



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dairyland School	20651776023923	TBD	7/8/2025

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The use of federal funds will be in direct alignment with state funds as we strive to achieve the three identified LCAP goals. Along with state-funded tutoring, federal funds will be applied to programs used in a tutoring or small group environment to scaffold student standards mastery. Several programs are used in conjunction with state-funded laptops to assist students with the skills needed to access the technology provided. Federal funds will also be aligned with state Supplemental and Concentration grants to provide training and professional development to support state-funded programs and materials such as STEM instruction and technology applications.

In addition, federal funds are used for paraprofessional support to maximize student engagement and learning in the context of our school-wide "Response to Intervention" (RTI) program.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council was part of the planning process for the SPSA review and update. We consulted with the SSC during two separate meetings; April 30, 2025 and May 27, 2025.

The SPSA went before our local governing board and was approved on 7/8/2025.

Resource Inequities

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

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

Dairyland is not eligible for CSI or ATSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The only performance indicator that was in the "Red" category was English Learner Progress.

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

There were no state indicators for which any student group was two or more performance levels below the "all student" performance on the 2024 California School Dashboard.

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.41%	%	%	1		
African American	0.83%	0.47%	0.46%	2	1	1
Asian	1.24%	1.40%	0.93%	3	3	2
Filipino	0.41%	0.47%	%	1	1	
Hispanic/Latino	61.41%	61.40%	65.28%	148	132	141
Pacific Islander	0%	%	%	0		
White	34.44%	34.88%	33.33%	83	75	72
Two or More Races	1.24%	1.40%	%	3	3	
Not Reported	0%	%	%	0		
Total Enrollment				241	215	216

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 4	36	25	38
Grade 5	60	38	29
Grade 6	52	54	39
Grade 7	50	50	57
Grade 8	43	48	53
Total Enrollment	241	215	216

Conclusions based on this data:

1. Enrollment declined slightly in 2023-24 and 2024-25 due to small class sizes in grades 5 and 6.
2. The ethnic make-up of the overall student population has remained constant for the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	91	78	83	37.8%	36.3%	38.4%
Fluent English Proficient (FEP)	24	27	30	10.0%	12.6%	13.9%

Conclusions based on this data:

1. The number of English Learners increased by 5 in the last year.
2. Students were reclassified at a higher percentage in 2024-25 than the previous two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	54	35	26	53	34	26	53	34	26	98.1	97.1	100
Grade 5	52	56	36	52	56	36	52	56	36	100.0	100.0	100
Grade 6	48	51	55	44	50	54	44	50	54	91.7	98.0	98.2
Grade 7	43	46	50	43	44	50	43	44	50	100.0	95.7	100
Grade 8	34	43	46	34	42	46	34	42	46	100.0	97.7	100
All Grades	231	231	213	226	226	212	226	226	212	97.8	97.8	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	2456.	2445.	2471.	16.98	8.82	23.08	28.30	29.41	23.08	26.42	29.41	30.77	28.30	32.35	23.08
Grade 5	2503.	2470.	2507.	19.23	10.71	11.11	32.69	19.64	44.44	25.00	37.50	30.56	23.08	32.14	13.89
Grade 6	2560.	2547.	2525.	20.45	18.00	16.67	45.45	42.00	22.22	29.55	28.00	48.15	4.55	12.00	12.96
Grade 7	2550.	2588.	2563.	6.98	27.27	18.00	44.19	34.09	38.00	27.91	27.27	30.00	20.93	11.36	14.00
Grade 8	2555.	2534.	2575.	8.82	7.14	19.57	38.24	26.19	36.96	29.41	38.10	28.26	23.53	28.57	15.22
All Grades	N/A	N/A	N/A	15.04	14.60	17.45	37.17	30.09	33.02	27.43	32.30	34.43	20.35	23.01	15.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	7.55	5.88	*	73.58	73.53	*	18.87	20.59	*
Grade 5	13.46	7.14	13.89	71.15	64.29	69.44	15.38	28.57	16.67
Grade 6	22.73	16.00	11.11	59.09	64.00	55.56	18.18	20.00	33.33
Grade 7	6.98	18.18	12.00	72.09	61.36	66.00	20.93	20.45	22.00
Grade 8	14.71	9.52	23.91	64.71	59.52	52.17	20.59	30.95	23.91
All Grades	12.83	11.50	13.68	68.58	64.16	63.68	18.58	24.34	22.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	15.09	8.82	*	69.81	67.65	*	15.09	23.53	*
Grade 5	26.92	3.57	25.00	51.92	69.64	61.11	21.15	26.79	13.89
Grade 6	27.27	22.00	18.52	65.91	74.00	68.52	6.82	4.00	12.96
Grade 7	23.26	47.73	34.00	60.47	45.45	58.00	16.28	6.82	8.00
Grade 8	14.71	7.14	34.78	64.71	64.29	52.17	20.59	28.57	13.04
All Grades	21.68	17.70	26.42	62.39	64.60	61.32	15.93	17.70	12.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	5.66	0.00	*	73.58	82.35	*	20.75	17.65	*
Grade 5	17.31	5.36	5.56	61.54	76.79	83.33	21.15	17.86	11.11
Grade 6	15.91	8.00	14.81	75.00	78.00	72.22	9.09	14.00	12.96
Grade 7	2.33	15.91	12.00	88.37	81.82	72.00	9.30	2.27	16.00
Grade 8	5.88	7.14	15.22	85.29	76.19	69.57	8.82	16.67	15.22
All Grades	9.73	7.52	11.79	75.66	78.76	75.00	14.60	13.72	13.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	11.32	5.88	*	66.04	76.47	*	22.64	17.65	*
Grade 5	13.46	7.14	16.67	63.46	75.00	75.00	23.08	17.86	8.33
Grade 6	9.09	12.00	11.11	84.09	78.00	72.22	6.82	10.00	16.67
Grade 7	4.65	22.73	14.00	69.77	68.18	70.00	25.58	9.09	16.00
Grade 8	23.53	14.29	15.22	55.88	78.57	73.91	20.59	7.14	10.87
All Grades	11.95	12.39	14.15	68.14	75.22	72.17	19.91	12.39	13.68

Conclusions based on this data:

- 1. In 2024-25, the overall percentage of students who scored proficient (Standard Met or Standard Exceeded) increased from 2023-24-- 44.69% to 50.46%.
- 2. With the exception of 6th and 7th grades, both mean scores and students who scored proficient were up from 2022-23 levels.
- 3. Continue with intervention, ELD, and tutoring to targeted student groups.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	53	35	26	52	34	26	52	34	26	98.1	97.1	100
Grade 5	51	56	36	51	56	36	51	56	36	100.0	100.0	100
Grade 6	48	51	55	44	50	55	44	50	55	91.7	98.0	100
Grade 7	43	46	50	43	44	50	43	44	50	100.0	95.7	100
Grade 8	34	43	46	34	42	46	34	42	46	100.0	97.7	100
All Grades	229	231	213	224	226	213	224	226	213	97.8	97.8	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	2463.	2464.	2471.	3.85	2.94	11.54	32.69	26.47	34.62	46.15	55.88	42.31	17.31	14.71	11.54
Grade 5	2492.	2468.	2511.	13.73	1.79	13.89	27.45	21.43	25.00	25.49	37.50	50.00	33.33	39.29	11.11
Grade 6	2577.	2544.	2522.	29.55	24.00	9.09	36.36	22.00	29.09	25.00	36.00	36.36	9.09	18.00	25.45
Grade 7	2529.	2583.	2535.	11.63	27.27	14.00	23.26	27.27	18.00	37.21	31.82	44.00	27.91	13.64	24.00
Grade 8	2552.	2556.	2588.	26.47	14.29	30.43	17.65	21.43	17.39	17.65	30.95	21.74	38.24	33.33	30.43
Grade 11															
All Grades	N/A	N/A	N/A	16.07	14.16	15.96	28.13	23.45	23.94	31.25	37.61	38.03	24.55	24.78	22.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	11.54	14.71	*	69.23	64.71	*	19.23	20.59	*
Grade 5	15.69	0.00	25.00	54.90	64.29	61.11	29.41	35.71	13.89
Grade 6	31.82	28.00	14.55	59.09	54.00	52.73	9.09	18.00	32.73
Grade 7	20.93	31.82	14.00	41.86	59.09	56.00	37.21	9.09	30.00
Grade 8	23.53	28.57	34.78	47.06	47.62	36.96	29.41	23.81	28.26
Grade 11									
All Grades	20.09	19.91	20.66	55.36	57.96	53.05	24.55	22.12	26.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	3.85	5.88	*	61.54	73.53	*	34.62	20.59	*
Grade 5	9.80	5.36	11.11	54.90	53.57	66.67	35.29	41.07	22.22
Grade 6	25.00	16.00	0.00	63.64	58.00	69.09	11.36	26.00	30.91
Grade 7	11.63	25.00	14.00	62.79	59.09	60.00	25.58	15.91	26.00
Grade 8	32.35	11.90	21.74	44.12	54.76	65.22	23.53	33.33	13.04
All Grades	15.18	12.83	10.80	58.04	58.85	65.26	26.79	28.32	23.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	3.85	5.88	*	78.85	76.47	*	17.31	17.65	*
Grade 5	15.69	1.79	8.33	60.78	73.21	77.78	23.53	25.00	13.89
Grade 6	25.00	22.00	5.45	70.45	58.00	63.64	4.55	20.00	30.91
Grade 7	6.98	15.91	8.00	76.74	75.00	76.00	16.28	9.09	16.00
Grade 8	14.71	11.90	21.74	64.71	64.29	63.04	20.59	23.81	15.22
All Grades	12.95	11.50	11.27	70.54	69.03	70.42	16.52	19.47	18.31

Conclusions based on this data:

1. The percent proficient (Standard Exceeded or Standard Met) increased from 37.61% to 39.9% over prior year.
2. By grade level, mean scores and percent proficient increased in every grade level except 6th and 7th.
3. Continue with intervention and tutoring for targeted student groups.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	1489.6	1497.6	*	1492.3	1479.4	*	1486.2	1515.1	*	19	14	10
5	1544.1	1524.8	1510.1	1551.9	1521.8	1498.8	1536.0	1527.4	1520.9	22	19	15
6	1532.9	1525.3	1516.6	1540.4	1520.0	1502.2	1524.9	1530.3	1530.7	14	18	18
7	1559.9	1570.6	1524.2	1580.5	1585.9	1521.3	1538.6	1554.8	1526.5	14	12	19
8	*	1543.0	*	*	1547.1	*	*	1538.5	*	8	15	8
All Grades										77	78	70

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	10.53	0.00	*	36.84	64.29	*	36.84	28.57	*	15.79	7.14	*	19	14	*
5	27.27	5.26	13.33	50.00	52.63	33.33	22.73	36.84	40.00	0.00	5.26	13.33	22	19	15
6	21.43	11.11	5.56	57.14	44.44	38.89	14.29	38.89	44.44	7.14	5.56	11.11	14	18	18
7	14.29	50.00	5.26	57.14	41.67	21.05	28.57	0.00	68.42	0.00	8.33	5.26	14	12	19
8	*	13.33	*	*	53.33	*	*	20.00	*	*	13.33	*	*	15	*
All Grades	18.18	14.10	10.00	45.45	51.28	38.57	31.17	26.92	44.29	5.19	7.69	7.14	77	78	70

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	26.32	14.29	*	42.11	50.00	*	26.32	14.29	*	5.26	21.43	*	19	14	*
5	63.64	31.58	20.00	31.82	63.16	53.33	4.55	0.00	13.33	0.00	5.26	13.33	22	19	15
6	57.14	38.89	11.11	35.71	27.78	44.44	0.00	33.33	44.44	7.14	0.00	0.00	14	18	18
7	78.57	83.33	26.32	14.29	8.33	42.11	7.14	0.00	26.32	0.00	8.33	5.26	14	12	19
8	*	46.67	*	*	26.67	*	*	13.33	*	*	13.33	*	*	15	*
All Grades	50.65	41.03	24.29	37.66	37.18	50.00	9.09	12.82	21.43	2.60	8.97	4.29	77	78	70

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	8.00	0.00	*	24.00	50.00	*	48.00	42.86	*	20.00	7.14	*	25	14	*
5	0.00	5.26	0.00	41.67	15.79	26.67	50.00	63.16	60.00	8.33	15.79	13.33	12	19	15
6	14.29	0.00	0.00	14.29	22.22	27.78	57.14	55.56	61.11	14.29	22.22	11.11	14	18	18
7	7.14	8.33	0.00	14.29	50.00	15.79	50.00	25.00	47.37	28.57	16.67	36.84	14	12	19
8	*	13.33	*	*	26.67	*	*	33.33	*	*	26.67	*	*	15	*
All Grades	6.49	5.13	2.86	24.68	30.77	24.29	46.75	46.15	57.14	22.08	17.95	15.71	77	78	70

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	42.11	35.71	*	47.37	57.14	*	10.53	7.14	*	19	14	*
5	27.27	21.05	26.67	63.64	78.95	60.00	9.09	0.00	13.33	22	19	15
6	21.43	11.11	27.78	78.57	88.89	61.11	0.00	0.00	11.11	14	18	18
7	21.43	8.33	0.00	78.57	83.33	73.68	0.00	8.33	26.32	14	12	19
8	*	6.67	*	*	73.33	*	*	20.00	*	*	15	*
All Grades	27.27	16.67	21.43	67.53	76.92	65.71	5.19	6.41	12.86	77	78	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	31.58	7.14	*	63.16	71.43	*	5.26	21.43	*	19	14	*
5	90.91	63.16	20.00	9.09	31.58	60.00	0.00	5.26	20.00	22	19	15
6	92.86	55.56	5.56	0.00	44.44	83.33	7.14	0.00	11.11	14	18	18
7	92.86	91.67	57.89	7.14	8.33	36.84	0.00	0.00	5.26	14	12	19
8	*	73.33	*	*	13.33	*	*	13.33	*	*	15	*
All Grades	74.03	57.69	38.57	23.38	34.62	52.86	2.60	7.69	8.57	77	78	70

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	5.26	0.00	*	47.37	92.86	*	47.37	7.14	*	19	14	*
5	13.64	5.26	13.33	59.09	68.42	60.00	27.27	26.32	26.67	22	19	15
6	14.29	0.00	0.00	35.71	50.00	66.67	50.00	50.00	33.33	14	18	18
7	7.14	8.33	0.00	42.86	66.67	31.58	50.00	25.00	68.42	14	12	19
8	*	13.33	*	*	46.67	*	*	40.00	*	*	15	*
All Grades	9.09	5.13	4.29	45.45	64.10	57.14	45.45	30.77	38.57	77	78	70

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	21.05	7.14	*	57.89	85.71	*	21.05	7.14	*	19	14	*
5	9.09	21.05	6.67	90.91	73.68	80.00	0.00	5.26	13.33	22	19	15
6	28.57	22.22	5.56	64.29	77.78	88.89	7.14	0.00	5.56	14	18	18
7	7.14	41.67	21.05	85.71	50.00	78.95	7.14	8.33	0.00	14	12	19
8	*	6.67	*	*	73.33	*	*	20.00	*	*	15	*
All Grades	14.29	19.23	14.29	76.62	73.08	81.43	9.09	7.69	4.29	77	78	70

Conclusions based on this data:

1. Overall, the greatest percentage (44.29%) of students scored in the "Level 2" category.
2. Tables indicate that the students are struggling with moving from Level 2 to Level 3.
3. The large number of EL students in grades 6 and 7 demonstrates a need for Long-Term English Learners (LTEL students) to have additional support in English acquisition.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
215	70.2%	36.3%	0.0%
Total Number of Students enrolled in Dairyland School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	78	36.3%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	151	70.2%
Students with Disabilities	13	6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.5%
American Indian	0	0.0%
Asian	3	1.4%
Filipino	1	0.5%
Hispanic	132	61.4%
Two or More Races	3	1.4%
Pacific Islander	0	0.0%
White	75	34.9%

Conclusions based on this data:

- The percentage of Socioeconomically Disadvantaged Students has decreased from the prior year but the English Learner population has shown a slight increase.

2. The greatest percentage of students are Hispanic.

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>Red</div>		

Conclusions based on this data:

1. The indicators for ELA and Math were both "Green". The suspension rate was low and chronic absenteeism rates were low.
2. English Learner Progress decreased from 2023 levels. The District needs to continue with ELD and small group interventions to support EL student learning needs.

School and Student Performance Data

Academic Performance English Language Arts

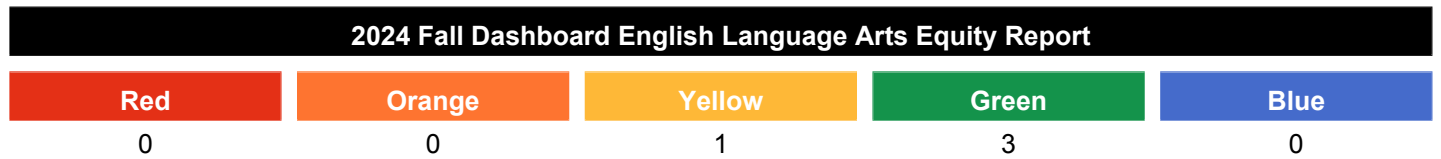
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>8.4 points above standard</div> <div>Increased 12.9 points</div> <div>207 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>8.2 points below standard</div> <div>Increased 17.7 points</div> <div>96 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>41.1 points below standard</div> <div>Maintained 1.1 points</div> <div>39 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>2.8 points below standard</div> <div>Increased 14.1 points</div> <div>146 Students</div>

Students with Disabilities  No Performance Color 30.2 points below standard Increased 17.1 points 14 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Green 2.0 points below standard Increased 20.2 points 128 Students
Two or More Races  No Performance Color Less than 11 Students 3 Students	Pacific Islander  No Performance Color 0 Students	White  Green 18.4 points above standard Maintained 0.3 points 71 Students

Conclusions based on this data:

1. Low-Income, English Learners and Hispanic student groups all scored below standard but increased over 2023 levels.
2. White students were the only group that scored above standard.
3. More intervention, ELD, and tutoring needs to be targeted to all student groups that did not meet standard.

School and Student Performance Data

Academic Performance Mathematics

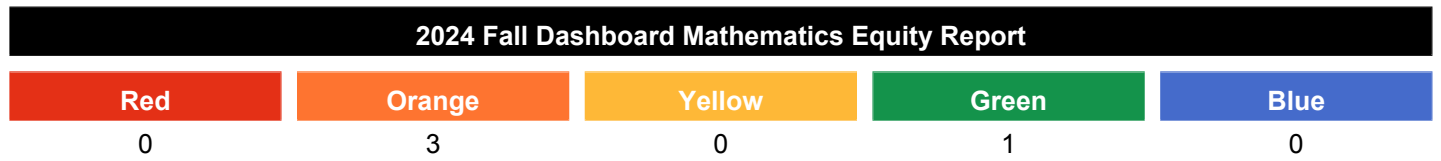
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>15.2 points below standard</div> <div>Increased 3.2 points</div> <div>209 Students</div>	<div>English Learners</div> <div> Orange</div> <div>40.2 points below standard</div> <div>Declined 4.1 points</div> <div>98 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>75.1 points below standard</div> <div>Declined 25.7 points</div> <div>39 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>35.1 points below standard</div> <div>Declined 3.9 points</div> <div>148 Students</div>

Students with Disabilities  No Performance Color 47.3 points below standard Declined 7.9 points 14 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 37.3 points below standard Declined 4.3 points 130 Students
Two or More Races  No Performance Color Less than 11 Students 3 Students	Pacific Islander  No Performance Color 0 Students	White  Green 13.8 points above standard Increased 13.5 points 71 Students

Conclusions based on this data:

1. All student groups except White scored below standard; Hispanic, EL, and Low-Income student groups had declining scores from 2023.
2. More intervention, ELD, and tutoring needs to be targeted to all student groups in Mathematics.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
33.8 points above standard making progress.	31.4 points above standard making progress.
Number Students: 71 Students	Number Students: 35 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23	24	1	20

Conclusions based on this data:

- Only 20 of 68 English Learners progressed at least one ELPI level.
- Continue with intervention and ELD supports principally directed to support English Learner progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>7.1% Chronically Absent</div> <div>Declined 6.4</div> <div>211 Students</div>	<div>English Learners</div> <div> Green</div> <div>6.6% Chronically Absent</div> <div>Declined 4.2</div> <div>76 Students</div>	<div>Long-Term English Learners</div> <div> Green</div> <div>2.6% Chronically Absent</div> <div>Declined 8.2</div> <div>38 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>9.8% Chronically Absent</div> <div>Declined 5.7</div> <div>153 Students</div>

Students with Disabilities  No Performance Color 14.3% Chronically Absent Declined 9.2 14 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Green 8.6% Chronically Absent Declined 4.7 128 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  Green 5.3% Chronically Absent Declined 7.8 75 Students

Conclusions based on this data:

1. All students groups demonstrated a decline in chronic absenteeism over 2023 levels.
2. Continue with incentives and parent messaging that emphasizes the importance of school attendance.

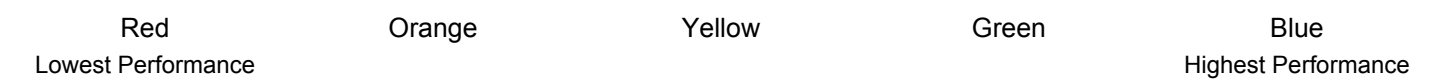
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

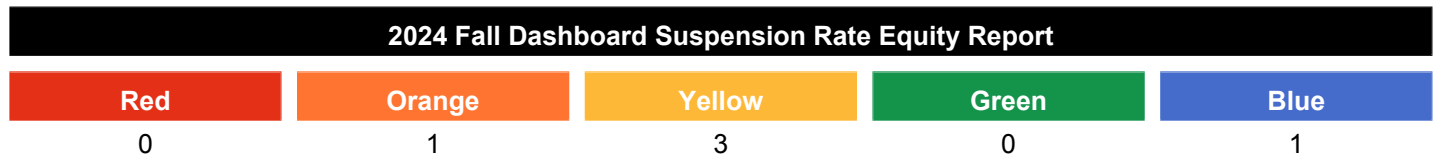
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>0.4% suspended at least one day</div> <div>Increased 0.4%</div> <div>228 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>1.2% suspended at least one day</div> <div>Increased 1.2%</div> <div>83 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>2.5% suspended at least one day</div> <div>Increased 2.5%</div> <div>40 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>0.6% suspended at least one day</div> <div>Increased 0.6%</div> <div>166 Students</div>

Students with Disabilities  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Yellow 0.7% suspended at least one day Increased 0.7% 142 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 77 Students

Conclusions based on this data:

1. Only .4% of students were suspended during the 2023-24 school year.
2. A combination of positive behavior supports and reflective consequences have been integral in lowering student discipline issues.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Preparation for Success

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator, ELA: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: Students' Growth in Distance from Standard	ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2023 by student groups is as follows: All Students: +7.6% Hispanic: -20.6% Low Income: +16.8% English Learner: -23.3% White: +65.4% [2024 SBAC Results] Mean distance from Standard All Students: 14.4 above English Learner: 41.4 below Low Income: .5 below Hispanic: 9.7 below White: 41.3 points above Students with Disabilities: N/A (less than 11 students) [2024 CA School Dashboard]	ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2023 by student groups is as follows: All Students: +15% Hispanic: +18% Low Income: +18% English Learner: +21% White: +10% LTEL: +21% [2026 SBAC Results] Mean distance from Standard All Students: 10 points above English Learner: 2 above Low Income: 5 above Hispanic: 5 above White: 25 points above
Academic Indicator, Math: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard:	ACADEMIC INDICATOR, MATH Difference in % Met/Exceeded from 2023 by student groups is as follows: All Students: +13.4% Hispanic: -5.7%	ACADEMIC INDICATOR, MATH Difference in % Met/Exceeded from 2025 by student groups is as follows: All Students: +15% Hispanic: +18%

Students' Growth in Distance from Standard	<p>Low Income: +22.3% English Learner: +3.8% White: +61.7% [2024 SBAC Results]</p> <p>Mean distance from standard: All students: 19.1 above EL students: 10.3 below Low Income: 13.8 above Hispanic: 6 below White: 47.1 above Students with Disabilities: N/A (less than 11 students) [2024 CA School Dashboard]</p>	<p>Low Income: +18% English Learner: +21% White: +10% LTEL: +21% [2026 SBAC Results]</p> <p>Mean distance from standard: All students: 1 point above EL students: 6 below Low Income: 3 below Hispanic: 3 below White: 10 above</p>
Percentage of Teachers Appropriately Credentialed and Assigned.	<p>77.7% of classroom teachers were reported with clear credentials and appropriately assigned. [June, 2025, Local Indicators Report to the ADUSD Board]</p>	<p>100% of classroom teachers will be reported with clear credentials and appropriately assigned. [June, 2027, Local Indicators Report to the ADUSD Board]</p>
Percentage of Students with Sufficient Access to Standards-aligned Materials	<p>100% of students had access to high-quality, standards-aligned curriculum and instructional materials.</p>	<p>100% of students will continue to have access to high-quality, standards-aligned curriculum and instructional materials.</p>
Local Reading Assessment: Growth in Fluency, Accuracy, and Comprehension	<p>RESULTS Local Reading Assessment Data from Spring 2025: Comprehension Scores Gr. 4: 94% Gr. 5: 80% Gr. 6: 91% [2024-25 Local Data]</p>	<p>RESULTS Local Reading Assessment Data from Winter 2026: Comprehension Scores Gr. 4: 90% Gr. 5: 90% Gr. 6: 90% [2026-27 Local Data]</p>
California School Dashboard: English Learner Progress -- Percentage of English Learner Students Making One or More Year's Progress on the ELPAC. English Learner Reclassification Rate	<p>33.8% of English Learners demonstrated appropriate progress in English Acquisition. (Down by 16 percentage points) [2024 CA School Dashboard]</p>	<p>55% of English Learners will demonstrate appropriate progress in English Acquisition. [2026 CA School Dashboard] 10% of English Learners will be reclassified to RFEP status (Fully English Proficient) [2026 CALPADS Reports 2.16 and 8.1]</p>
California Science Test: Percentage of Students Meeting or Exceeding Standard	<p>Overall -- 30.49% Low-Income -- 20.37% English Learners -- 0% Hispanic -- 18.41% White -- 37.04% SWD -- N/D [2024 CAST]</p>	<p>Overall -- 37% Low-Income -- 37% English Learners -- 28% Hispanic -- 35% White -- 50% SWD -- 25% [2026 CAST]</p>
Maintain Small Average Class Sizes	<p>2024-25 Average Class Sizes: Dairyland: 24.0 [2024-25 Local Data]</p>	<p>2026-27 Average Class Sizes: Dairyland: 25 [2026-27 Local Data]</p>
All ADUSD Students Will Have Access to Technology As Measured by Student to Device Ratio	<p>2024-25 Student to Device Ratio 1:2; one for classroom/ one for home use. [2024-25 Local Data]</p>	<p>2026-27 Student to Device Ratio 1:2; one for classroom/ one for home use. [2026-27 Local Data]</p>

Access to a Broad Course of Study	All students are participating in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE. [June, 2025, Local Indicators Report to the ADUSD Board]	All students will participate in a broad course of study: ELA, Math, ELD, Social Studies, Science/STEM, Arts, and PE. [2027 Local Indicators Report to the ADUSD Board]
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards	100% of state-adopted content and performance standards are implemented in all curricular areas. [June, 2025, Local Indicators Report to the ADUSD Board]	100% of state-adopted content and performance standards will be implemented in all curricular areas. [2027 Local Indicators Report to the ADUSD Board]
Supports for Students with Exceptional Needs	95.2% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom intervention settings to meet IEP goals and master grade level standards. [2025 Local Data]	100% of students with exceptional needs participated in after-school tutoring and 100% worked in small-group, classroom intervention settings to meet IEP goals and master grade level standards. [2027 Local Data]

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Recruit, hire, and retain highly-qualified instructional staff.	All Students	992,679.50 LCFF 1000-1999: Certificated Personnel Salaries None Specified None Specified
1.2	The District will provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, math, ELD, science, and social studies as well as high-quality supplementary instructional materials in ELA, math, ELD, science, social studies, and STEM.	All Students, Students with Disabilities	15,000.00 Lottery: Instructional Materials 4000-4999: Books And Supplies
1.3	Improve the use of technology in instruction by: a. Maintaining a one-to-two student/device ratio in all grade levels b. Retaining services of the full-time technology support person c. Purchase servers and teacher desktops to support Eboards and student technology	All Students	75,000.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
1.4	Continue replacement/increase of library books, including better facilities, to support students in improving literacy.	English Learners, Foster Youth, Low Income	2,500.00 LCFF - Supplemental 4000-4999: Books And Supplies
1.6	Provide Paraprofessionals at Dairyland to facilitate push-in instructional support for Low-Income students, Foster Youth, and English Learners.	English Learners, Foster Youth, Low Income, Students with Disabilities	82,000.00 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2000-2999: Classified Personnel Salaries
1.7	The District will build background knowledge to increase learning and provide experiences that enhance connections to the school community and promote a positive school climate by: a. Providing three (3) educational assemblies per site. b. Providing field trips for all grade levels. c. Providing funds to help send 6th graders to Outdoor Education	English Learners, Foster Youth, and Low Income	18,500.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
1.8	Add an additional teacher for a total of two in order to maintain lower class sizes for grades 4-8.	English Learners, Foster Youth, and Low Income	170,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.9	Employ an intervention teacher at Dairyland to support small-group instruction for struggling students in grades 4-6.	English Learners, Foster Youth, and Low Income	75,000.00 Other 1000-1999: Certificated Personnel Salaries
1.10	In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling Low-Income students and English Learners. In addition, provide professional development for teachers to identify students' social emotional learning needs and provide support for students' mental health.	English Learners, Foster Youth, and Low Income	2,500.00 Title II Part A: Improving Teacher Quality None Specified
1.11	Support high-quality physical education to students by obtaining the services of a P.E. consultant and replenish equipment for grades 4-8.	All Students	12,000.00 LCFF 2000-2999: Classified Personnel Salaries
1.12	Maintain English Learners' and Low-Income students' access to science, technology, engineering, and math instruction and career opportunities by continuing and expanding the after-school STEM workshops at Dairyland.	English Learners, Foster Youth, Low Income	15,000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
1.13	Expand English Learners' and Low Income students' access to science, technology, engineering, and math instruction and career opportunities by contracting with the Community Science Workshop Network for continuing regular school hours STEM curriculum and instruction. Program to be expanded to include two STEM instructors	English Learners, Foster Youth, Low Income	60,000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
1.15	Provide each teacher with 20 or more years of experience a stipend between \$3000-\$4000 (dependent on years over 20).	English Learners, Foster Youth, and Low Income	8,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.16	Provide each classroom with \$100 to purchase special or additional materials that are principally directed toward meeting the needs of Unduplicated Pupils.	English Learners, Foster Youth, Low Income	1,250.00 LCFF - Supplemental 4000-4999: Books And Supplies
1.17	Without regard to sick days, provide an incentive for certificated and classified staff to miss two or less work days during the school year.	English Learners, Foster Youth, Low Income	16,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.18	Provide teachers with an hourly stipend to provide after-school tutoring 3 days per week.	English Learners, Foster Youth, Low Income	77,500.00 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries
1.19	Purchase "Classtime", a supplemental Math program to support critical mathematical thinking.	All Students	11,000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
1.20	Support Science Standards Learning Purchase supplementary science materials to support increased student mastery of grade level Next Generation Science Standards.	English Learners, Foster Youth, Low Income	2,500.00 LCFF - Supplemental 4000-4999: Books And Supplies
1.21	Support for Long-Term English Learners (LTEL) The District will support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL) with additional materials for paraprofessional support at Dairyland that is targeted specifically for supporting LTELs with small group instruction and intervention, and regularly monitoring progress in acquiring the skills required for reclassification to RFEP.	English Learners	500.00 LCFF - Supplemental None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Goal 1 represents the core mission of the district--providing students with academic and enhanced educational opportunities to prepare them for high school and beyond. The actions included in Goal 1, which data showed to be effective the prior year, showed mixed results based on 2024 state data.

Actions 1.1 and 1.2: The District's efforts in ELA and Math were generally effective in raising student academic assessment results. California School Dashboard 2024 Distance from Standard results, as described in the "Reflections" section, demonstrated overall academic achievement in the Green, or "High" performance level in ELA, and student academic achievement in that subject area remained one of the highest in Madera County. All students showed improvement, with Low-Income students, English Learners, and Students with Disabilities closing achievement gaps in

comparison to Overall results. Overall results also improved in math to the Green level, Low-Income student, Students with Disabilities, and White students also improved, with White students scoring at the Blue, or Very High level. Slight declines were seen in results for English Learners and Hispanic students. The 2024 SBAC ELA data showed that the percentages of students meeting/exceeding standard improved from the 2023 results, except for English Learners and Long-Term English Learners (LTEL). In ELA, Students with Disabilities made great progress in closing the achievement gap in that subject matter. In examining the seemingly contradictory results for English Learners who improved in the "Distance from Standard" ELA measure, while declining in the "Meeting or Exceeding Standard" measure for that area, we noted that "Meeting or Exceeding" only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Comparing the two measures, it appears that EL students who have struggled in the past to be successful are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges have slightly slipped back. Math results were similar to those for Distance from Standard, with English Learners, LTEL, and Hispanic students showing declines. Overall results improved, and White students and Students with Disabilities showed double-digit increases in percentages meeting or exceeding standard, the latter result being evidence that our supports for students with exceptional needs through afterschool tutoring (Action 1.18) have been effective for SWD.

Action 1.3: Improved technology support was effective in providing students with access to devices with uninterrupted implementation, as demonstrated by the maintenance of 2:1 device:student ratio. The District successfully provided all students access and support for two devices throughout the school year. The interactive white board initiative proved to be effective in classroom instruction as measured by increased student engagement rates. Teachers, on average, had a 1.54 per minute engagement rate; exceeding the 1.0 per minute goal by over 50%.

Action 1.4: The District was effective in providing additional library books and materials provided students with relevant, updated texts. Our Low-Income and English Learner students consisted of over 75% of those that made appointments to check out library materials. Those students groups have limited access to books in their home settings to support foundational reading skills. In 2024-25, those same students continued to have almost higher library circulation rates than those of the student population as a whole. The Distance from Standard results for Low-Income students and English Learners in ELA demonstrate the effectiveness of this action. However, we can only describe its effectiveness as moderate, while noting that the 2024 SBAC ELA data showed that the percentages of students meeting/exceeding standard declined for English Learners and Long-Term English Learners (LTEL).

Actions 1.5 and 1.6: The 2024 Dashboard results in ELA and Math cited above show evidence that that there is a continued need for low adult-to-student ratios to facilitate interventions and small group instruction for Low-Income students and English Learners. For Low-Income students, and overall English Learners in ELA, these actions appear to be effective and produced the gains in Distance from Standard and Meeting or Exceeding Standard described above. For English Learners and LTEL, we believe that continued implementation of these actions will result in improvements, even though the effectiveness is not shown in the 2024 state assessment results. The District will continue with the two additional paraprofessionals at both schools to maintain those supports. In addition to paraprofessionals to address the need for a low adult-student ratio, Dairyland School maintain the number of classes in grades 7 and 8 from three to four. As evidenced by the latest state and local assessments, English Learners and Low-Income students' scores are lower than their peers. Smaller class sizes will provide a lower student to teacher ratio and improved focus on students' academic needs. More individualized attention have also been effective in maintaining high levels of students' feelings that the school is meeting their academic needs in ELA (89%) and math (85%).

Action 1.7: Through assemblies, field trips and camps, students were provided with a greater background from which to base learning experiences. Those enhancements contributed to positive learning outcomes for Low-Income students and English Learners as evidenced by ELA Distance from Standard results. In order to build on 2024-25 results, Alview-Dairyland continues to focus on differentiated, engaging, and individualized instruction in 2025-26. Additionally, this action was effective in maintaining high levels of students' school connectedness (82%) and feelings that the school is meeting their academic needs in science and social studies (90%).

Actions 1.8: The 2024 Dashboard results in ELA and Math cited above show evidence that that there is a continued need for low adult-to-student ratios to facilitate interventions and small group instruction for Low-Income students and English Learners. For Low-Income students, and overall English Learners in ELA, these actions appear to be effective and produced the gains in Distance from Standard and Meeting or Exceeding Standard described above. For English Learners and LTEL, we believe that continued implementation of these actions will result in improvements, even though the effectiveness is not shown in the 2024 state assessment results. These academic outcomes, and the Math results that showed declines for ELs, are indicative of the need to continue the scaffolding for our English Learner and Low-Income student groups to standard or higher. As a result, the District recognizes the need to continue improving outcomes for those specific groups in both ELA and Math, by providing a additional teacher for a total of two in order to maintain lower class sizes for grades 4-8 in order to strengthen its approach to support our English Learners and Low-Income student groups.

Action 1.10: Professional development was effective in maintaining high teacher engagement rates as measured by the District's DataWorks rubric, which measures teacher/student engagement rates through explicit direct instruction, including stating learning objectives, activating prior knowledge, concept development, checking for understanding, and closure that restates learning.

Action 1.11: High quality P.E. instruction afforded the District to implement a well-equipped Physical Education program. This action was effective in maintaining a high level of students' school connectedness (82%).

Actions 1.12 and 1.13: The data show that, with the exception of English Learners, Overall Science assessment results showed significant improvement, as did those for the student groups. These results confirm the effectiveness of these STEM-related actions. Inequalities in results continue to exist when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the results for non-Low-Income students heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners. The decline for English Learners also underscores the need to provide more hands-on and field experiences for those students through the implementation of actions 1.14 and 1.21. The continuation of STEM instruction and after-school STEM Club have continued to enhance English Learners and Low-Income students' educational experiences with hands-on, project-based learning that will serve them well in higher education and/or the vocational job market. In addition, the infusion of technology in every aspect of the curriculum across all grade levels has helped prepare students for high school and beyond. As evidenced by School Climate Survey data from the spring of 2025, on average, 95% of parent educational partners (65% of whom were parents of Low-Income students) felt that the STEM program was an integral part of the District's Science curriculum.

Action 1.15, 1.9 and 1.18: The Retention of High-Qualified Teachers, An Intervention Teacher, and After-School Tutoring were moderately effective in raising student academic assessment results. California School Dashboard 2024 Distance from Standard results, as described in the "Reflections" section, demonstrated overall academic achievement in the Green, or "High" performance level in ELA, and student academic achievement in that subject area remained one of the highest in Madera County. All students showed improvement, with Low-Income students, English Learners, and Students with Disabilities closing achievement gaps in comparison to Overall results. Overall results also improved in math to the Green level, Low-Income student, Students with Disabilities, and White students also improved, with White students scoring at the Blue, or Very High level. Slight declines were seen in results for English Learners and Hispanic students. The 2024 SBAC ELA data showed that the percentages of students meeting/exceeding standard improved from the 2023 results, except for English Learners and Long-Term English Learners (LTEL). In ELA, Students with Disabilities made great progress in closing the achievement gap in that subject matter. In examining the seemingly contradictory results for English Learners who improved in the "Distance from Standard" ELA measure, while declining in the "Meeting or Exceeding Standard" measure for that area, we noted that "Meeting or Exceeding" only includes those who scored at standard or above, while "Distance from Standard" results includes the scores of all students who took the assessment. Comparing the two measures, it appears that the District's efforts are more effective for EL students who have struggled in the past to be successful and are improving more quickly, so scoring closer to standard; while those efforts have not been effective for students in the higher ranges who have slightly slipped back. Math results were similar to those for Distance from Standard, with English Learners, LTEL, and Hispanic students showing declines. Overall results improved, and White students and Students with Disabilities showed double-digit increases in percentages meeting or exceeding standard, the latter result being evidence that our supports for students with exceptional needs through afterschool tutoring (Action 1.18) have been effective for SWD.

Action 1.16: Teachers were provided with additional classroom funding which was effective in supporting Low-Income students in their need to have necessary supplies throughout the school year. No Low-Income or English Learner students had to purchase any supplies required for school work or activities. This action was effective in maintaining high levels of students' school connectedness (82%) and feelings that the school is meeting their academic needs in ELA (89%) and math (85%).

Action 1.17: The employee attendance incentive proved to be very effective in 2024-25. Of the District's 54 employees, 70% qualified for the attendance stipend.

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

Action 1.2: Under Budgeted -- Came with a much higher cost than planned due to three-year subscription renewals for both ELA and Math curriculum that were due in July of 2024

Action 1.4: Over Budgeted --Less than expected was expended due to donations from Scholastic Book Fairs and increased book selections in classroom libraries.

Action 1.6: Under Budgeted --One of the two paras at Dairyland worked more hours than planned to support four new EL students.

Action 1.8: Under Budgeted --Planned expenditure didn't account for an increase to both certificated salaries and benefits. In addition, one new teacher was placed on a higher than anticipated salary step due to prior experience.

Action 1.9: Over Budgeted -- Small group intervention was modified to include a part-time instructor instead of a full-time teacher as planned.

Action 1.10: Under Budgeted --More professional development was needed than planned to support supplemental Science curriculum and ELD/Engagement strategies for new staff.

Action 1.20: Under Budgeted--The cost of the curriculum was higher than anticipated after the District chose to purchase a digital component in addition to textbook materials.

Action 1.22: Over Budgeted -- The action was not implemented; the structure was utilized with existing furnishings.

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

Metrics:

"LTEL" added to students groups for "Students' Growth in Percentage Meeting/Exceeding Standard in ELA and Math" to measure progress for newly required LTEL action.

- The descriptions of metrics were revised to align with state indicators summary.
- "Suspension rate", "chronic absenteeism rate", "middle school dropout rate", "expulsion rate", "climate survey", and "school attendance rates" metrics were all deleted to avoid repetition with Goal 2 metrics
- Data sources were added for all metrics.

(Note: To align with LCAP, Expected Outcomes are based on a a three-year cycle)

Actions:

- The sentence, "c". The purchase of new interactive whiteboards for each classroom to support direct instruction" was deleted from Action 1.3 because the initiative was fully implemented. The District has replaced item "c" with the purchase of new servers and teacher desktop equipment to support EBoard and student devices.
- The phrase, "instructional support for Low-Income students, Foster Youth, and English Learners" added to Action 1.6 for clarity. Because it was not as effective as expected, modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.
- Action 1.8 revised to "Add an additional teacher for a total of two in order to maintain lower class sizes for grades 4-8". Additional modifications will include adding Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness,
- The phrase, "Low-Income students, Foster Youth, and English Learners" added to Action 1.9 for clarity. Because it was not as effective as expected, modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.
- The title of Action 1.16 was changed to, "Supplemental Materials" for clarity; the phrase "EL" was deleted from the action, as it is based on the identified needs of Low-Income students.
- Because Action 1.18 was not as effective as expected, modifications to this action will be to add Percentages Meeting/Exceeding Standard and the ELPI as metrics to measure its effectiveness.
- The title of Action 1.19 was changed to, "Math Support Program" for clarity

(Because existing furniture was used for the outdoor shade structure, Action 1.22 was deleted from Goal 1)

All described changes are listed above in the specified SPSA Metrics and Actions section for Goal 1.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Positive, Clean, Safe, and Healthy Environment

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ADUSD is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.

Identified Need

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

With regard to school climate, 2024 Dashboard data indicated that, despite a slight increase, the Overall suspension rate continued to be at the Blue, or best possible performance level. This trend is a direct result of a new focus on alternatives to suspension and positive behavior reinforcement. The "Caught Being Good" blue ticket and "Project Wisdom" initiatives have proven to be effective in promoting good behavior and lessening the need for disciplinary action. (Actions 2.3 and 2.7)

Additionally, parents and teachers continue to emphasize the benefits their students receive from STEM instruction. Based on the positive response rate on the 2025 School Climate Survey, the District recognizes the need to continue and enhance the STEM program. Also, improved local Science assessment data since the the program's implementation is further evidence of its effectiveness. (Actions 1.12 and 1.13)

Overall Chronic Absenteeism rates improved again in the 2024 Dashboard at 10.8%, Overall. Rates for Hispanic students and Low-Income students improved by 8.3% and 8.2%, respectively, moving those groups from the Red to the Yellow (Medium) performance level.

Teachers also requested continued support and professional development with regard to students' social-emotional well being. It is clear that post-pandemic student needs include a stronger focus on mental health and well-being. Teachers have asked not only for further training on social-emotional learning but to add a wellness coach on staff with the expertise to address student mental health. (Action 2.8)

As the District reflected on lessons learned and necessary changes during the last four years, it was clear to all educational partners that this goal is of utmost importance to the success of our students. Cleanliness, safety, and a positive environment are necessary elements to provide optimal student learning. Cleanliness will play an important role in keeping students healthy and safe. The added protocols for sanitization that were implemented in 2020 must continue in order to mitigate student illness. In addition, the importance of a positive environment is paramount to our student's ability to thrive from a social-emotional perspective. In opportunities for input, all educational partners expressed adamantly the need for continued cleaning protocols and school programs that promote a positive school climate. The need to provide a safe and clean learning environment for all students continues to be a priority and a District goal. As a result, sanitization protocols that were initiated at the height of the pandemic will continue to be implemented. (Action 2.1)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will be increasingly engaged as measured by School Attendance Rates	In 2024-25 Dairyland's Rate was 95.82%. [2025 Local Data]	In 2025-26, Dairyland's Rate will be 97% [2026 Local Data]
California School Dashboard: Chronic Absenteeism Rate Will Be a Measure of School Engagement	Overall -- 7.1% EL -- 6.6% Low-Income --9.8% Hispanic -- 8.6% White -- 13.8% Students with Disabilities -- (Not numerically significant) [2024 CA School Dashboard]	Overall -- 10% EL -- 10% Low-Income -- 10% Hispanic -- 10% White -- 8% Students with Disabilities -- 15% [2026 CA School Dashboard]
California School Dashboard: Suspension Rate Will Be a Measure of School Climate	All students: .4%. EL: 1.2%. Low Income: .6%. Hispanic: .7%. White: 0%. Students with Disabilities: (Not numerically significant) (2024 CA School Dashboard)	All students: 0%. EL: 0%. Low Income: 0%. Hispanic: 0%. White: 0%. Students with Disabilities: 0%
Middle School Drop-out Rate Will Be a Measure of School Climate	Students were significantly engaged as measured by a 2024 middle school dropout rate of 0%. [2024 CALPADS Report 8.1]	Students will be significantly engaged as measured by a 2026 middle school dropout rate of 0%. [2026 CALPADS Report 8.1]
Students' Feelings of School Safety and School Connectedness: Parent and Student Satisfaction and Overall School Climate Will Be Measured by Parent and Student Surveys.	Students who responded (4-8 grades): <ul style="list-style-type: none"> 82% feel welcome (connected) at their school. 831% feel safe at school. 89% feel that the school is meeting their needs in ELA; 85% in math; 90% in science, STEM, and social studies Dairyland parents who responded: <ul style="list-style-type: none"> 97% felt welcome (connected)at their child's school. 96% felt that their child is safe at school. 98% in ELA and 98% in Math felt that the school is meeting their child's academic needs. 96% felt that STEM is an integral Science curriculum component. [June, 2025, Local Indicators Report to the ADUSD Board]	Students who respond (6-8 grades): <ul style="list-style-type: none"> 95% will feel welcome (connected) at their school. 95% will feel safe at school. feel that the school is meeting their needs in ELA; <ul style="list-style-type: none"> 95% in math; 95% in science and social studies Dairyland parents who respond: <ul style="list-style-type: none"> 95% will feel welcome (connected)at their child's school. 95% will feel that their child is safe at school. 95% in ELA and 95% in Math will feel that the school is meeting their child's academic needs. 95% will feel that STEM is an integral Science curriculum component. [June, 2027 Local Indicators Report to the ADUSD Board]

School facilities are clean and maintained in good repair as measured by the Facilities Inspection Tool and ongoing sanitization practices.	Dairyland scored a rating of "Good" on the Facilities Inspection Tool in December 2024.. [June, 2025, Local Indicators Report to the ADUSD Board]	Dairyland School will score a rating of "Good" on the Facilities Inspection Tool in December 2026. [June, 2027, Local Indicators Report to the ADUSD Board]
		A

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Maintain "Good-Exemplary" ratings on the Facility Inspection Tool regarding the condition, safety, and cleanliness of buildings and grounds at both sites. Continue disinfection protocols that include bi-weekly deep-cleaning and daily misting of classroom surfaces, restrooms, play equipment and buses.	All Students	220,000.00 LCFF - Base 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits
2.2	Keep an adequate number of office and clerical staff on the job daily providing excellent services to students, staff, and parents.	All Students	131,159.50 LCFF - Base 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits
2.3	For character building, continue to read Project Wisdom quotes each day during morning announcements at both campuses and continue the "Caught Being Good" blue-ticket behavior rewards.	All Students	0 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
2.4	After-School Sports Program Continue to hire one football coach, one volleyball coach, two basketball coaches, and two soccer coaches during the year to cover the coaching duties for the 7th and 8th grade programs.	English Learners, Foster Youth, and Low Income	5,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
2.5	Positive Behavior Reward Program Continue a "Caught Being Good" program to encourage students to act appropriately by offering incentives to do so. (Funded by Alview-Dairyland PTC)	All Students	0.00 None Specified
2.6	Support Students' Social-Emotional Needs Provide a Part-Time Wellness Coach to meet with students on a weekly basis to promote mental health and wellness.	English Learners and Low-Income Students	23,500.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
2.7	Reduce Chronic Absenteeism Rates for Low-Income and Hispanic Students. In order to lower chronic absenteeism rates, the District and school staff will regularly review attendance data for Hispanic and Low-Income students to assess if any are on track to be chronically absent. The students will be counseled by the wellness counselor to determine causes of the absences and possible solutions. The parents of those who appear to be	English Learners, Foster Youth, Low Income	0 LCFF - Supplemental

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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

As evidenced by several metrics, the actions included in goal 2 were integral in making progress toward achieving desired outcomes.

Actions 2.1 and 2.2: The office support and custodial staff contributed to students' and parents' positive 2025 survey responses with regard to clean, safe, welcoming, and well-maintained schools. At Dairyland, 97% of parents felt welcome and 96% felt that their children were safe at school. In addition, the "Good" rating on the Facilities Inspection Tool also proved to be a strong indicator of the importance of a well-staffed maintenance department.

Actions 2.3 and 2.5: The character education and positive behavior rewards were effective in contributing to student engagement as measured by .4% suspension rates on the 2024 California School Dashboard, and no expulsions and or drop-outs 2024. In the Spring, 2024, student survey responses, 89% feel welcome (connected) at their school, and 83% feel safe at school.

Action 2.4: The after-school sports program was implemented and contributed to declining Chronic Absenteeism rates for English Learners, and maintaining the prior declines for Low-Income students at Dairyland School, as they made sure to attend to be eligible for sports. Over 80% of students that participated in volleyball, football, basketball and soccer were either English Learners and/or Low Income. Those students provided feedback to staff about their readiness to compete in similar sports at the high school level. 100% of parents in attendance verbalized their support of a stronger PE program and expressed the value their students glean from competitive school sports.

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

Most actions from 2024-25 were implemented with fidelity. The safety and cleanliness protocols were maintained to earn a "good" rating on the Facilities Inspection Tool. Staffing levels were maintained in custodial and support services to provide students with a safe, clean, and supportive experience. The "Caught Being Good" program continued to work well for character building. After-School Sports were enhanced to include the soccer program referenced in Action 2.4.

The material differences for Goal 2 were:

Actions 2.1 and 2.2: Under Budgeted -- Staffing levels were increased in custodial and support services to provide students with a safe, clean, and supportive experience at both campuses and accommodate additional classroom buildings.

Action 2.4: Over Budgeted --Stipends were less than planned due to volunteer coaches for volleyball, football, and basketball.

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

- Actions:

Action 2.6 was changed to "Support Students' Social-Emotional Needs" for clarity. The term "counselor" was changed to "Part-Time Wellness Coach".

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Stakeholders as Partners in Student Education

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

After consulting with parent groups, staff members, and the ADUSD Board of Trustees, it was clear that this goal needed to remain as an integral part of ADUSD's mission. It is only with effective and honest communication with parents and families that the District can support students' academic goals and social/emotional well-being.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC, PTC and PAC Meeting Participation	In 2024-25, meeting averages were at 85% for SSC, 75% for PTC and 95% for PAC. [2025 Local Data]	Participation in SSC, PTC, PAC and LCAP Committees will increase by 50% over the baseline attendance rates. [2027 Local Data]
DELAC Committee Attendance	95% attendance. [2025 Local Data]	DELAC meetings will be held with 90% attendance.
Parent Participation at School Events and Assemblies	100% of parents attended 8th grade graduation ceremonies and 80% of Dairyland parents were in attendance for holiday performances. [2025 Local Data]	Parent participation will increase to 80% for awards assemblies, holiday programs, back-to- school nights, LCAP informational meetings, etc. [2027 Local Data]
School Climate Survey	110 Dairyland families returned School Climate Surveys in April of 2025. [2025 Local Data]	95% of parents will complete and return School Climate Surveys [2027 Local Data]
Participation in Adult English Classes	On average, 10-15 parents attended weekly ELD classes throughout the 2024-25 school year. [2025 Local Data]	At least 25 parents will participate in Adult ELD Evening Classes. [2027 Local Data]

Parents' and Teachers' Use of ClassDojo	100% of parents and 100% of teachers utilized ClassDojo as a communication tool. [2025 Local Data]	98% or more of parents will participate in fall parent-teacher conferences. 100% of parents of students with unique needs will attend individual conferences. [2027 Local Data]
Parent participation in Annual Conferences	100% of parents participated in conferences in the fall of 2025. [2025 Local Data]	98% or more of parents will participate in fall parent-teacher conferences. 100% of parents of students with unique needs will attend individual conferences. [2027 Local Data]

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Sponsor School Activities to Encourage Parent Participation. Parents will be encouraged to participate in the following school events and/or committees: <ul style="list-style-type: none"> • Back-to-School BBQ. • Fall Parent/Teacher conferences • Dairyland quarterly awards assemblies • One Book Fair Parent Education Nights--Internet Safety, Suicide Prevention, Campus Safety, Human Trafficking Awareness <ul style="list-style-type: none"> • Spring Parent/Teacher conferences • 8th Grade graduation • DELAC meetings • School Site Council meetings • Parent/Teacher Club meetings • Parent Advisory Council meetings • ELD classes for adults 	All Students, Students with Disabilities	500.00 LCFF - Supplemental 4000-4999: Books And Supplies
3.2	School Climate Survey Annually survey parents to solicit input on communication, climate, and conditions at both schools (funded by general supply budget).	All Students	0 None Specified
3.3	Offer Incentives and Eliminate Barriers to Parent Engagement Provide babysitting for ELD classes and other parent advisory meetings to promote participation by Low -Income parents, parents of English Learners, parents of Foster Youth, and parents of students with exceptional needs.	English Learners, Foster Youth, and Low Income	500.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
3.4	ELD Support for Parents Provide computer programs for English language acquisition and mastery for home use.	English Learners, Low Income	0 None Specified
3.5	English Acquisition Support for Parents	English Learners, Low Income	1,250.00 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Offer English Language Development (ELD) classes for parents on a weekly basis. Associated cost is for materials and paraprofessional support.		2000-2999: Classified Personnel Salaries
3.6	Regular Parent Meetings to Promote Students' Well-being The District will host regular parent meetings to present pertinent information on school safety, student mental health, internet security, drug abuse, etc	English Learners, Low-Income Students	1,000.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Parent Engagement has been an integral part of Dairyland's success. Parents participated in PTC at a higher rate than in years past and they continue to support the District's SPSA process through School Site Council and PAC meetings. At the last parent-teacher conference week, Dairyland had a 100% attendance rate. This number is indicative of the degree of parent support that affords the District the opportunity for communication and collaboration with families. Due to actions principally directed to reach EL parents, their attendance increased at DELAC and Parent-Teacher Club throughout the 2024-25 school year.

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

Most actions in Goal #3 were implemented with fidelity. The year began with the Back to School Barbecue during which approximately 500 parents were in attendance. Fall conferences had 100% attendance and Parent-Teacher Club quarterly attendance was up by 15% over prior year. Dairyland had increased attendance for awards assemblies and holiday performances over 2023-24 levels. With regard to babysitting for Parent ESL classes, ADUSD partnered with CUHS to use high school students who provided the service in exchange for community service hours.

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

Metrics:

- The descriptions of metrics were revised for clarity.
- All data sources for the metrics were indicated.

(Note: To align with LCAP, Expected Outcomes are based on a three-year cycle)

Actions:

- The phrase, "parents of Foster Youth" was added to Action 3.3 to show the District's intent if one or more Foster Youth enroll in Dairyland School.

All described changes are listed above in the specified SPSA Metrics and Actions section for Goal 3.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$77,374
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,019,839.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

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

Subtotal of additional federal funds included for this school: \$2,500.00

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

State or Local Programs	Allocation (\$)
Extended Learning Opportunity	\$77,500.00
LCFF	\$1,004,679.50
LCFF - Base	\$351,159.50
LCFF - Supplemental	\$494,000.00
Lottery: Instructional Materials	\$15,000.00
None Specified	\$0.00
Other	\$75,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00

Subtotal of state or local funds included for this school: \$2,017,339.00

Total of federal, state, and/or local funds for this school: \$2,019,839.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	77,500.00
LCFF	1,004,679.50
LCFF - Base	351,159.50
LCFF - Supplemental	494,000.00
Lottery: Instructional Materials	15,000.00
None Specified	0.00
Other	75,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
Title II Part A: Improving Teacher Quality	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	1,344,179.50
2000-2999: Classified Personnel Salaries	546,409.50
4000-4999: Books And Supplies	21,750.00
5000-5999: Services And Other Operating Expenditures	104,500.00
None Specified	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	77,500.00
1000-1999: Certificated Personnel Salaries	LCFF	992,679.50

2000-2999: Classified Personnel Salaries	LCFF	12,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	351,159.50
	LCFF - Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	199,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	183,250.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,750.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	104,500.00
None Specified	LCFF - Supplemental	500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	15,000.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	75,000.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
None Specified	Title II Part A: Improving Teacher Quality	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,636,929.50
Goal 2	379,659.50
Goal 3	3,250.00

School Site Council Membership

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

- (1) School Principal
- (3) Classroom Teachers
- (3) Other School Staff
- (6) Parent or Community Members

Name of Members	Role
Robin Walton	Classroom Teacher
Marisol Ramirez	Other School Staff
Jennifer Martinez	Other School Staff
Cassie Gomes	Parent or Community Member
Hallie Maddalena	Parent or Community Member
Samantha Becerra	Parent or Community Member
Sandra Hansen	Classroom Teacher
Diana Flores	Parent or Community Member
Sheila Perry	Principal
Sherrie Trost	Classroom Teacher
Cari Tharp	Parent or Community Member
Mary Bertao	Other School Staff
Valerie Alberton	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Sheila Perry on

SSC Chairperson, Cari Tharp on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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