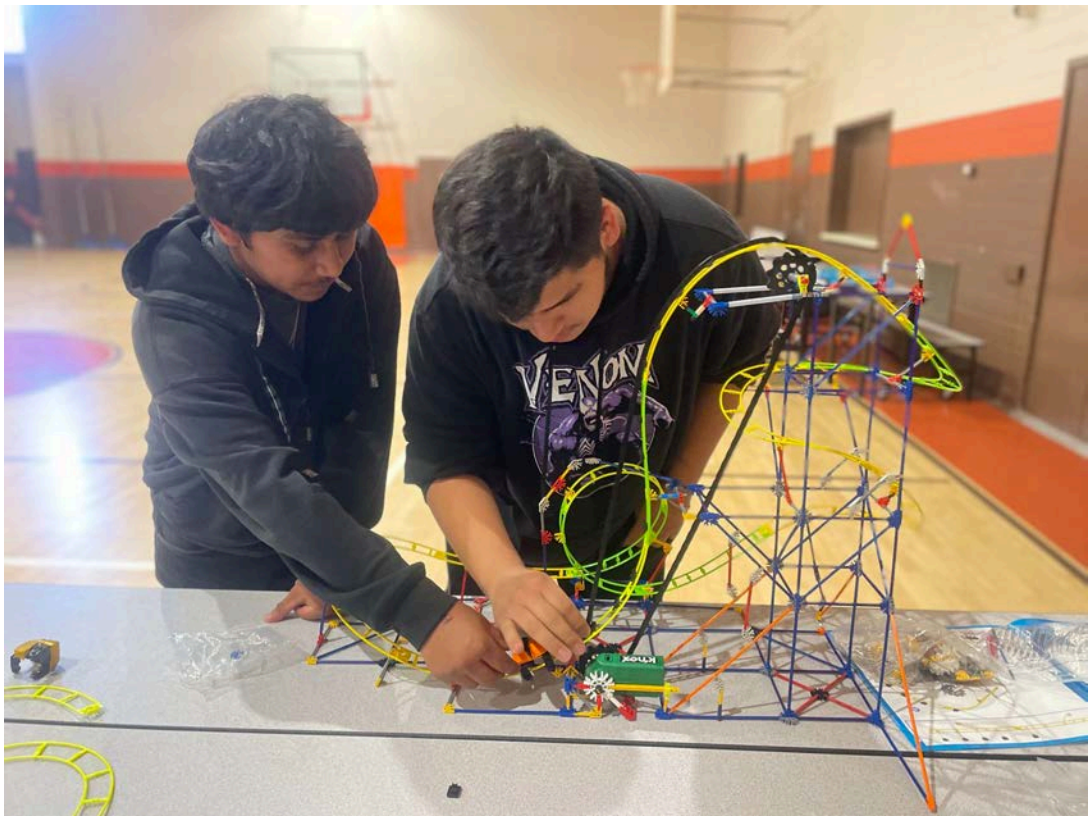
A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Updated Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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	$226,965,941	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	$6,333,735	Y

		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		
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	$754,491	Y
4	Provide students and staff with access to advanced educational technology resources	Procure the latest learning technology through the use of and maintenance of leases and purchase contracts to enhance student programs (1:1 student 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	$2,000,000	N
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	$6,059,813	Y

		programs, peer support groups, and initiatives that promote respect and understanding among students of all backgrounds. Metric(s) Impacted: 5.4		
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. 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	$4,424,762	Y


VENOM

Goal #6 - Eastin Arcola - Equity Multiplier

Goal #	Description	Type of Goal
6	By June 2026, Eastin-Arcola students in grades TK-8 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 5 points in ELA and Math, as measured by the 2026 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 migrant families face as they 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.

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		93% Target adjusted in 2026 to 94.72%	+3.25%
6.2	Migrant student group NWEA Growth Target Met Progress	Reading : 51.2% Math : 50% met their best	Reading: 32.3% Math: 41.9% met their best		Reading : 80% Math : 80% meet their best	Reading: -18.9% Math: -8.1%

	Data Source: NWEA Assessment Results	target by the Spring 2023-2024 administration	target by the Spring 2024-2025 administration		target	
6.3	CAASPP DFS in Reading and Math Data Source: Internal Student Information System	Migrant students ELA: -52.2 DFS; Math: -77.0 DFS All Students NA In 2022-2023	Migrant students ELA: +3.8 DFS; Math: -75.5 DFS English Learners ELA: -65 DFS Math: -104 DFS All Students ELA: -50.8 DFS; Math: -88.2 DFS In 2023-2024		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	Migrant Students ELA: +56 Math +1.5 English Learners New Metric All Students New Metric
6.4	Local Student Climate Survey Data Source: Panorama Survey Results	NA	Engagement: 34% Belonging: 48% Safety: 67% Climate: 53%		Engagement: 49% Belonging: 60% Safety: 72% Climate: 60%	New Metric
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% In 2024-2025		Fall Reading ALL: 19% EL : 10% SWD: 10% Migrant: 10% Fall Mathematics ALL: 17% EL : 13% SWD: 5% Migrant: 15% In 2024-2025	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 migrant student attendance and welfare: Full Implementation
This action was fully implemented with additional needs for student support that were added mid-year. The intervention specialist was hired, however family liaison worked part time near the beginning of the year, then pulled to another site.

Goal 6; Action 2; Provide additional academic support and resources: Full Implementation
Targeted support for EL students was provided through intervention, as well as after school tutoring to support reading and literacy. The school was able to bring in retired teachers to provide this support.

Goal 6; Action 3; Purchase Supplemental Social Emotional Learning Curriculum: Initial Implementation
Resources to support the school's PBIS program were purchased to provide incentives for student engagement

and behavior. Field trips (on/off campus) were fewer than planned due to time constraints, scheduling, and approvals.

Goal 6; Action 4; Increase supervisory staff during recess: Full Implementation
Fully implemented by providing additional hours between morning and noon supervision, to monitor hallways, playgrounds, areas of activity to ensure safety, student involvement, and structures.

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 1: The Budget was $55,000, the Estimated Actual Expenses are $21,685.
The Family Liaison/Student Attendance Technician position was vacated and not able to fill for the reminder of the school year.

Goal 6; Action 3: The Budget was $25,000, the Estimated Actual Expenses are $13,139.
Not all the planned activities, awards and field trips actualized. Resources purchased to provide incentives for student engagement and behavior were fewer than anticipated.

Goal 6; Action 4: The Budget was $20,000, the Estimated Actual Expenses are $27,923.
Additional supervision support was provided due to a continued need and benefit to students' safety and well-being.

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 migrant student attendance and welfare: Effective
These positions have provided much needed support for students, especially academic and social-emotional support that has enhanced their connections to school. As a result, attendance rates grew slightly, 0.07%, from 22/23 to 23/24 as reported in DataQuest. In addition, Local Student Climate Survey Results showed positive improvement in helping students to make positive connections in school. The school grew in all areas of student engagement, student belonging, student safety and school climate.

Goal 6; Action 2; Provide additional academic support and resources: Somewhat Effective
Additional resources provided students have been a progression of growth this school year, as we've identified further areas of need and resources to address them. Resources have continued to be more effective as the year progressed. Student progress for migrant students was mixed in comparing CAASPP and NWEA. Where student progress was positive in CAASPP and showing regressions in students meeting NWEA growth targets, a small sample size of migrant students taking the assessments in the spring did not provide a complete picture of progress. Only four migrant students took the assessments in the spring where we had a total of 30 migrant students take the NWEA in the fall. Therefore, we have added a new metric, Metric 6.5 to monitor migrant student progress in the fall where we have a majority of migrant students enrolled at the school.

Goal 6; Action 3; Purchase Supplemental Social Emotional Learning Curriculum: Somewhat Effective
Purchased curriculum was targeted to coincide/enhance our PBIS/SEL supports to provide education, incentives and rewards for students working to meet the behavior expectations set as our school wide focuses. We have found a need to continue supporting PBIS/SEL programs for students, which will enhance all areas of their growth and engagement. A new metric and target outcomes has been added to measure social emotional learning and support to increase attendance, student participation, and school involvement. Metric 6.4, Local

Student Climate Survey, will measure student engagement, student belonging, student safety, and school climate.

Goal 6; Action 4; Increase supervisory staff during recess: Highly Effective
These additional hours have provided overall support for students during class time and recess, to keep them in class and engaged by additional monitoring of time out of class and involvement in activities. While student attendance has improved slightly from 2022/23 to 2023/24 based on data from DataQuest, the school will use 2024/25 results to help improve student outcomes. A new metric and target outcomes has been added to measure the improvement of student safety and well-being on campus in this action. Metric 6.4, Local Student Climate Survey, will measure student engagement, student belonging, student safety, and school climate.

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 2026, Eastin-Arcola students in grades TK-8 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 5 points in ELA and Math, as measured by the 2026 CAASPP test.

- Goal 6 - Eastin-Arcola Equity Multiplier
    - Goal has been revised to include a focus on all students increasing their attendance and academic achievement. While a focus on migrant students will remain and be monitored through the set metrics, the school will also work to improve for all students.

The school's attendance rate rose to 93.72% surpassing the goal of 93%, leading to an updated Year 3 target of 94.72% for Metric 6.1. Similarly, for CAASPP ELA and Math, the DFS improved for the Migrant student group leading to an updated Year 3 target of 0 in ELA and -70 in Math for Metric 6.3. New metrics have been added to improve the monitoring and reporting of school results, see metrics 6.4 and 6.5. Metric 6.5 will monitor migrant student progress in the fall where we have a majority of migrant students enrolled at the time.

- Targeted Outcomes
    - 6.1 Attendance Rate; target adjusted from 93% to 94.72%.
    - 6.3 Migrant student group DFS in Reading and Math; target adjusted from -37 to 0 in ELA and from -124 to -70 in Math.
    - 6.4 Local Student Climate Survey; new metric to measure social emotional learning and support to increase attendance, student participation, and school involvement.
    - 6.5 NWEA % Met Standard; new metric to measure migrant student results in the fall when the school's migrant student population is the highest of the year.

With the goals of 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
    - 1 - Increase site support staffing to better support student attendance, welfare, and academics - Revise action to increase the intervention specialist/counselor to a full-time position, add a full-time student advocate to support student success and engagement, and add an EL intervention teacher.
    - 3 - Purchase Supplemental Social Emotional Learning Curriculum, Resources, and Support - Revise action to include outdoor enhancements to promote positive social interactions and engagement for improving student belonging and school climate.
    - 4 - Increase supervisory staff during recess - Revise action to include additional hours for other staff to support the safety, engagement and well-being of students.

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	$182,129	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	$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 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	$0	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	$30,000	N



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

Goal #	Description	Type of Goal
7	By June 2026, Furman TK-12 students will increase their overall attendance by 2% 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, as measured by the 2026 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.. Therefore, Furman ISP will provide additional resources and support to students and families to increase student attendance and also improve student achievement. Additionally, Hispanic and Low-Income students are performing in the lowest performance band on the CA School Dashboard on the College and Career Indicator (CCI).

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	Elementary Engagement- 35% Belonging- 57% Safety- 94% Climate- 73%		Elementary Engagement- 45% Belonging- 65% Safety- 95% Climate- 87%	Elementary Engagement -5% Belonging +5% Safety +3% Climate +2%

		Spring of 2023-2024	High School Engagement- 39% Belonging- 64% Safety- 95% Climate- 88% in Spring of 2024-2025		High School Engagement- 43% Belonging- 67% Safety- 97% Climate- 90%	High School Engagement N/A Belonging N/A Safety N/A Climate N/A
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: 80% Math: 80% meet their best target	Reading: +6% Math: +15.12%
7.3	Attendance Rates Data Source: DataQuest	73.27% in 2022-2023	91.21% in 2023-2024		92.21%	+17.94%
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: -64 DFS SED: -64 DFS H: -64 DFS Math ALL: -139 DFS SED: -139 DFS H: -139 DFS In 2024-2025	ELA: N/A Math: N/A
7.5	College/Career Indicator (SED = Socioeconomically Disadvantaged; H = Hispanic) Data Source: California Dashboard		ALL: 4.0% Prepared SED: 4.1% Prepared H: 3.6% Prepared		ALL: 10.0% Prepared SED: 10.0% Prepared H: 10.0% Prepared	ALL: N/A SED: N/A H: N/A

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 (1) K-8 counselor, one (1) K-8 Student Advocate, and one (1) 9-12 Student Advocate. These personnel have worked together to provide outreach to students and families regarding school attendance and to assist in social-emotional support for students to help overcome barriers in school attendance. The school was not able to fund one (1) 9-12 Family Liaison because of a district need for Family Liaisons at elementary schools. The other three personnel have worked to make up for the lack of a Family Liaison.

Goal 7; Action 2; Supplemental Academic Support(s): Full Implementation
The school was able to fund various online support programs, library books, and learning supplies to better support in-person and at-home learning. Families found these activities to be engaging and attendance increased when these items were implemented and utilized.

Goal 7; Action 3; Supplemental Support to improve the Social Emotional Learning : Initial Implementation
In order to increase social emotional support, the school was able to use the Equity Multiplier funds to provide support for the social emotional needs of students. Supplies such as journals and fidgets were purchased. Student activities to increase in-person attendance were added throughout the months with great success. Students were also able to go on several field trips to increase their awareness about college and careers.

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 1: The Budget was $467,000, the Estimated Actual Expenses are $326,634.
Furman spent less than the budgeted amount for Action 1 due to not hiring a Family Liaison for 9-12. The school was able to hire a counselor and two student advocates. The salaries of these employees came in lower than estimated.

Goal 7; Action 2: The Budget was $60,000, the Estimated Actual Expenses are $119,241.
Using carryover from 2023-24, Furman was able to provide additional instructional supplies and equipment to enhance the student learning environment and support student academic success.

Goal 7; Action 3: The Budget was $61,409, the Estimated Actual Expenses are $46,203.
Furman spent less than the budgeted amount for Action 3 due to after-school tutoring being paid with other restricted funds.

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 (one K-8 counselor and two Student Advocates) have worked together to provide outreach to students and families regarding school attendance and to assist in social-emotional support for students to help overcome barriers in school attendance. Families have been more aware about attendance and what they need to do to improve their students' attendance. When students are struggling with attendance, meetings are held with the families to provide additional support. As a result, student attendance increased 2.77%. In addition, the school saw positive results in the school climate survey in both elementary, +15%, and high school, +16%. However, the student engagement survey saw declines in both elementary, -2%, and high school, -3%, and remains a focus area for the school.

Goal 7; Action 2; Supplemental Academic Support(s): Effective
The various online support programs, library books, and learning supplies purchased to better support in-person and at-home learning have increased students' interest in learning throughout the year. This has led to an increase in attendance during the times these materials were in use. As a result of this action, student academic scores have improved in both ELA and Math, as evidenced by CAASPP results and the NWEA assessment. CAASPP improved 25 points in ELA and 7.2 points in Math. NWEA Growth Targets improved 5.9% in Reading and 18% in Math.

Goal 7; Action 3; Supplemental Support to improve the Social Emotional Learning : Somewhat Effective
Supporting students' SEL needs by purchasing supports, providing in-person activities for students, and funding some field trips have allowed students to feel more connected to the school, which has increased students' desire to be at school and do their work on a regular basis. As a result of this action, attendance increased, helping students to pay more attention to academics. However, while the school climate survey for students had an increase of favorable responses, student engagement survey results had a decrease of favorable responses. After analyzing the student survey results, we are revising this action to increase student engagement, student belonging, and school climate.

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 2026, Furman TK-12 students will increase their overall attendance by 2% 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, as measured by the 2026 CAASPP test.

- Goal 7 - Furman K-12 Independent Study Equity Multiplier
    - Goal has been revised to include a focus on all students, elementary and high school, increasing their attendance by 2% and academic achievement by 10%.

In the Local Student Climate Survey for elementary, student engagement dropped 2%, school belonging increased 3%, school climate increased 5%, and school safety increased 5%. This data supports the need to address student engagement at school. Community partner feedback supported the idea of addressing student survey results in high school. Therefore, we are revising this goal to include high school student survey results as well as elementary student survey results.

- Targeted Outcomes
    - 7.1 Local Student Climate Survey; include targets for High School student survey results with the following; 43% for engagement, 67% for belonging, 97% for Safety, and 90% for Climate.

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
    - 3 - Revise action to include outdoor enhancements to promote positive social interactions and engagement by purchasing flexible seating and shade areas for activities on campus and items such as a sound system for the school.

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 2 and Tier 3 interventions in ELA and mathematics, provide 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. Metric(s) Impacted: 7.2, 7.4	$100,000	N
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. Metric(s) Impacted: 7.1, 7.3	$66,783	N



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

Goal #	Description	Type of Goal
8	By June 2026, Mountain Vista High School will decrease their overall suspension rate by 5% as measured by the suspension indicator on the California Dashboard. In addition, Mountain Vista will increase the overall Graduation Rate by 5% as measured by the California Dashboard.	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 2025 and has collaboratively developed a plan to focus on decreasing the overall suspension rate and increasing the overall graduation rate of 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. 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.

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		7.5%	-16.3%
8.2	Attendance Rate Data Source: CALPADS	90.9% In 2022-2023	83.25% In 2023-2024		93%	-7.65%
8.3	CAASPP ELA/Math (SED = Socioeconomically Disadvantaged)	NA	ELA ALL: -72.3 DFS SED: -72.3 DFS		ELA ALL: -69.8 DFS SED: -69.8 DFS	New Metric

	Data Source: CA School Dashboard		Math ALL: -178.4 DFS SED: -178.4 DFS in 2023-2024		Math ALL: -178.2 DFS SED: -178.2 DFS	
8.4	Graduation Rate Data Source: CA School Dashboard	NA	83.2% In 2023-2024		88.2%	New Metric
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		35% making progress	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 8; Action 1; Increase Supplemental and Support Staffing: Initial Implementation
In August 2024, the school hired an intervention specialist counselor and a student advocate. The beginning half of the 2024-2025 school year was spent creating a Tier 2 team, list of interventions and criteria for students entering Tier 2. These are now easily accessible for students. For example, the student advocate runs daily lunch tutoring sessions where 10-15 students attend on a daily basis and others are welcome to attend as well. The Intervention specialist counselor runs groups and routinely meets with students.

Goal 8; Action 2; Increase student engagement opportunities: Beginning Development
The school has a team in place and are discussing ways to incentivize student engagement and attendance. The school will adapt this goal to better suit the needs of students.

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 $200,000, the Estimated Actual Expenses are $233,770.
Using carryover from 2023-24, Mt. Vista was able to contract a full time Intervention Specialist, a student advocate, and an additional teacher's section for the Graduate Profile Lead, Advisory Lead and PBIS Team Lead.

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: Somewhat Effective
Team members are better understanding their roles on campus. Attendance rates showed a slight increase and need more attention. While the suspension rate on the State Dashboard declined by 16.3% from 2022-23 to

2023-24, the number of referrals and suspensions has gone up slightly in 2024-25 providing a need to continue to address collaboration between Tier 2 and Tier 3 teams to help get students the interventions they need.

Goal 8; Action 2; Increase student engagement opportunities: Somewhat Effective
Attendance and engagement are issues at MVHS that need to be further addressed, as evidenced by a stagnate attendance rate and the increased number of referrals and suspensions in 2024-25. Schoolwide PBIS teams will work together to come up with incentives for students to increase attendance and engagement opportunities. A revision of this action will focus on improving student engagement at school with a goal of reducing student suspensions.

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.

By June 2026, Mountain Vista High School will decrease their overall suspension rate by 5% as measured by the suspension indicator on the California Dashboard. In addition, Mountain Vista will increase the overall Graduation Rate by 5% as measured by the California Dashboard.

- Goal 8 - Mt. Vista Continuation High School Equity Multiplier
    - Goal has been revised to include a goal of decreasing the suspension rate by 5% and increasing the graduation rate by 5%

With a revised goal focusing on improving academic achievement, two new metrics were added to monitor the implementation and effectiveness of actions being implemented. By implementing targeted support for students we are seeking improvement in CAASPP achievement and an increased percentage of students graduating high school.

- Metrics
    - 8.3 - CAASPP ELA/Math
    - 8.4 - Graduation Rate

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 2 with the goal of improving student engagement, belonging, and school climate. In addition, we are adding Action 3 to help increase our graduation rate.

- Action(s)
    - 2 - Revise action to include resources for improving student engagement at school. These include outdoor enhancements to promote student and parent involvement by purchasing flexible seating and shade areas for activities on campus and items such as activity stations and a sound system for the school.
    - 3- This is a new action providing academic support and credit recovery options for students targeted at improving academic achievement and graduation rates. This involves giving teachers extra time for tutoring and academic support and an extra period after school for teachers to provide credit recovery options for students.

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	$202,835	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 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	-0-	N
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	-0-	N

Goal #9 - Ripperdan Community Day School Equity Multiplier

Goal #	Description	Type of Goal
9	By June 2026, Ripperdan Community Day School will decrease the overall suspension rate as measured by the California Dashboard Indicator on Suspension Rate.	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 through providing additional support staff and also providing 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.

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	64.3% in 2022-2023	30.7% in 2023-2024		54% Target adjusted in 2025 to 25%	-33.6%
9.2	Attendance Rate Data Source: Dataquest	73.53% in 2022-2023	82.50% in 2023-2024		85%	+8.97%
9.3	Student Belonging, School Climate, School Safety, & Student Engagement	Belonging - 56% in Spring 2023-2024	Belonging - 59% Engagement - 14% Safety - 78%		Belonging - 60% Engagement - 30% Safety - 83%	Belonging: +3% New Metrics Engagement Safety

	Survey Result Data Source: Panorama Survey Results		Climate - 49% in Spring 2024-2025		Climate - 55%	Climate

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, a full-time SRC teacher was hired and it was decided to make this a full-time position because of the need to keep students engaged and on campus. The initial cost estimates were too low, because of salary and benefits. This action was successful due to the lower number of suspensions.

Goal 9; Action 2; Purchase Supplemental Social Emotional Learning Curriculum: Full Implementation
In this action, SEL lessons were purchased and implemented sitewide and in the Student Responsibility Center. These items will not need to be purchased in 2025-2026 as we are working with Climate and Culture to find a more appropriate program for our school setting.

Goal 9; Action 3; Minimize Student Distractions: Full Implementation and Sustainability
In this action, cell phone pouches were purchased for the entire campus to limit classroom distractions with student cell phones. This action had an overall positive impact in the classroom and sitewide. Purchases will be needed for replacement pouches for materials that might have been damaged during the school year.

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 $65,156, the Estimated Actual Expenses are $129,473.
Using carryover from 2023-24, Ripperdan was able to contract a full time SRC teacher for the Student Responsibility Center.

Goal 9; Action 2: The Budget was $33,000, the Estimated Actual Expenses are $39,988.
With the help of carry-over funds all of the actionable items were purchased costing more than anticipated.

Goal 9; Action 3: The Budget was $5,000, the Estimated Actual Expenses are $2,330.
Ripperdan was able to purchase 60 pouches based on the current year enrollment which was about half of the budgeted amount in this action.

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
The SRC position supported by this action helped to reduce the suspension rate by over 50% as measured by the California Dashboard. The suspension rate decreased from 64.3% in 22/23 to 30.7% in 23/24 on the Dashboard. For 24/25, as we mentored the number of suspensions, the total number of suspensions for the year was ten less than last year, 28 suspensions this year versus 38 suspensions last year. This action helped to keep students engaged and helped to provide a positive learning experience for students. This had a positive

impact on our students' social emotional needs overall as the teacher was able to provide mini SEL lessons, community building circles, along with push-in support in classrooms for students as needed.

Goal 9; Action 2; Purchase Supplemental Social Emotional Learning Curriculum: Effective
The SEL curriculum that was purchased and implemented was effective for students. This is evidenced by favorable student survey results where the school saw increases in all four areas of student engagement +15%, student belonging +3%, student safety + 5%, and school climate +6%. The curriculum helped to guide morning meetings, mini SEL lessons, and signage to remind students of the core values of the school. The field trips that students were able to attend provided unique first-time life experiences for them. While the school observed positive student survey results, student attendance remains an area of focus for improvement. The attendance measure in DataQuest saw a decrease of 1.61% from 2022-23 to 2023-24. In monitoring attendance for 2024-25 in Aeries Student Information System the school saw an increase in attendance of over 5% from 2023-24 to 2024-25. The school should see attendance increases in DataQuest for 2024-25. The school will use the data when it is released to set further targets for improvement.

Goal 9; Action 3; Minimize Student Distractions: Highly Effective
The cell phone pouches that were purchased have helped with classroom management and student engagement in positive learning experiences. Students have been engaged with each other more during their instructional and passing periods. This is evidenced by increased positive responses in student survey results. The student engagement survey results especially showed the best increase, 16% from 2023-24 to 2024-25. In addition, the suspension rate has decreased the last two years helping to keep students in school and engaged in learning.

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.

Based on a review of student survey results, community partner feedback included a need to monitor all aspects of the student survey including school climate, school safety, and student engagement as well as student belonging. Metric 9.3 is being revised to include all of these components in the student survey to monitor the implementation and effectiveness of actions being implemented.

- Metrics
  - 9.3 - Student Belonging, School Climate, School Safety, & Student Engagement Survey Results

Ripperdan had great improvement in their suspension rate helping them to exit CSI status. The school reduced their suspension rate by 33.6%. In addition, it was determined that attendance rates were better monitored utilizing data from DataQuest and adjustments were made with attendance rate calculations. Finally, targets were developed for the new metric of Student Belonging, School Climate, School Safety, & Student Engagement Survey Results. These new targets are being set for further improvement.

- Targeted Outcomes
  - 9.1 Suspension Rate; target adjusted from 54% to 25%.
  - 9.2 Attendance Rate; target adjusted from 75% to 85%.
  - 9.3 Student Belonging, School Climate, School Safety, & Student Engagement Survey Results; targets developed for climate at 55%, safety at 83%, and engagement at 30%.

Based on community partner feedback and identified student needs, a revision will be made to Action 1 for the school not hiring a full-time teacher for SRC and designating funds for teachers to work with students on an

individual basis on effective coping strategies. In addition, Action 3 is being revised to include additional resources in minimizing student distractions as well as the cell phone pouches. Finally, a new action is being added, Action 4, to help create a welcoming school environment where they engage students and families. The goal is to increase student attendance, engagement, and improve the overall climate and culture on campus.

- Action(s)
  - 1 - Increase Supplemental and Support Staffing
  - 3 - Minimize Student Distractions
  - 4 - Purchase Resources to Create a Welcoming School Environment

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. Metric(s) Impacted: 9.3	$10,000	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	$15,000	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	$3,000	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	$68,844	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentrations Grants	Projected Additional 15 percent LCFF Concentration Grant
$90,451,541	$11,789,056

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
41.78%	0%	$0	41.78%

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.	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 ***IF*** all schools will ensure the English Learner Roadmap Principle #1; which is	% of English Learner who made progress toward English Proficiency measured by ELPAC English Learner Reclassification Rate State Seal of Biliteracy

	CA School Dashboard: English Learners earned the lowest performance level in following indicators: Graduation Rate - English Learner (82.7%) Mathematics (-106.2 DFS) English Language Arts (-76.6 DFS) English Learner Progress Indicator (ELPI) - (40.0%) College and Career Indicator - Low DELAC Parent Advisory formally recommended to the MUSD Board of Trustees to: <u>Recommendation #1</u> Increase the services for all English Learners (Newcomers, Long-Term English Learners, and RFEP students). <u>Recommendation #2</u> Provide professional development for educators to ensure equitable access to language resources, addressing the needs of all students, with particular attention to the needs of long-term English learners. <u>Recommendation #3</u> Implement targeted initiatives to celebrate diverse linguistic talents, fostering a positive and inclusive learning environment for all students.	*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.	Number of professional development sessions 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, 298 Seniors graduated with a State Seal of Biliteracy in 2023-2024. CA Schools Dashboard revealed that English Learners are earning a performance level of	MUSD will develop, sustain and expand DLI Schools with Commitment to Staffing, Equitable Resources and Research-Based Practices ***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	% 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

	Low on the College and Career Dashboard Indicator (CCI)	and ensure equitable enrollment and increase the number of English Learner students completing the CCI on the CA Schools Dashboard.	
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 culturally relevant activities. DELAC Parent Advisory Committee Feedback: ● Strengthening family and community engagement through multilingual workshops, translation services, and local partnerships to better support English Learner families; ● Highlighting the need for professional development for educators to improve instructional strategies that boost English Learners' academic and language growth; and ● Increasing access to Spanish language books in libraries and classrooms, as well as expanding Spanish language class offerings beyond Dual Language Immersion programs, are encouraged to enhance students' bilingual skills.	MUSD will provide Professional Development through international cultural exchange to develop staff linguistic and cultural competencies. ***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.	Total Number of Teachers hired from other countries Total number of teachers/staff annually participating in the cultural exchange summer program 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:	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.)	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

	80 percent of TK-12 students were enrolled in at least one arts class during the day, and 972 students participated in an arts activity after the school day, while having access to three of the five possible arts disciplines, and 242 students reached the "advanced" level in one or more disciplines. DELAC Advisory Committee recommended to the MUSD Board of Trustees: Develop and enhance student learning experiences and opportunities that will support a well-rounded education for students in CTE pathways, VAPA pathways, Dual Enrollment Courses, etc.	***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.	Number of student achieving "Advanced" level in at least one art discipline
Goal #2, Action #3	**Low Income** 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: Ensure equal access to extracurricular and co-curricular programs particularly for students with limited resources.	***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 ***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	**Low Income**	MUSD will provide students opportunities for out-of-day competitions, performances, events,	Total Number of students in a Career Technical Student Organization (CTSO) Affiliation

	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 2024-25, 2,857 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 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: Develop and enhance student learning experiences and opportunities that will support a well-rounded education for students in CTE pathways, VAPA pathways, Dual Enrollment Courses, etc. 2024 CAASPP ELA Gap between Low Income (36.1 %) and Non-Low Income (66.1 %) % Met or Exceeded	and travel in order to perform and compete at high levels against other schools in the following organizations offered in Madera Unified. **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)** ● 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.	% increase in CTSO participation in grades 7-12. Panorama Survey Data in identified areas of belonging and engagement CAASPP ELA CAASPP Math

	2024 CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % Met or Exceeded		
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 33% of students responded that they feel engaged in school. 48% of students responded favorably to feeling a sense of belonging in school. 2024 CAASPP ELA Gap between Low Income (36.1 %) and Non-Low Income (66.1 %) % Met or Exceeded 2024 CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % Met or Exceeded	MUSD will create a student engagement incentive and tracking program. This will be directed towards the involvement of SED students. ***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. ***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.	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
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	***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 ***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	Career Technical Student Organization Affiliation Local Student Climate Survey (3rd-12th grade) CAASPP ELA CAASPP Math College/Career Indicator

	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: Provide early and consistent exposure to postsecondary options. Increase opportunities for students to learn about a wide range of professional careers and technical trades.	***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.	
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 - 48% of students responded favorably School Climate - 48% of students responded favorably School Engagement - 33% of students responded favorably in Spring of 2023-2024. Additionally, based on the 2024 CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 24.3%. Suspension gap between FY (14.8 %), Low Income (4 %) 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. ***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 education and identity and today's	Local Student Climate Survey (3rd-12th grade) Suspension Rate Chronic Absenteeism Rate

	Chronic Absenteeism gap between FY (32.6%), Low Income (24.8 %) and All Students (24.3 %)	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 - 80% responded favorably Staff-Leadership Relationships - 76% responded favorably Student Mindset - 77% responded favorably Belonging - 68% responded favorably Staff-Family Relationships - 63% responded favorably in Spring of 2023-2024. CAASPP ELA Gap between Low Income (36.1 %) and Non-Low Income (66.1 %) % Met or Exceeded CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % 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. ***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 2024 CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 24.3%.	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. These services will be principally directed at the needs of SED students.	Suspension Rate Expulsion Rate Chronic Absenteeism Rate

	Suspension gap between FY (14.8 %), Low Income (4 %) and All Students (3.7%) Chronic Absenteeism gap between FY (32.6%), Low Income (24.8 %) and All Students (24.3 %) Additionally, based on DataQuest, the expulsion rate was 0.3% districtwide.	***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 2024 CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 24.3%. Additionally, based on DataQuest, the expulsion rate was 0.3% districtwide. 2024 CAASPP ELA Gap between Low Income (36.1 %) and Non-Low Income (66.1 %) % Met or Exceeded 2024 CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % Met or Exceeded 2024 Suspension gap between FY (14.8 %), Low Income (4 %) 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. 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 improved overall well-being and academic success through behavioral interventions and supports that includes	Suspension Rate Expulsion Rate CAASPP ELA CAASPP Math

		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 - 48% of students responded favorably School Climate - 48% of students responded favorably School Engagement - 33% of students responded favorably in Spring of 2023-2024. Additionally, based on the 2024 CA School dashboard Chronic absenteeism was 24.3%. CAASPP ELA Gap between Low Income (36.1 %) and Non-Low Income (66.1 %) % Met or Exceeded CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % Met or Exceeded Chronic Absenteeism gap between FY (32.6%), Low Income (24.8 %) and All Students (24.3 %)	MUSD will provide resources and opportunities for Student Field Trips that includes covering transportation costs, entry fees, and any necessary materials or supplies. ***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 students in ways lead to greater success in school. (this is split funded so you are describing the	MUSD will provide Early Childhood Education Program and Services ***IF*** We expand and enhance Early Childhood Education (ECE), Preschool, and Transitional Kindergarten (TK) programs by hiring qualified educators, developing a comprehensive	Preschool Enrollment Desired Results Developmental Profile Assessment results

	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: - 61% Language & Literacy Development - 47% Cognition: Math - 52% were Building Later/Integrating Earlier Levels on the spring 2024-2025 administration.	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>** Need for services that assist the parents of SED students that will enhance the development of their child (this is split funded, so you are describing the funds used for the contributing part-this is a place to clarify that). Based on the 2024 CA School Dashboard there was Full Implementation in Parent Input in Decision Making. Additionally, based on internal attendance tracking, 3,004 parents participated in virtual or in-person workshops in 2024-2025.	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. These services will be principally directed at needs of SED students. ***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 6.6%, with a high school graduation rate of 91.7%. Of those graduates, 51.01% were also A-G completers in 2023-2024. Additionally, based on CALPADS the middle school dropout rate was 0.01% in 2023-2024. Based on 2024 CA School Dashboard the Graduation Rate gap between FY (91.3%), EL (82.7%), Low Income (92.3 %) and All Students (91.7%) Based on DataQuest, 2023-24 UC/CSU completion gap between FY (34.5%), EL (22.8%), Low Income (49.7%) and All Students (51.0%)	MUSD will implement a 7-period school day in middle school and high school. 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. This action will also be principally directed at SED students. ***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 2024 CA School Dashboard: 45.1% of graduates met the College and Career Indicator. CCI gap between FY (36.4%), EL (13.8%), Low Income (43.8%) and All Students (45.1%) Additionally, based on 2023-24, DataQuest: 34.1% of graduates completed a CTE Pathway and 24.2% 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 that is principally directed at the needs of SED students. ***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 outcomes through integration into advisory structures with structured	College/Career Indicator CTE Pathway Completion CTE Pathway and A-G Completion

	Requirements and a CTE Pathway in 2023-2024 CTE Pathway completion gap between FY (17.4%), EL (14.3%), Low Income (34%) and All Students (34.1%) CTE and UC/CSU gap between FY (8.7%), EL (5.5 %), Low Income (24.0%) and All Students (24.2%)	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, 4% of Madera Unified staff voluntarily resigned and 2% of teacher positions were vacant in 2023-2024. Additionally, based on our 2024-25 Panorama Survey Results: Teaching Efficacy - 80% responded favorably Staff-Leadership Relationships - 76% responded favorably Student Mindset - 77% responded favorably Belonging - 68% responded favorably Staff-Family Relationships - 63% responded favorably in Spring of 2023-2024. 2024 CAASPP ELA Gap between Low Income (36.1 %) and	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. ***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

	Non-Low Income (66.1 %) % Met or Exceeded 2024 CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % 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 2024 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 2024 Dashboard. 2024 CAASPP ELA Gap between Low Income (36.1 %) and Non-Low Income (66.1 %) % Met or Exceeded 2024 CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % 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 is principally directed at SED students ***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. ***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 overall educational outcomes through	NWEA MAP Reading Fluency (K-2nd) ● 3x annually to assess foundational skills beginner, foundational skills, and adaptive oral reading ESGI Kindergarten Assessment ● ELA ● Math

	PAC Advisory Committee recommended to the MUSD Board of Trustees: ● Ensuring early access to basic language and literacy opportunities in TK & K	increased instructional time with lower staff-to-student ratios, that provides enhanced support and services which will lead to improved early learning outcomes.	Standards Based Mastery Grading
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 2024-25 Panorama Survey Results: School Safety - 66% of students responded favorably School Belonging - 48% of students responded favorably School Climate - 48% of students responded favorably School Engagement - 33% of students responded favorably in Spring of 2025. Based on 2024-25 NWEA Assessment Results, 39.8% met their best target in reading and 44.0% met their best target in mathematics in the spring 2025 administration. Additionally, based on the 2024 CA School Dashboard the DFS was -48.1 points on the CAASPP ELA and -88.4 points on the CAASPP Math districtwide. Also, Chronic Absenteeism was 24.3% districtwide. Based on the 2024 CA School Dashboard CAASPP ELA Gap between Low Income (36.1 %)	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. ***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

	and Non-Low Income (66.1 %) % Met or Exceeded 2024 CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % Met or Exceeded 2024 Suspension gap between FY (14.8 %), Low Income (4 %) and All Students (3.7%) 2024 Chronic Absenteeism gap between FY (32.6%), Low Income (24.8 %) and All Students (24.3 %)		
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 2024 CA School Dashboard, 45.1% of graduates met the College and Career Indicator. Additionally, based on DataQuest, 34.1% of graduates completed a CTE Pathway and 24.2% of graduates completed A-G Requirements and a CTE Pathway In 2023-2024 2024 CCI gap between FY (36.4%), EL (13.8%), Low Income (43.8%) and All Students (45.1%) CTE Pathway completion gap between FY (17.4%), EL (14.3%), and All Students (34.1%) Low Income less (34.0%) than all students CTE and UC/CSU gap between FY (8.7%), EL (5.5 %), and All Students (24.2%) Low Income (24.0%) less than all students	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 ***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

	2024 CAASPP ELA - 7th Grade -51.3 DFS, 8th Grade -60.5 DFS versus -46.2 DFS as a district 2024 CAASPP Math- 7th Grade -111.9 DFS, 8th Grade -127.1 DFS versus -88.4 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 Assessment Results 7.0% Meet or Exceeds in all assigned domains in the spring of 2025 administration. Additionally, based on the 2024 CA School Dashboard the DFS was -48.1 points on the CAASPP ELA and -88.4 points on the CAASPP mathematics assessments. Also 16.4% met or exceeded standard on the CA Science Test. 2024 CAASPP ELA Gap between Low Income (36.1 %) and Non-Low Income (66.1 %) % Met or Exceeded 2024 CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % 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. ***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 Assessment Results 7.0% Meet or Exceeds in all assigned domains in the spring of 2025 administration.	Expand the Intensive Assistance Model ***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

	Additionally, based on the 2024 CA School Dashboard the DFS was -48.1 points on the CAASPP ELA and -88.4 points on the CAASPP mathematics assessments. Also 16.4% met or exceeded standard on the CA Science Test. 2024 CAASPP ELA Gap between Low Income (36.1 %) and Non-Low Income (66.1 %) % Met or Exceeded 2024 CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % 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 1,027,490 miles were driven on bus routes in 2023-2024. 2024 Chronic Absenteeism gap between FY (32.6%), Low Income (24.8 %) and All Students (24.3 %)	MUSD will continue the long-standing practice of not charging students or families for transportation services with no distance restrictions. This is principally directed at the needs of SED students. ***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 2024-2025 Panorama Survey Results:	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.	Local Student Climate Survey (3rd-12th grade) CAASPP ELA CAASPP Math

	School Safety - 66% of students responded favorably School Belonging - 48% of students responded favorably School Climate - 48% of students responded favorably School Engagement - 33% of students responded favorably in Spring of 2025. Based on the CA School Dashboard: 2024 CAASPP ELA Gap between Low Income (36.1 %) and Non-Low Income (66.1 %) % Met or Exceeded 2024 CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % Met or Exceeded	***IF*** We strengthen and broaden interpretation and translation services 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 2024-2025 Panorama Survey Results: Student School Safety - 66% responded favorably in Spring of 2025. Students when asked the question: “If you were principal, what is the one change you would make to the school to make it feel safer?” A word cloud analysis was completed and the top responses included: More Security Officers, Security Guards, Safety Gates, More Cameras, Stop Bullying Parent School Safety - 69% responded favorably in Spring of 2025. Compared nationally for Panorama, this ranked Madera	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. ***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.	Student and Parent School Safety Survey Results Local Discipline Data

	Unified in the bottom 20th percentile. Discipline infractions (# of events): Minor Physical contacts (3,171), Willful use of force (272), Roughhouse/Horseplay (13), Threats of Physical Harm (902), Bullying (17), Dangerous Objects (37) - Total Referrals of 32,583, 5,641 of which were considered major in 2024-2025.	***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, 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 2024-2025 Panorama Survey Results: School Safety - 66% of students responded favorably School Belonging - 48% of students responded favorably School Climate - 48% of students responded favorably School Engagement - 33% of students responded favorably in Spring of 2025. Based on the CA School Dashboard: 2024 CAASPP ELA Gap between Low Income (36.1 %) and Non-Low Income (66.1 %) % Met or Exceeded 2024 CAASPP Math Gap between Low Income (24.8 %) and Non-Low Income (55.2 %) % Met or Exceeded	MUSD will increase Supplemental Support Staff and Services in Elementary School to provide greater access and more support to SED students. ***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 2024 CA School Dashboard our district's ELPI progress was 40%; 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 2024 CA School Dashboard our district's ELPI progress was 40%; 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	% 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

		● 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. ***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.	instructional coaching focused on multilingual education.
Goal #1, Action #4	**<u>English Learner students</u>** Based on the 2024 CA School Dashboard our district's ELPI progress was 40%; 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	% 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

		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 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>** 2024 CA School Dashboard Indicators: Academic ● Mathematics Performance (-91.8 DFS) 7th Grade 2024 CAASPP Math gap between EL (6.9%) and non-EL (38.9%) % Met or Exceeded 8th Grade 2024 CAASPP Math gap between EL (4.6%) and non-EL (35.6%) % Met or Exceeded 7th Grade 2024 CAASPP Math gap between Low Income (22.8%) and non-Low Income (54.5%) % Met or Exceeded 8th Grade 2024 CAASPP Math gap between Low Income (20.9%) and non-Low Income (51.5%) % 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>** 2024 CA School Dashboard Indicators: Academic ● English Language Arts Performance (-76.6 DFS) ● Mathematics Performance (-131.7 DFS)	***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	Academic Progress of the NWEA Benchmark Assessment Academic Progress of the CAASPP End of Year Assessments

	• Graduation Rate (91.3%) • College and Career Readiness Indicator (Green) Behavioral • Suspension Rate (14.83%) • Chronic Absenteeism (32.6%) Emotional Security and Wellbeing (qualitative measures, so we will need to gather additional information) • Housing • Clothing • Food • Medical and Emotional Needs • Transportation 2024 CAASPP ELA gap between FY (19.9 %) and non-FY (47.0%) % Met or Exceeded 2024 CAASPP Math gap between FY (11.2%) and non-FY (35.5%) % Met or Exceeded Graduation Rate gap between FY (91.3%) and All Students (91.7%)	• 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) ***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.	High School Dropout Rate High School Graduation Rate

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 $11.8 million will be used in conjunction with other funding to fund the following actions;

- Action 1.4 - Districtwide and site based Instructional Coaching; $278,446
- Action 1.6 - Cultural Exchange Opportunities; $120,000
- Action 1.7 - Middle School Math Support with focus on EL students (LTEL, RFEP, Newcomer);$360,000
- Action 2.5 - Create a student engagement incentive and tracking program for Co-Curricular student participation; $50,000
- Action 2.6 - Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure; $10,000
- Action 3.2 - New Teacher Mentor Program; $4,254,198
- Action 3.5 - Social- Emotional Behavioral (SEB) Staff & Professional Learning; $6,332,736
- Action 3.6 - Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports; $6,553,280
- Action 4.5 - Create release and collaboration time for Elementary Teachers through the Elementary Elective Program; $11,732,677
- Action 4.11 - Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms; $7,986,864
- Action 4.15 - Expand the Intensive Assistance Model; $352,275
- Action 5.5 - Provide Resources to Implement & Operate Safe Schools for the Community; $6,059,813
- Action 5.6 - Increase Supplemental Support Staff and Services in Elementary Schools; $4,424,762

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 - 29 : 1 Middle Schools - 36 : 1 High Schools - 26 : 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 - 14 : 1


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Local Control and Accountability Plan Action Tables

2025-26 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 %)
2025-26	$ 216,514,337	$90,451,541	41.776%	0.000%	41.776%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 310,511,854	$94,656,027	$10,614,556	$27,043,380	$ 442,825,817.00	$321,630,294	$ 121,195,523

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	Plan-ned Per-cent-age of Impr-oved Serv-ices
1.1	Creating assets-oriented and student responsive schools	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$932,329	$485,283	$1,076,656	$ -	$ -	$340,956	$1,417,612	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 Learner, At-Risk & Long Term English Learner	All Schools	On Going	$1,735,430	$73,419	$1,808,849	$ -	$ -	$ -	$1,808,849	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 Learner, At-Risk & Long Term English Learners	All Schools	On Going	$ -	$196,780	$196,780	$ -	$ -	$ -	$196,780	0%

1.4	Districtwide and site based Instructional Coaching	English Learners	Yes	Limited	English Learners	All Schools	On Going	$278,446	$ -	$278,446	$ -	$ -	$ -	$278,446	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	$259,792	$ -	$259,792	$ -	$ -	$ -	$259,792	0%
1.6	Cultural Exchange Opportunities	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$ -	$120,000	$120,000	$ -	$ -	$ -	$120,000	0%
1.7	Middle School Math Support with focus on English Learner (LTEL, RFEP, Newcomer) students	7 and 8 Grade Students	Yes	Limited	English Learners and Low-Income	Middle Schools	On Going	$360,000	$994,733	$360,000	$994,733	$	$-	$1,354,733	0%
2.1	Expand and Sustain Learning Opportunities beyond the school day	All	No	LEA-wide	Low-Income	All Schools	On Going	$6,415,626	$36,104,454	$ -	$38,513,147	$ -	$4,006,933	$42,520,080	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	$7,949,720	$989,061	$4,643,555	$4,295,226	$ -	$ -	$8,938,781	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	$3,180,493	$219,135	$3,399,628	$ -	$ -	$ -	$3,399,628	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	$ -	$150,000	$150,000	$ -	$ -	$ -	$150,000	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	$ -	$50,000	$50,000	$ -	$ -	$ -	$50,000	0%
2.6	Provide additional opportunities for students and families to engage in postsecondary awareness and professional career exposure	English Learners	Yes	School-wide	English Learners and Low-Income	High Schools	On Going	$ -	$10,000	$10,000	$ -	$ -	$ -	$10,000	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	$722,074	$98,800	$820,874	$ -	$ -	$ -	$820,874	0%

3.2	New Teacher Mentor Program	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$4,147,198	$107,000	$4,254,198	$ -	$ -	$ -	$4,254,198	0%
3.3	Diverse Staff Recruitment	All	No	LEA-wide	Low-Income	All Schools	On Going	$-	$-	$-	$ -	$ -	$ -	$-	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	$6,323,336	$9,400	$6,332,736	$ -	$ -	$ -	$6,332,736	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	$6,368,884	$184,396	$6,553,280	$ -	$ -	$ -	$6,553,280	0%
3.7	Implement Programs and Services to Reduce Suspension and Expulsion Rates	All	No	LEA-wide	Low-Income	All Schools	On Going	$1,092,241	$ -	$ -	$ -	$ -	$1,092.241	$1,092,241	0%
3.8	District Adopted Textbooks and Instructional Materials	All	No	LEA-wide	Low-Income	All Schools	On Going	$ -	$3,597,852	$ -	$3,597,852	$ -	$ -	$3,597,852	0%
3.9	Provide Resources and Opportunities for Student Field Trips	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$ -	$713,300	$713,300	$ -	$ -	$ -	$713,300	0%
3.10	Purchase Cell Phone Pouches	All	No	School-wide	All	All Schools	On Going	$ -	$362,111	$-	$362,111	$ -	$ -	$362,111	0%
3.11	Provide Year Round Substitute Teacher(s) to each MUSD school	All	No	LEA-wide	All	All Schools	One Year	$2,133,296	$ -	$ -	$2,133,296	$ -	$ -	$2,133,296	0%
4.1	Early Childhood Education Program and Services	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$4,046,741	$575,383	$914,299	$3,707,825	$ -	$ -	$4,622,124	0%
4.2	Parent Education	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$1,873,491	$616,932	$1,949,386	$172,026	$ -	$369,011	$2,490,423	0%
4.3	Implementation of a 7-period school day in middle school and high school	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$5,116,206	$ -	$5,116,206	$ -	$ -	$ -	$ 5,116,206	0%
4.4	Implement a Madera Unified Graduate Profile for Graduation	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$6,981,074	$253,918	$7,234,992	$ -	$ -	$ -	$7,234,992	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	$11,500,614	$232,063	$11,732,677	$ -	$ -	$ -	$11,732,677	0%
4.6	Guaranteed & Viable Curriculum	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$1,626,507	$1,629,840	$1,931,347	$ -	$ -	$1,325,000	$3,256,347	0%

4.7	Supports for Achievement for Foster Youth	All	Yes	LEA-wide	Foster Youth	All Schools	On Going	$354,825	$87,188	$247,329	$ -	$ -	$194,684	$442,013	0%
4.8	Maintain and Expand Educational Services for Students with Disabilities	All	No	LEA-wide	Low-Income	All Schools	On Going	$33,989,781	$9,993,642	$13,795,613	$21,823,692	$6,575,200	$1,788,918	$43,983,423	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	$7,149,109	$ -	$ -	$7,149,109	$ -	$ -	$7,149,109	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	$6,205,986	$ -	$ -	$6,205,986	$ -	$ -	$6,205,986	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	$7,986,864	$ -	$7,986,864	$ -	$ -	$ -	$7,986,864	0%
4.12	Provide resources and integral information to ensure Continuous Improvement	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$1,247,537	$335,269	$1,582,806	$ -	$ -	$ -	$1,582,806	0%
4.13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$3,289,037	$3,164	$3,292,201	$ -	$ -	$ -	$3,292,201	0%
4.14	Maintain assessment, accountability and school improvement	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$615,867	$720,582	$1,336,449	$ -	$ -	$ -	$1,336,449	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	$1,600,000	$ -	$ -	$1,600,000	$ -	$ -	$1,600,000	0%
4.17	Certificated ExtraTime to close the Student Achievement Gap	All	No	LEA-wide	All	All Schools	One Year	$500,000	$ -	$ -	$500,000	$ -	$ -	$500,000	0%
5.1	Integrated and Collaborative School District Operational Services	All	No	LEA-wide	Low-Income	All Schools	On Going	$168,675,069	$58,290,872	$202,438,515	$2,562,433	$4,039,356	$17,925,637	$226,965,941	0%
5.2	Maintaining Complimentary Transportation Services for Eligible Students	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$6,333,735	$ -	$6,333,735	$ -	$ -	$ -	$6,333,735	0%
5.3	Strengthening and Broadening Interpretation and Translation Services	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$745,691	$8,800	$754,491	$ -	$ -	$ -	$754,491	0%

5.4	Provide students and staff with access to advanced educational technology resources	All	No	LEA-wide	Foster Youth, English Learners and Low-Income	All Schools	On Going	$ -	$ 2,000,000	$2,000,000	$ -	$ -	$ -	$2,000,000	0%
5.5	Provide Resources to Implement and Operate Safe Schools for the Community	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$5,246,404	$813,409	$6,059,813	$ -	$ -	$ -	$6,059,813	0%
5.6	Increase Supplemental Support Staff and Services in Elementary Schools	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$4,424,762	$ -	$4,424,762	$ -	$ -	$ -	$4,424,762	0%
6.1	Increase site support staffing to better support migrant student attendance and welfare	All	No	School-wide	All	Eastin Arcola	On Going	$182,129	$ -	$ -	$182,129	$ -	$ -	$ 182,129	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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	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 Indepe-ndent Study	On Going	$ -	$345,000	$ -	$345,000	$ -	$ -	$345,000	0%
7.2	Supplemental Academic Support(s)	All	No	School-wide	All	Furman Indepe-ndent Study	On Going	$ -	$100,000	$ -	$100,000	$ -	$ -	$100,000	0%
7.3	Supplemental Support to improve the Social Emotional Learning	All	No	School-wide	All	Furman Indepe-ndent Study	On Going	$ -	$66,783	$ -	$66,783	$ -	$ -	$66,783	0%
8.1	Increase Supplemental and Support Staffing	All	No	School wide	All	Mt. Vista Contin-uation	On Going	$ -	$202,835	$ -	$ 202,835	$ -	$ -	$202,835	0%
8.2	Increase Student Engagement Opportunities	All	No	School-wide	All	Mt. Vista Contin-uation	On Going	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0%
8.3	Increase Academic Supports for Students	All	No	School-wide	All	Mt. Vista Contin-uation	On Going	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0%
9.1	Increase Supplemental and Support Staffing	All	No	School-wide	All	Ripper-dan Comm-unity	On Going	$10,000	$ -	$ -	$10,000	$ -	$ -	$10,000	0%

9.2	Purchase Supplemental Social Emotional Learning Curriculum:	All	No	School-wide	All	Ripper-dan Comm-unity	On Going	$ -	$15,000	$ -	$15,000	$ -	$ -	$15,000	0%
9.3	Minimize Student Distractions	All	No	School-wide	All	Ripper-dan Comm-unity	On Going	$ -	$3,000	$ -	$3,000	$ -	$ -	$3,000	0%
9.4	Purchase resources to create a welcoming school environment	All	No	School-wide	All	Ripper-dan Comm-unity	On Going	$ -	$68,844	$ -	$68,844	$ -	$ -	$68,844	0%

2025-26 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
$ 216,514,337	$90,451,541	41.776%	0.000%	41.776%	$92,277,726	0.000%	42.620%	Total:	$92,277,726
								LEA-wide Total:	$89,623,651
								Limited Total:	$2,644,075
								Schoolwide Total:	$10,000

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	$ 1,076,656	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	$ 1,808,849	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	$196,780	0%
1.4	Districtwide and site based Instructional Coaching	Yes	Limited	English Learners	All Schools	$278,446	0%
1.5	Develop, Sustain, and Expand Dual Language Immersion Schools	Yes	LEA-wide	English Learners and Low-Income	All Schools	$259,792	0%
1.6	Cultural Exchange Opportunities	Yes	LEA-wide	English Learners and Low-Income	All Schools	$120,000	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	$360,000	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	$4,643,555	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	$3,399,628	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	$150,000	0%
2.5	Create a student engagement incentive and tracking program for Co-Curricular student participation	Yes	LEA-wide	Low-Income	All Schools	$50,000	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%
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	$820,874	0%
3.2	New Teacher Mentor Program	Yes	LEA-wide	Low-Income	All Schools	$4,254,198	0%
3.5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	Yes	LEA-wide	Low-Income	All Schools	$6,332,736	0%
3.6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	Yes	LEA-wide	Low-Income	All Schools	$6,553,280	0%
3.9	Provide Resources and Opportunities for Student Field Trips	Yes	LEA-wide	Low-Income	All Schools	$713,300	0%
4.1	Early Childhood Education Program and Services	Yes	LEA-wide	Low-Income	All Schools	$914,299	0%
4.2	Parent Education	Yes	LEA-wide	Low-Income	All Schools	$1,949,386	0%
4.3	Implementation of a 7-period school day in middle school and high school	Yes	LEA-wide	Low-Income	All Schools	$5,116,206	0%
4.4	Implement a Madera Unified Graduate Profile for Graduation	Yes	LEA-wide	Low-Income	All Schools	$7,234,992	0%
4.5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	Yes	LEA-wide	Low-Income	All Schools	$11,732,677	0%
4.6	Guaranteed & Viable Curriculum	Yes	LEA-wide	Low-Income	All Schools	$1,931,347	0%
4.7	Supports for Achievement for Foster Youth	Yes	Limited	Low-Income	All Schools	$247,329	0%
4.11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	Yes	LEA-wide	Low-Income	All Schools	$ 7,986,864	0%
4.12	Provide resources and integral information to ensure Continuous Improvement	Yes	LEA-wide	Low-Income	All Schools	$1,582,806	0%
4.13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	Yes	LEA-wide	Low-Income	All Schools	$3,292,201	0%
4.14	Maintain assessment, accountability and school improvement	Yes	LEA-wide	Low-Income	All Schools	$1,336,449	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	$6,333,735	0%
5.3	Strengthening and Broadening Interpretation and Translation Services	Yes	LEA-wide	Low-Income	All Schools	$754,491	0%
5.5	Provide Resources to Implement and Operate Safe Schools for the Community	Yes	LEA-wide	Low-Income	All Schools	$6,059,813	0%
5.6	Increase Supplemental Support Staff and Services in Elementary Schools	Yes	LEA-wide	Low-Income	All Schools	$4,424,762	0%

2024-2025 Annual Update Table

Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
$439,239,689.00	$422,529,930.00

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	$1,028,599	$865,999
1.2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	Yes	$1,424,753	$1,673,422
1.3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	Yes	$817,564	$885,490
1.4	Districtwide and site based Instructional Coaching	Yes	$372,120	$268,634
1.5	Dual Language Immersion Schools	Yes	$248,000	$256,856
1.6	Cultural Exchange Opportunities	Yes	$100,000	$107,640
2.1	Expand and Sustain Learning Opportunities beyond the school day	No	$54,621,173	$45,362,747
2.2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	Yes	$8,467,800	$6,968,794
2.3	Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program	No	$3,053,940	$3,947,588
2.4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	Yes	$130,000	$70,442
2.5	Create an Engagement Incentive and tracking program	Yes	$50,000	$45,817
3.1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	Yes	$498,991	$556,125
3.2	New Teacher Mentor Program	Yes	$4,129,758	$3,776,684
3.3	Diverse Staff Recruitment	No	$3,031,961	$2,789,917
3.4	Employee Career Advancement (Career Ladder)	Yes	$100,000	$185,000
3.5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	Yes	$6,452,939	$6,244,691
3.6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	Yes	$7,290,481	$7,071,194
3.7	Implement Programs and Services to Reduce Suspension and Expulsion Rates	No	$1,545,584	$2,111,794
3.8	District Adopted Textbooks and Instructional Materials	No	$4,550,104	$1,511,254
3.9	Provide Resources and Opportunities for Student Field Trips	Yes	$748,300	$780,098
4.1	Early Childhood Education Program and Services	Yes	$4,356,595	$4,349,581
4.2	Parent Education	Yes	$2,447,022	$2,433,709
4.3	Implementation of a 7-period school day in middle school and high school	Yes	$5,226,122	$4,889,199
4.4	Implement a Madera Unified Graduate Profile for Graduation	Yes	$6,428,998	$7,415,034

4.5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	Yes	$14,557,485	$14,067,770
4.6	Guaranteed & Viable Curriculum	Yes	$2,816,272	$3,764,204
4.7	Supports for Achievement for Foster Youth	Yes	$600,112	$361,401
4.8	Maintain and Expand Educational Services for Students with Disabilities	No	$38,865,630	$36,905,028
4.9	Increase and Improve the teaching and learning outcomes for students in English Language Arts	No	$ 7,149,109	$7,149,109
4.10	Increase and Improve the teaching and learning outcomes for students in Mathematics	No	$6,205,986	$6,205,986
4.11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	Yes	$7,867,016	$8,948,435
4.12	Provide resources and integral information to ensure Continuous Improvement	Yes	$1,306,316	$1,265,872
4.13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	Yes	$3,278,105	$3,301,974
4.14	Maintain assessment, accountability and school improvement	Yes	$ 1,332,488	$1,232,542
4.15	Expand the Intensive Assistance Mode	Yes	$1,000,000	$1,193,775
5.1	Integrated and Collaborative School District Operational Services	No	$218,129,771	$213,457,660
5.2	Maintaining Complimentary Transportation Services for Eligible Students	Yes	$4,877,719	$5,645,139
5.3	Strengthening and Broadening Interpretation and Translation Services	Yes	$719,331	$675,220
5.4	Provide students and staff with access to advanced educational technology resources	Yes	$4,000,000	$4,000,000
5.5	Provide Resources to Implement and Operate Safe Schools for the Community	Yes	$5,587,493	$6,071,138
5.6	Increase Supplemental Support Staff and Services in Elementary Schools	Yes	$2,673,444	$ 2,601,796
6.1	Increase staffing to support student attendance and welfare	No	$55,000	$21,685
6.2	Provide additional academic support and resources	No	$143,153	$139,327
6.3	Purchase Supplemental Social Emotional Learning Curriculum	No	$25,000	$13,139
6.4	Increase supervisory staff during recess	No	$20,000	$27,923
7.1	Supplemental and Support Staff	No	$467,000	$326,634
7.2	Supplemental Academic Support(s)	No	$60,000	$119,241
7.3	Supplemental Support to improve the Social Emotional Learning	No	$61,409	$46,203
8.1	Increase Supplemental and Support Staffing	No	$200,000	$233,500
8.2	Increase Stuent Engagement Opportunities	No	$17,890	$15,729
9.1	Increase Supplemental and Support Staffing	No	$65,156	$129,473
9.2	Purchase Supplemental Social Emotional Learning Curriculum	No	$33,000	$39,988
9.3	Minimize Student Distractions	No	$5,000	$2,330

2024-25 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)
$89,576,226	$91,404,473	$92,219,536	$(815,063)	0.000%	0.000%	0.000% - 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	$647,573	$ 487,984.00	0.000%	0.000%
1.2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	Yes	$1,424,753	$1,673,422.00	0.000%	0.000%
1.3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	Yes	$129,464	$500,802.00	0.000%	0.000%
1.4	Districtwide and site based Instructional Coaching	Yes	$372,120	$268,634.00	0.000%	0.000%
1.5	Dual Language Immersion Schools	Yes	$248,000	$256,856.00	0.000%	0.000%
1.6	Cultural Exchange Opportunities	Yes	$100,000	$107,640.00	0.000%	0.000%
2.2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	Yes	$4,723,790	$4,460,513.00	0.000%	0.000%
2.4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	Yes	$130,000	$70,442.00	0.000%	0.000%
2.5	Create an Engagement Incentive and tracking program	Yes	$50,000	$45,817.00	0.000%	0.000%
3.1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	Yes	$498,991	$556,125.00	0.000%	0.000%
3.2	New Teacher Mentor Program	Yes	$4,129,758	$3,776,684.00	0.000%	0.000%
3.4	Employee Career Advancement (Career Ladder)	Yes	$100,000	$185,000.00	0.000%	0.000%
3.5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	Yes	$6,452,939	$6,244,691.00	0.000%	0.000%
3.6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	Yes	$7,290,481	$7,071,194.00	0.000%	0.000%
3.9	Provide Resources and Opportunities for Student Field Trips	Yes	$748,300	$780,098.00	0.000%	0.000%

4.1	Early Childhood Education Program and Services	Yes	$829,486	$715,847.00	0.000%	0.000%
4.2	Parent Education	Yes	$ 1,918,525	$1,766,651.00	0.000%	0.000%
4.3	Implementation of a 7-period school day in middle school and high school	Yes	$5,226,122	$4,889,199.00	0.000%	0.000%
4.4	Implement a Madera Unified Graduate Profile for Graduation	Yes	$6,428,998	$7,415,034.00	0.000%	0.000%
4.5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	Yes	$14,557,485	$14,067,770.00	0.000%	0.000%
4.6	Guaranteed & Viable Curriculum	Yes	$2,457,967	$1,755,295.00	0.000%	0.000%
4.7	Supports for Achievement for Foster Youth	Yes	$297,809	$187,947.00	0.000%	0.000%
4.11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	Yes	$7,867,016	$8,948,435.00	0.000%	0.000%
4.12	Provide resources and integral information to ensure Continuous Improvement	Yes	$1,306,316	$1,265,872.00	0.000%	0.000%
4.13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	Yes	$3,278,105	$3,301,974.00	0.000%	0.000%
4.14	Maintain assessment, accountability and school improvement	Yes	$1,332,488	$1,232,542.00	0.000%	0.000%
4.15	Expand the Intensive Assistance Mode	Yes	$1,000,000	$1,193,775.00	0.000%	0.000%
5.2	Maintaining Complimentary Transportation Services for Eligible Students	Yes	$4,877,719	$5,645,139.00	0.000%	0.000%
5.3	Strengthening and Broadening Interpretation and Translation Services	Yes	$719,331	$675,220.00	0.000%	0.000%
5.4	Provide students and staff with access to advanced educational technology resources	Yes	$4,000,000	$4,000,000.00	0.000%	0.000%
5.5	Provide Resources to Implement and Operate Safe Schools for the Community	Yes	$5,587,493	$6,071,138.00	0.000%	0.000%
5.6	Increase Supplemental Support Staff and Services in Elementary Schools	Yes	$2,673,444	$2,601,796.00	0.000%	0.000%

2024-25 Contributing 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)
$214,503,486	$89,576,226	0.000%	41.760%	$92,219,536	0.000%	42.992%	$0.00 - No Carryover	0.00% - 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 schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with

LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

- Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

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

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

Purpose

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

description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been

added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

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

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

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for

unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the

individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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