2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Murrieta Valley Unified School District
CDS Code:	3375200
LEA Contact Information:	Name: Faythe Mutchnick-Jayx Position: Assistant Superintendent, Educational Services Email: fmutchnick-jayx@murrieta.k12.ca.us Phone: (951) 696-1600
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	Amount
Total LCFF Funds	$261,017,130
LCFF Supplemental & Concentration Grants	$24,962,949
All Other State Funds	$32,444,632
All Local Funds	$30,518,207
All federal funds	$11,128,062
Total Projected Revenue	$335,108,031

Total Budgeted Expenditures for the 2024-25 School Year	Amount
Total Budgeted General Fund Expenditures	$363,827,056
Total Budgeted Expenditures in the LCAP	$26,286,195
Total Budgeted Expenditures for High Needs Students in the LCAP	$26,286,195
Expenditures not in the LCAP	$337,540,861

Expenditures for High Needs Students in the 2023-24 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$23,828,180
Actual Expenditures for High Needs Students in LCAP	$22,973,752

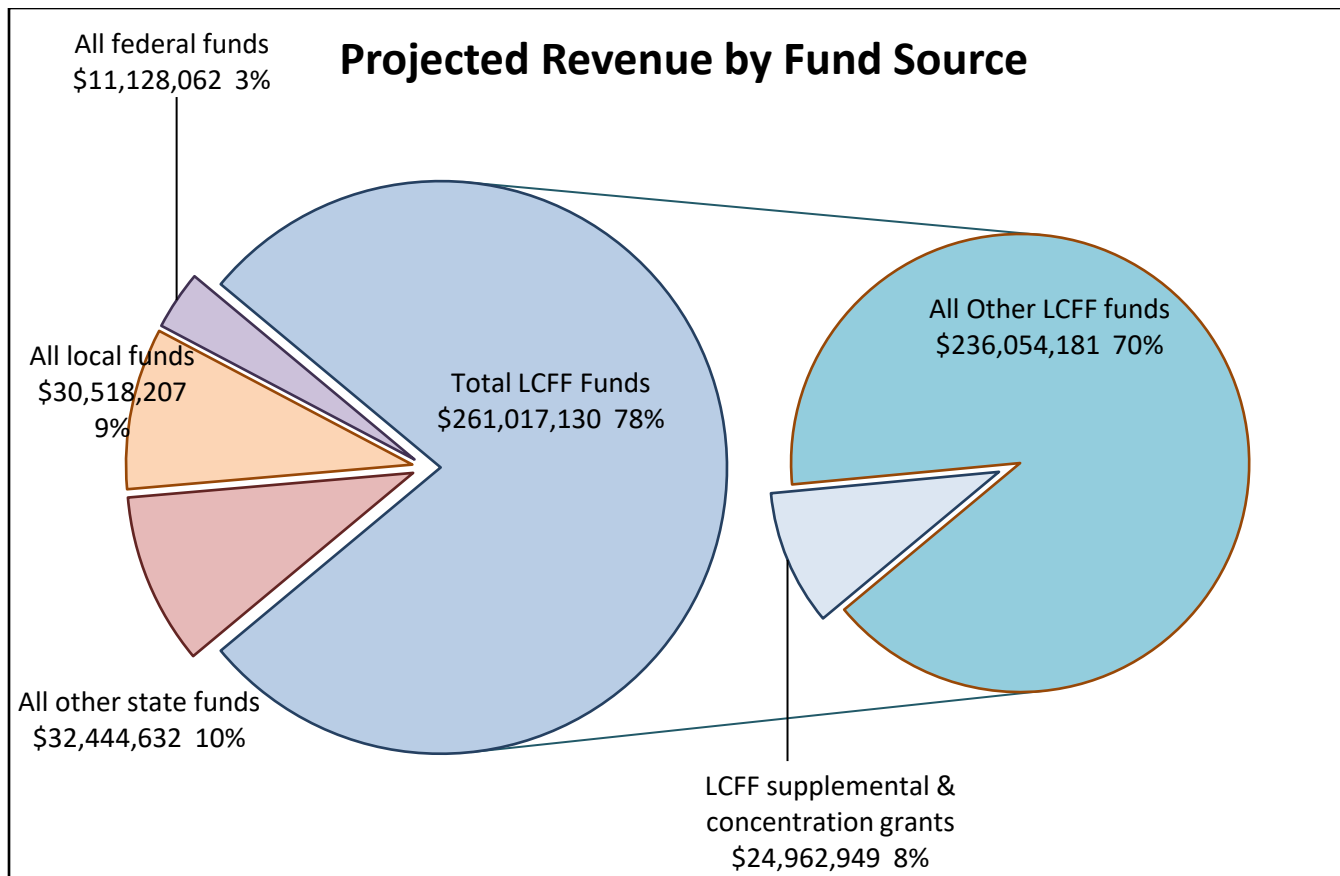| Funds for High Needs Students	Amount
2024-25 Difference in Projected Funds and Budgeted Expenditures	$1,323,246
2023-24 Difference in Budgeted and Actual Expenditures	$-854,428

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General funds support the educational needs of all students. Expenditures include salary and benefits for employees not specifically outlined in the LCAP, including teachers, custodians, librarians, transportation staff, facilities/grounds maintenance staff, district and site support staff, as well as classified and certificated management. Expenditures in the general fund also include operating expenditures such as utilities, debt service obligations, capital project expenditures, and materials/supplies to operate the school district.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2023-24.	The district met the required percentage to increase or improve services for our unduplicated students, therefore, students were not impacted. The expenditures exceeded the total Supplemental and Concentration Grant funding of $22,383,689 by $590,063, with expenditures totaling $22,973,752. All actions were fully implemented.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Murrieta Valley Unified School District

CDS Code: 3375200

School Year: 2024-25

LEA contact information:

Faythe Mutchnick-Jayx

Assistant Superintendent, Educational Services

fmutchnick-jayx@murrieta.k12.ca.us

(951) 696-1600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds
$11,128,062 3%

All local funds
$30,518,207
9%

Total LCFF Funds
$261,017,130 78%

All Other LCFF funds
$236,054,181 70%

All other state funds
$32,444,632 10%

LCFF supplemental &
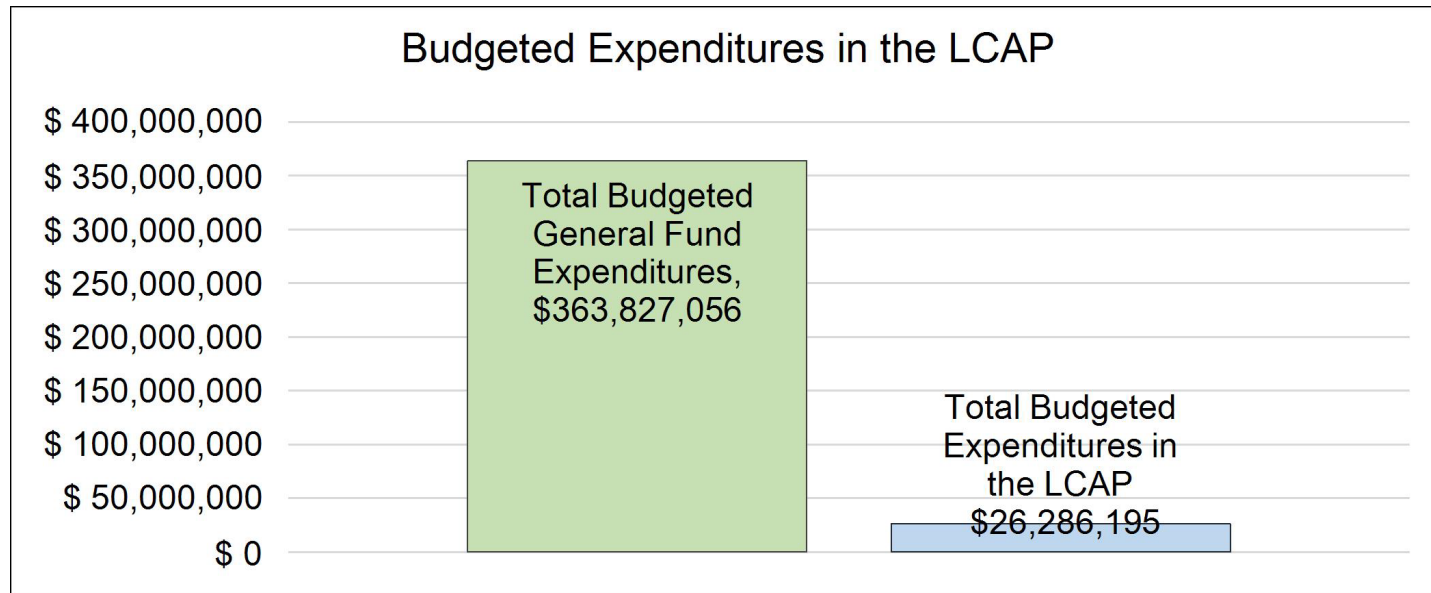concentration grants
$24,962,949 8%

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

The text description for the above chart is as follows: The total revenue projected for Murrieta Valley Unified School District is $335,108,031, of which $261,017,130 is Local Control Funding Formula (LCFF), $32,444,632 is other state funds, $30,518,207 is local funds, and $11,128,062 is federal funds. Of the $261,017,130 in LCFF Funds, $24,962,949 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $363,827,056

Total Budgeted Expenditures in the LCAP $26,286,195

This chart provides a quick summary of how much Murrieta Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Murrieta Valley Unified School District plans to spend $363,827,056 for the 2024-25 school year. Of that amount, $26,286,195 is tied to actions/services in the LCAP and $337,540,861 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
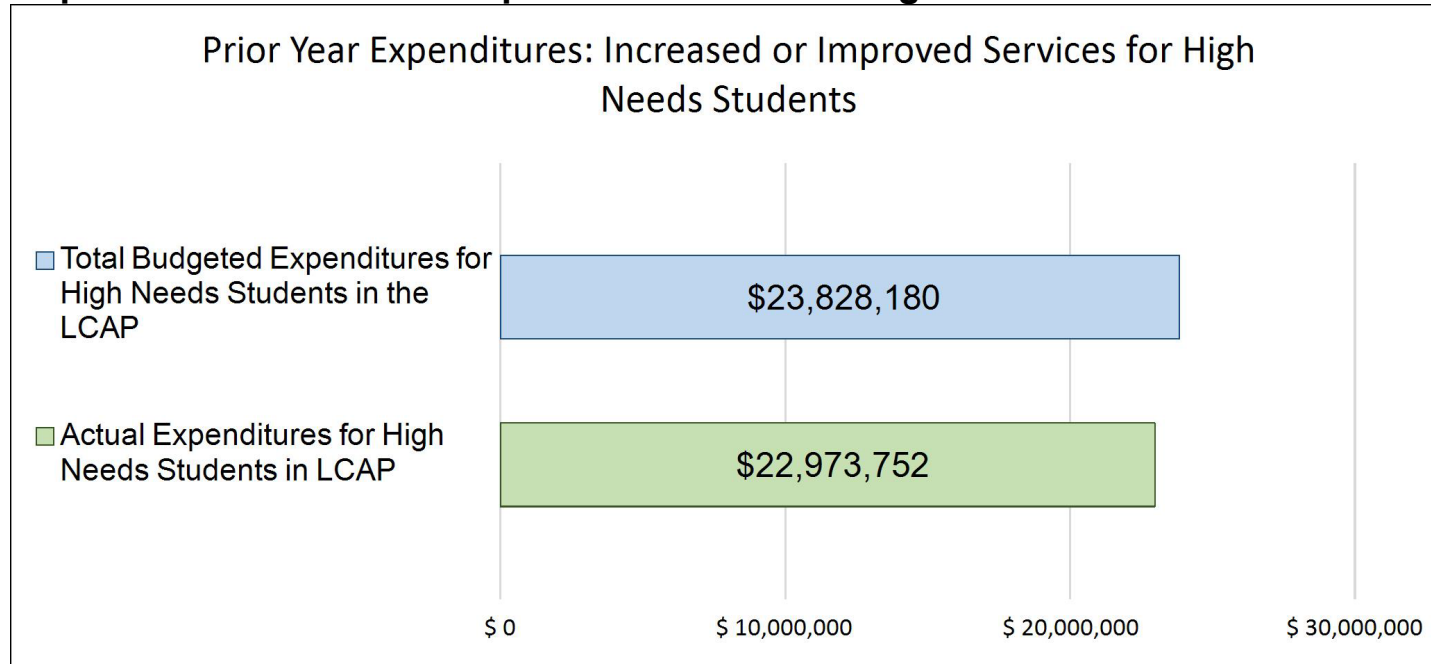
General funds support the educational needs of all students. Expenditures include salary and benefits for employees not specifically outlined in the LCAP, including teachers, custodians, librarians, transportation staff, facilities/grounds maintenance staff, district and site support staff, as well as classified and certificated management. Expenditures in the general fund also include operating expenditures such as utilities, debt service obligations, capital project expenditures, and materials/supplies to operate the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Murrieta Valley Unified School District is projecting it will receive $24,962,949 based on the enrollment of foster youth, English learner, and low-income students. Murrieta Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Murrieta Valley Unified School District plans to spend $26,286,195 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$23,828,180
☐ Actual Expenditures for High Needs Students in LCAP	$22,973,752

$ 0 $ 10,000,000 $ 20,000,000 $ 30,000,000

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

The text description of the above chart is as follows: In 2023-24, Murrieta Valley Unified School District's LCAP budgeted $23,828,180 for planned actions to increase or improve services for high needs students. Murrieta Valley Unified School District actually spent $22,973,752 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-854,428 had the following impact on Murrieta Valley Unified School District's ability to increase or improve services for high needs students.

The district met the required percentage to increase or improve services for our unduplicated students, therefore, students were not impacted. The expenditures exceeded the total Supplemental and Concentration Grant funding of $22,383,689 by $590,063, with expenditures totaling $22,973,752. All actions were fully implemented.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Murrieta Valley Unified School District	Faythe Mutchnick-Jayx Assistant Superintendent, Educational Services	fmutchnick-jayx@murrieta.k12.ca.us (951) 696-1600

Goals and Actions

Goal

Goal #	Description
1	Student Learning and Achievement: Ensure all students have equitable access to high quality actions and services that increase student learning, academic achievement, and civic/career/college readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Additional Teachers K-3 (Grade Span Adjustment) Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation	1.1 Additional Teachers K-3 (Grade Span Adjustment) Grade K ESGI 64% met or exceeded expectation	1.1 Additional Teachers K-3 (Grade Span Adjustment) i-Ready (December 2021) Grade K i-Ready • ELA 56% • Math 38% ESGI is being discontinued	1.1 Additional Teachers K-3 (Grade Span Adjustment) i-Ready (December 2022) Grade K i-Ready • ELA 56% • Math 37%	1.1 Additional Teachers K-3 (Grade Span Adjustment) i-Ready (December 2023) Grade K i-Ready • ELA 60% • Math 39%	1.1 Additional Teachers K-3 (Grade Span Adjustment) Grade K i-Ready • ELA 60% • Math 42%
Grade 1ESGI End of Year Phonics Summary (April	Grade 1 ESGI 64% met or exceeded expectation	Grade 1 i-Ready • ELA 38% • Math 26%	Grade 1 i-Ready • ELA 40% • Math 26%	Grade 1 i-Ready • ELA 39% • Math 25%	Grade 1 i-Ready • ELA 42% • Math 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
results) Increase by 6% meeting expectation (ESGI) Grade 2 i-Ready Increase ELA and math proficiency by 6% (December results) Grade 3 i-Ready Increase ELA and math proficiency by 6% (December results) (i-Ready) Increase Grade 3 CAASPP ELA and math Percentage Met by 3% Increase Grade 3 CAASPP scale score by 3 points in ELA and math district-wide and 6 points for student groups below the district level. Increase Grade 3 CAASPP scale score by 3 points in ELA and	Grade 2 i-Ready • ELA 50% • Math 34% Grade 3 i-Ready • ELA 66% • Math 32% Grade 3 CAASPP ELA rate 63.98% Met Grade 3 CAASPP ELA rate Scale Score (Distance From Met) • District 24.8 • SED 2.3 • EL -27.9 • FY NA • AA -21 • Hispanic 12.3 • Am Indian NA • SWD -35.3 • Multi-Race 36.9 • AMES 28.7 • AHES 39 • AES 26.5 • BES 32.8 • CCES 45.2 • EHCES -2.4	ESGI is being discontinued Grade 2 i-Ready • ELA 49% • Math 30% Grade 3 i-Ready • ELA 63% • Math 32% 2019 Grade 3 CAASPP ELA rate 63.98% Met Grade 3 2019 CAASPP ELA rate Scale Score (Distance From Met) • District 24.8 • SED 2.3 • EL -27.9 • FY NA • AA -21 • Hispanic 12.3 • Am Indian NA • SWD -35.3 • Multi-Race 36.9 • AMES 28.7 • AHES 39 • AES 26.5 • BES 32.8 • CCES 45.2	Grade 2 i-Ready • ELA 55% • Math 32% Grade 3 i-Ready • ELA 67% • Math 34% 2022 Grade 3 CAASPP ELA rate 47.06% Met Grade 3 2022 CAASPP ELA rate Scale Score (Distance From Met) • District -9.2 • SED -39.2 • EL -76.5 • FY NA • AA -25.1 • Hispanic -25 • Am Indian NA • SWD -62.7 • Multi-Race -4.7 • AMES 4.5 • AHES 8.8 • AES -39.2 • BES -19.5 • CCES 17.3	Grade 2 i-Ready • ELA 58% • Math 32% Grade 3 i-Ready • ELA 68% • Math 38% 2023 Grade 3 CAASPP ELA rate 49.21% Met Grade 3 2023 CAASPP ELA rate Scale Score (Distance From Met) • District -6.7 • SED -23.4 • EL -59.5 • FY NA • AA -40.5 • Hispanic -17.8 • Am Indian NA • SWD -56.2 • Multi-Race 12.8 • AMES -1.4 • AHES -6.7 • AES -37 • BES -26.3	Grade 2 i-Ready • ELA 56% • Math 40% Grade 3 i-Ready • ELA 72% • Math 38% Grade 3 CAASPP ELA rate 66.98% Met Grade 3 CAASPP ELA rate Scale Score (Distance From Met) • District 27.8 • SED 8.3 • EL -21.9 • FY NA • AA -15 • Hispanic 18.3 • Am Indian NA • SWD -29.3 • Multi-Race 39.9 • AMES 31.7 • AHES 42 • AES 29.5 • BES 35.8 • CCES 48.2 • EHCES 1.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
math at the elementary schools. (Dataquest) Baseline is Spring 2019 Data	• LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1	• EHCES -2.4 • LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1	• EHCES -19.5 • LJMES 4.4 • MVES -12.7 • MES -40.4 • RRES -4.4 • TES -7.4	• CCES 37 • EHCES -24.3 • LJMES 0.2 • MVES -22.9 • MES -10.4 • RRES -10.6 • TES 10	• LJMES 20.9 • MVES 15.2 • MES 33.5 • RRES 21.7 • TES 15.1
	Grade 3 CAASPP math rate 62.78% Met	2019 Grade 3 CAASPP math rate 62.78% Met	2022 Grade 3 CAASPP math rate 52.71% Met	2023 Grade 3 CAASPP math rate 52.00% Met	Grade 3 CAASPP math rate 65.78% Met
	Grade 3 CAASPP math rate Scale Score (Distance from Met) • District 19.1 • SED -3.7 • EL -24.1 • FY NA • AA -21.3 • Hispanic 8.3 • Am Indian NA • SWD -35.7 • Multi-Race 32.9 • AMES 16.3 • AHES 26.1 • AES 9.1 • BES 21.3 • CCES 44.5 • EHCES -0.5 • LJMES 17.6 • MVES 15.9 • MES 21.3 • RRES 23.9 • TES -0.5	Grade 3 2019 CAASPP math rate Scale Score (Distance from Met) • District 19.1 • SED -3.7 • EL -24.1 • FY NA • AA -21.3 • Hispanic 8.3 • Am Indian NA • SWD -35.7 • Multi-Race 32.9 • AMES 16.3 • AHES 26.1 • AES 9.1 • BES 21.3 • CCES 44.5 • EHCES -0.5 • LJMES 17.6 • MVES 15.9 • MES 21.3 • RRES 23.9 • TES -0.5	Grade 3 2022 CAASPP math rate Scale Score (Distance from Met) • District -1.4 • SED -27.2 • EL -53.5 • FY NA • AA -26.8 • Hispanic -16.5 • Am Indian NA • SWD -51.5 • Multi-Race -0.7 • AMES 7.9 • AHES 5.8 • AES -22.9 • BES -13 • CCES 12.4 • EHCES 6.1 • LJMES 7.1 • MVES 2.0 • MES -16.3 • RRES -1.1	Grade 3 2023 CAASPP math rate Scale Score (Distance from Met) • District -0.5 • SED -15.8 • EL -38.7 • FY NA • AA -43.7 • Hispanic -12.9 • Am Indian NA • SWD -45 • Multi-Race 10.5 • AMES -8.9 • AHES 6 • AES -31 • BES -6.9 • CCES 35.6 • EHCES -7.6 • LJMES 5.9 • MVES -17.3 • MES 5.5 • RRES -13.6	Grade 3 CAASPP math rate Scale Score (Distance from Met) • District 22.1 • SED 3.7 • EL -18.1 • FY NA • AA -18.3 • Hispanic 14.3 • Am Indian NA • SWD -29.7 • Multi-Race 35.9 • AMES 19.3 • AHES 29.1 • AES 12.1 • BES 24.3 • CCES 47.5 • EHCES 7.1 • LJMES 20.6 • MVES 18.9 • MES 24.3 • RRES 26.9 • TES 3.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• TES -0.3	• TES 12.7	
1.2 Counseling Support Services K-12

Elementary School

Panorama Survey (2020-21)

Increase the Panorama Survey metrics 70%+ favorable responses by 3%

Increase the Panorama Survey metrics between 50% and 70% favorable responses by 6%

Increase the Panorama Survey metrics below 50% favorable responses by 10%

(Panorama Education) | 1.2 Counseling Support Services K-12

Elementary School

Panorama Survey Grades 3-5
Academic Needs:
• 70% of students responded favorably regarding getting the needed help with schoolwork
• 63% of students responded favorably regarding their confidence in doing well in school right now

Student Engagement:
• 54% of students responded favorably | 1.2 Counseling Support Services K-12

Elementary School (January 2022)
Panorama Survey Grades 3-5
Academic Needs:
• NA of students responded favorably regarding getting the needed help with schoolwork
• NA of students responded favorably regarding their confidence in doing well in school right now

Student Engagement:
• NA of students responded favorably | 1.2 Counseling Support Services K-12

Elementary School (January 2023)
Panorama Survey Grades 3-5
Academic Needs:
• 69% of students responded favorably regarding how much help the adults at their school give them
• 65% of students responded favorably regarding their confidence in learning all the topics taught in their class

Student Engagement:
• 55% of students responded favorably | 1.2 Counseling Support Services K-12

Elementary School (April 2024)
Panorama Survey Grades 3-5
Academic Needs:
• 67% of students responded favorably regarding how much help the adults at their school give them
• 65% of students responded favorably regarding their confidence in learning all the topics taught in their class

Student Engagement:
• 53% of students responded favorably | 1.2 Counseling Support Services K-12

Elementary School

Panorama Survey Grades 3-5
Academic Needs:
• 71% of students responded favorably regarding how much help the adults at their school give them
• 67% of students responded favorably regarding their confidence in learning all the topics taught in their class

Student Engagement:
• 57% of students responded favorably |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	regarding trying hard on schoolwork • 55% of students responded favorably regarding staying focused on schoolwork	regarding trying hard on schoolwork • NA of students responded favorably regarding staying focused on schoolwork	regarding how excited they were to participate in class • 71% of students responded favorably regarding how possible it is for them to change how much effort they give in school	regarding how excited they were to participate in class • 69% of students responded favorably regarding how possible it is for them to change how much effort they give in school	regarding how excited they were to participate in class • 72% of students responded favorably regarding how possible it is for them to change how much effort they give in school
	Student Relationships: • 49% of students responded favorably regarding the connections with adults at their school • 38% responded favorably regarding the connections with other students at school	Student Relationships: • NA of students responded favorably regarding the connections with adults at their school • NA responded favorably regarding the connections with other students at school These questions will be part of the	Student Relationships: • 87% of students responded favorably regarding having a teacher or other adult from school who they can count on to help them • 90% responded favorably regarding having a friend from	Student Relationships: • 87% of students responded favorably regarding having a teacher or other adult from school who they can count on to help them • 90% responded favorably regarding having a friend from	Student Relationships: • 88% of students responded favorably regarding having a teacher or other adult from school who they can count on to help them • 91% responded favorably regarding having a friend from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Panorama Survey in June for Grades 3-5	school who they can count on to help them	school who they can count on to help them	school who they can count on to help them
	Elementary Attendance Rates (First Semester 2019) • AMES 96.63% • AHES 96.11% • AES 95.61% • BES 96.51% • CCES 96.41% • EHCES 96.07% • LJMES 96.85% • MVES 96.53% • MES 96.13% • RRES 95.95% • TES 96.67%	Elementary Attendance Rates (First Semester 2021) • AMES 91.02% • AHES 91.41% • AES 90.12% • BES 90.11% • CCES 92.17% • EHCES 90.41% • LJMES 93.68% • MVES 92.41% • MES 91.2% • RRES 91.52% • TES 91.52%	Elementary Attendance Rates (First Semester 2022) • AMES 90.91% • AHES 92.37% • AES 91.91% • BES 91.89% • CCES 92.88% • EHCES 92.02% • LJMES 93.75% • MVES 92.67% • MES 91.55% • RRES 92.00% • TES 92.37%	Elementary Attendance Rates (First Semester 2023) • AMES 93.72% • AHES 93.73% • AES 92.48% • BES 93.90% • CCES 94.65% • EHCES 93.20% • LJMES 94.79% • MVES 93.68% • MES 93.67% • RRES 93.60% • TES 93.53%	Elementary Attendance Rates (First Semester) • AMES 96.93% • AHES 96.41% • AES 95.91% • BES 96.81% • CCES 96.71% • EHCES 96.37% • LJMES 97.15% • MVES 96.83% • MES 96.43% • RRES 96.25% • TES 96.97%
Increase Elementary Attendance Rates by .3% (Aeries SIS)	Elementary Attendance Rates (First Semester 2019) • Preschool 93.7% • TK 95.0% • K 95.3% • 1st 95.9% • 2nd 96.1%	Elementary Attendance Rates (First Semester 2021) • Preschool 87.42% • TK 87.66% • K 89.51% • 1st 91.33% • 2nd 91.57%	Elementary Attendance Rates (First Semester 2022) • Preschool 87.52% • TK 89.86% • K 90.50% • 1st 91.83% • 2nd 92.50% • 3rd 92.66%	Elementary Attendance Rates (First Semester 2023) • Preschool 91.86% • TK 91.41% • K 93.05% • 1st 93.68% • 2nd 93.97% • 3rd 94.24%	Elementary Attendance Rates (First Semester) • Preschool 94.0% • TK 95.3% • K 95.6% • 1st 96.2% • 2nd 96.4% • 3rd 96.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease Elementary Chronic Absenteeism Rates by .3% (Aeries SIS)	• 3rd 96.3% • 4th 96.3% • 5th 96.5% Elementary Chronic Absenteeism Rates (First Semester 2019) • AMES 8.43% • AHES 9.95% • AES 13.71% • BES 9.13% • CCES 9.18% • EHCES 11.4% • LJMES 7.53% • MVES 8.67% • MES 11.0% • RRES 11.46% • TES 7.08%	• 3rd 91.8% • 4th 92.3% • 5th 92.66% Elementary Chronic Absenteeism Rates (First Semester 2021) • AMES 33.86% • AHES 30.77% • AES 37.99% • BES 37.98% • CCES 28.98% • EHCES 36.79% • LJMES 20.54% • MVES 27.82% • MES 34.21% • RRES 32.5% • TES 31.98%	• 4th 93.09% • 5th 93.36% Elementary Chronic Absenteeism Rates (First Semester 2022) • AMES 30.51% • AHES 27.65% • AES 35.59% • BES 28.91% • CCES 22.15% • EHCES 28.65% • LJMES 18.67% • MVES 26.78% • MES 32.39% • RRES 29.39% • TES 26.78%	• 4th 94.31% • 5th 94.41% Elementary Chronic Absenteeism Rates (First Semester 2023) • AMES 19.56% • AHES 19.39% • AES 24.70% • BES 17.43% • CCES 12.79% • EHCES 20.90% • LJMES 13.35% • MVES 17.95% • MES 18.65% • RRES 19.22% • TES 20.16%	• 4th 96.6% • 5th 96.8% Elementary Chronic Absenteeism Rates (First Semester) • AMES 8.13% • AHES 9.65% • AES 13.41% • BES 8.83% • CCES 8.88% • EHCES 11.1% • LJMES 7.23% • MVES 8.37% • MES 10.7% • RRES 11.16% • TES 6.78%
Middle School Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 3% district-wide and at the middle schools.	Middle School High School Readiness (2020 baseline) • District 48.8% • SED NA • EL 2.0% • FY NA • AA 31.6%	Middle School High School Readiness (2021) • District 45.8% • SED 29.6% • EL 2.8% • FY NA • AA 37.5%	Middle School High School Readiness (2022) • District 35.4% • SED 22.3% • EL 13.6% • FY NA • AA 3.2% • Hispanic 28% • Am Indian NA	Middle School High School Readiness (2023) • District 36.6% • SED 31.2% • EL 3.2% • FY NA • AA 31.0% • Hispanic 29.0%	Middle School High School Readiness • District 51.8% • SED 24.3% • EL 15.6% • FY NA • AA 41.5% • Hispanic 46.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 6% for the student groups below the district-wide percentage (Aeries SIS)	• Hispanic 40.8% • Am Indian NA • SWD 7.1% • Multi-Race 56.0% • DMMS 57.1% • SMS 44.4% • TMS 44.5% • WSMS 50.2%	• Hispanic 39.5% • Am Indian NA • SWD 9.5% • Multi-Race 46.8% • DMMS 57.7% • SMS 35.7% • TMS 46.3% • WSMS 41.1%	• SWD 13.6% • Multi-Race 11.5% • DMMS 51.9% • SMS 31.1% • TMS 25.9% • WSMS 33.9%	• Am Indian NA • SWD 21.5% • Multi-Race 52.4% • DMMS 42.8% • SMS 30.9% • TMS 31.3% • WSMS 40.0%	• Am Indian NA • SWD 15.6% • Multi-Race 59.0% • DMMS 60.1% • SMS 47.4% • TMS 47.5% • WSMS 53.2%
Maintain District Middle School Dropout Rate (Dataquest) High School Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (Dataquest)	Dropout Rate (Middle School) (2019-20) • District 0.0% High School Cohort Graduation Rate - 4 year (2020) • District 96.9% • SED 95.5% • EL 90.1% • FY 84.6% • AA 97.5% • Hispanic 95.2% • Am Indian NA • SWD 85.2% • Multi-Race 98.6% • MMHS 97.6% • MVHS 98.0% • VMHS 97.8% • MCA 81.3%	Dropout Rate (Middle School)(2020-21) • District 0.00% High School Cohort Graduation Rate - 4 year (2021) • District 96.3% • SED 93.9% • EL 91.3% • FY 91.7% • AA 95.3% • Hispanic 96.9% • Am Indian NA • SWD 87.2% • Multi-Race 95.8% • MMHS 97.3% • MVHS 97.3% • VMHS 96.9% • MCA 81.4%	Dropout Rate (Middle School)(2021-22) • District 0.00% High School Cohort Graduation Rate - 4 year (2022) • District 96.3% • SED 94.7% • EL 93.8% • FY 63.6% • AA 96.0% • Hispanic 96.8% • Am Indian NA • SWD 82.9% • Multi-Race 95.5% • MMHS 97.5% • MVHS 97.8% • VMHS 95.9% • MCA 90.1%	Dropout Rate (Middle School)(2022-23) • District 0.00% High School Cohort Graduation Rate - 4 year (2023) • District 96.7% • SED 95.7% • EL 93.1% • FY NA • AA 97.7% • Hispanic 96.1% • Am Indian NA • SWD 86.9% • Multi-Race 96.7% • MMHS 96.4% • MVHS 97.7% • VMHS 97.3% • MCA 90.4%	Dropout Rate (Middle School) • District 0.0% High School Cohort Graduation Rate - 4 year • District 96.9% • SED 98.5% • EL 94.8% • FY 93.7% • AA 97.5% • Hispanic 98.2% • Am Indian NA • SWD 88.2% • Multi-Race 98.6% • MMHS 97.6% • MVHS 98.0% • VMHS 97.8% • MCA 91.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase A-G Rate by 3% district-wide and at the comprehensive high schools. Increase A-G Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (Dataquest)	A-G rate (2020) • District 65.1% • SED 53.7% • EL 37.0% • FY NA • AA 53.8% • Hispanic 60.6% • Am Indian NA • SWD 14.3% • Multi-Race 68.8% • MMHS 63.3% • MVHS 65.8% • VMHS 72.6% • MCA 7.7%	A-G rate (2021) • District 63.4% • SED 52.7% • EL 39.7% • FY 27.3% • AA 49.6% • Hispanic 56.8% • Am Indian NA • SWD 14.7% • Multi-Race 64.7% • MMHS 65.5% • MVHS 64.6% • VMHS 66.2% • MCA 13.9%	• Murrieta Options 80.6% A-G rate (2022) • District 62.6% • SED 52.1% • EL 33.3% • FY 28.6% • AA 56.7% • Hispanic 54.8% • Am Indian NA • SWD 16.6% • Multi-Race 64.6% • MMHS 65.5% • MVHS 68.0% • VMHS 63.7% • MCA /Options 11.1%	• Murrieta Options 86.7% A-G rate (2023) • District 59.0% • SED 50.6% • EL 33.3% • FY NA • AA 56.3% • Hispanic 53.1% • Am Indian NA • SWD 14.7% • Multi-Race 64.4% • MMHS 62.0% • MVHS 60.5% • VMHS 62.0% • MCA /Options 4.5%	• Murrieta Options 81.6% A-G rate • District 68.1% • SED 59.7% • EL 43.0% • FY 31.3% • AA 59.8% • Hispanic 66.6% • Am Indian NA • SWD 20.3% • Multi-Race 71.8% • MMHS 66.3% • MVHS 68.8% • VMHS 75.6% • MCA/Options 17.9%
Increase A-G + CTE Rate by 6% (Dataquest and Aeries SIS - Hand Calculation)	A-G + CTE Completer rate (2020) • District 6.5% (125/1911) • MMHS 3.6% (20/561) • MVHS 4.0% (22/546) • VMHS 10.3% (83/804)	A-G + CTE Completer rate (2021) • District 8.95% (172/1921) • MMHS 8.46% (52/615) • MVHS 12.09% (62/513) • VMHS 7.31% (58/793)	A-G + CTE Completer rate (2022) • District 11.22% (214/1908) • MMHS 9.91% (56/565) • MVHS 11.95% (60/502) • VMHS 11.65% (98/841) EAP ELA rate (2022)	A-G + CTE Completer rate (2023) • District 7.4% (151/2035) • MMHS 1.7% (9/531) • MVHS 10.1% (57/563) • VMHS 9.8% (82/840)	A-G + CTE Completer rate • District 12.5% • MMHS 11.91% • MVHS 16.09% • VMHS 16.3% EAP ELA rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase EAP ELA and Math Rates district-wide and at the comprehensive high schools by 3% Increase EAP ELA and Math Rates by 6% for the student groups below the district-wide percentage and 3% for the student groups at or above the district-wide percentage (Dataquest)	EAP ELA rate (2019) • District 71.9% • SED 63.5% • EL 25.53% • FY NA • AA 59.09% • Hispanic 65.6% • Am Indian NA • SWD 22.48% • Multi-Race 80.0% • MMHS 71.68% • MVHS 73.58% • VMHS 74.26% • MCA 44.32% EAP Math rate (2019) • District 44.31% • SED 35.9% • EL 4.16% • FY NA • AA 29.36% • Hispanic 36.81% • Am Indian NA • SWD 4.61% • Multi-Race 56.42% • MMHS 38.41%	EAP ELA rate (2019) • District 71.9% • SED 63.5% • EL 25.53% • FY NA • AA 59.09% • Hispanic 65.6% • Am Indian NA • SWD 22.48% • Multi-Race 80.0% • MMHS 71.68% • MVHS 73.58% • VMHS 74.26% • MCA 44.32% EAP Math rate (2019) • District 44.31% • SED 35.9% • EL 4.16% • FY NA • AA 29.36% • Hispanic 36.81% • Am Indian NA • SWD 4.61% • Multi-Race 56.42% • MMHS 38.41%	• District 69.67% • SED 60.51% • EL 17.65% • FY NA • AA 62.88% • Hispanic 63.09% • Am Indian NA • SWD 23.32% • Multi-Race 73.42% • MMHS 64.75% • MVHS 73.45% • VMHS 72.95% • MCA/Options 32.82% EAP Math rate (2022) • District 35.58% • SED 25.48% • EL 1.89% • FY NA • AA 25.95% • Hispanic 26.49% • Am Indian NA • SWD 4.01% • Multi-Race 43.31% • MMHS 32.0% • MVHS 38.29%	EAP ELA rate (2023) • District 72.54% • SED 64.42% • EL 12.86% • FY NA • AA 67.54% • Hispanic 66.79% • Am Indian NA • SWD 34.07% • Multi-Race 74.18% • MMHS 74.52% • MVHS 71.98% • VMHS 75.71% • MCA/Options 48.39% EAP Math rate (2023) • District 38.11% • SED 28.79% • EL 1.43% • FY NA • AA 20.00% • Hispanic 29.21% • Am Indian NA • SWD 8.27% • Multi-Race 42.22% • MMHS 39.36%	• District 74.9% • SED 69.5% • EL 31.53% • FY NA • AA 65.09% • Hispanic 71.6% • Am Indian NA • SWD 28.48% • Multi-Race 83.0% • MMHS 74.68% • MVHS 76.58% • VMHS 77.26% • MCA/Options 47.32% EAP Math rate • District 47.31% • SED 41.9% • EL 10.16% • FY NA • AA 35.36% • Hispanic 42.81% • Am Indian NA • SWD 10.61% • Multi-Race 59.42% • MMHS 41.41%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase CCI Rate by 3% district-wide and at the comprehensive high schools. Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (California School Dashboard)	• MVHS 45.94% • VMHS 50.86% • MCA 11.25% CCI rate (2020) • District 60.1% • SED 51.2% • EL 27.8% • FY NA • AA 43.8% • Hispanic 53.5% • Am Indian NA • SWD 12.2% • Multi-Race 70.2% • MMHS 55.7% • MVHS 62.8% • VMHS 68.9% • MCA 8.8%	• MVHS 45.94% • VMHS 50.86% • MCA 11.25% CCI rate (2020) • District 60.1% • SED 51.2% • EL 27.8% • FY NA • AA 43.8% • Hispanic 53.5% • Am Indian NA • SWD 12.2% • Multi-Race 70.2% • MMHS 55.7% • MVHS 62.8% • VMHS 68.9% • MCA 8.8%	• VMHS 38.08% • MCA/Options 7.82% CCI rate - Not available for 2022 • District NA • SED NA • EL NA • FY NA • AA NA • Hispanic NA • Am Indian NA • SWD NA • Multi-Race NA • MMHS NA • MVHS NA • VMHS NA • MCA NA	• MVHS 36.45% • VMHS 41.46% • MCA/Options 25.10% CCI rate (2023) • District 53.7% • SED 44.7% • EL 26.4% • FY NA • AA 42.6% • Hispanic 46.2% • Am Indian NA • SWD 11.5% • Multi-Race 55.6% • MMHS 47.2% • MVHS 59.7% • VMHS 59.1% • MCA 10.8%	• MVHS 48.94% • VMHS 53.86% • MCA/Options 14.25% CCI rate • District 63.1% • SED 57.2% • EL 33.8% • FY NA • AA 49.8% • Hispanic 59.5% • Am Indian NA • SWD 18.2% • Multi-Race 73.2% • MMHS 58.7% • MVHS 65.8% • VMHS 71.9% • MCA 14.8%
Maintain District High School Dropout Rate Decrease District High School Dropout Rate by .3% for the following students groups: SED, EL, FY, SWD (Dataquest)	Dropout Rate (2019-20) • District 0.5% • SED 0.7% • EL 2.5% • FY 7.7% • AA 0.0% • Hispanic 0.9% • Am Indian NA • SWD 2.6%	Dropout Rate (High School) (2020-21) • District 1.2% • SED 1.9% • EL 0.0% • FY 8.3% • AA 0.8% • Hispanic 1.5% • Am Indian NA • SWD 1.7%	Dropout Rate (High School) (2021-22) • District 1.1% • SED 1.6% • EL 1.6% • FY 27.3% • AA 1.6% • Hispanic 0.6% • Am Indian NA • SWD 3.0% • Multi-Race 0.6%	Dropout Rate (High School) (2022-23) • District 1.2% • SED 1.7% • EL 2.3% • FY NA • AA 0.8% • Hispanic 1.8% • Am Indian NA • SWD 2.9%	Dropout Rate (High School) • District 0.7% • SED 1.0% • EL 0.0% • FY 8.1% • AA 0.0% • Hispanic 0.6% • Am Indian NA • SWD 1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Multi-Race 0%	• Multi-Race 0.7%		• Multi-Race 1.3%	• Multi-Race 0.6%
1.3 Coordinators to Support Student Learning and Achievement Elementary Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide (Dataquest)	1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST Scale Score (Distance from met) ELA • 3rd 24.8 • 4th 24.4 • 5th 21.4 Math • 3rd 19.1 • 4th 16.3 • 5th 0.8 Science • 5th -6.1 • 8th -9.5 • HS -8.8	1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST 2019 Scale Score (Distance from met) ELA • 3rd 24.8 • 4th 24.4 • 5th 21.4 Math • 3rd 19.1 • 4th 16.3 • 5th 0.8 Science • 5th -6.1 • 8th -9.5 • HS -8.8	1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST 2022 Scale Score (Distance from met) ELA • 3rd -9.2 • 4th -1.4 • 5th 14.5 Math • 3rd -1.4 • 4th -10.5 • 5th -26.5 Science • 5th -6.8 • 8th -7.5 • HS -9.5	1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST 2023 Scale Score (Distance from met) ELA • 3rd -6.7 • 4th -9.0 • 5th 7.1 Math • 3rd -0.7 • 4th -7.5 • 5th -23.6 Science • 5th -7.6 • 8th -6.2 • HS -4.4	1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST Scale Score (Distance from met) ELA • 3rd 27.8 • 4th 27.4 • 5th 24.4 Math • 3rd 22.1 • 4th 19.3 • 5th 3.8 Science • 5th -3.1 • 8th -6.5 • HS -5.8
Secondary/Counseling Middle School	Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12	Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12	Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12	Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12	Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 3% district-wide and at the middle schools. Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 6% for the student groups below the district-wide percentage (Aeries SIS) Maintain District Middle School Dropout Rate (Dataquest) High School Maintain High School Graduation Rate district-wide Increase High School Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy	High School Refer to High School Metrics in 1.2 Counseling Support Services K-12	High School Refer to High School Metrics in 1.2 Counseling Support Services K-12	High School Refer to High School Metrics in 1.2 Counseling Support Services K-12	High School Refer to High School Metrics in 1.2 Counseling Support Services K-12	High School Refer to High School Metrics in 1.2 Counseling Support Services K-12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Dataquest) Increase A-G Rate by 3% district-wide and at the comprehensive high schools. Increase A-G Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (Dataquest) Increase CCI Rate by 3% district-wide and at the comprehensive high schools. Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (California School Dashboard) Maintain District High School Dropout Rate					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease District High School Dropout Rate by .3% for the following students groups: SED, EL, FY, SWD (Dataquest)					
1.4 Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools Avaxat Elementary Increase Grade 3 CAASPP scale score by 3 points in ELA and math (Dataquest)	1.4 AVID Avaxat Elementary School CAASPP Data (Distance From Met) Grade 3 CAASPP ELA rate • AES 26.5 Grade 3 CAASPP math rate • AES 9.1 Grade 4 CAASPP ELA rate • AES 7.5 Grade 4 CAASPP math rate • AES -21.5 Grade 5 CAASPP ELA rate • AES 7.5	1.4 AVID Avaxat Elementary School 2019 CAASPP Data (Distance From Met) Grade 3 CAASPP ELA rate • AES 26.5 Grade 3 CAASPP math rate • AES 9.1 Grade 4 CAASPP ELA rate • AES 7.5 Grade 4 CAASPP math rate • AES -21.5 Grade 5 CAASPP ELA rate • AES 7.5	1.4 AVID Avaxat Elementary School 2022 CAASPP Data (Distance From Met) Grade 3 CAASPP ELA rate • AES -39.2 Grade 3 CAASPP math rate • AES -22.9 Grade 4 CAASPP ELA rate • AES -30.8 Grade 4 CAASPP math rate • AES -37.6 Grade 5 CAASPP ELA rate • AES -12.9	1.4 AVID Avaxat Elementary School 2023 CAASPP Data (Distance From Met) Grade 3 CAASPP ELA rate • AES -37.0 Grade 3 CAASPP math rate • AES -31.0 Grade 4 CAASPP ELA rate • AES -51.6 Grade 4 CAASPP math rate • AES -51.1 Grade 5 CAASPP ELA rate • AES -10.7	1.4 AVID Avaxat Elementary School CAASPP Data (Distance From Met) Grade 3 CAASPP ELA rate • AES 29.5 Grade 3 CAASPP math rate • AES 12.1 Grade 4 CAASPP ELA rate • AES 10.5 Grade 4 CAASPP math rate • AES -18.5 Grade 5 CAASPP ELA rate • AES 10.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 5 CAASPP math rate • AES -30.2	Grade 5 CAASPP math rate • AES -30.2	Grade 5 CAASPP math rate • AES -43.4	Grade 5 CAASPP math rate • AES -40.1	Grade 5 CAASPP math rate • AES -27.2
Increase grade level attendance rates by .3% (Aeries SIS)	Avaxat Elementary School Attendance Rates Kindergarten: 97% 1st Grade: 97% 2nd Grade: 97.3% 3rd Grade: 97.5% 4th Grade: 97.5% 5th Grade: 97.9%	Avaxat Elementary School Attendance Rates TK: 87.66% Kindergarten: 88.84% 1st Grade: 88.2% 2nd Grade: 89.71% 3rd Grade: 90.69% 4th Grade: 91.38% 5th Grade: 91.65%	Avaxat Elementary School Attendance Rates TK: 86.82% Kindergarten: 91.36% 1st Grade: 91.53% 2nd Grade: 90.47% 3rd Grade: 90.68% 4th Grade: 90.44% 5th Grade: 91.88%	Avaxat Elementary School Attendance Rates TK: 89.54% Kindergarten: 91.82% 1st Grade: 92.78% 2nd Grade: 94.36% 3rd Grade: 91.96% 4th Grade: 93.16% 5th Grade: 92.12%	Avaxat Elementary School Attendance Rates TK: 86.9% Kindergarten: 97.3% 1st Grade: 97.3% 2nd Grade: 97.6% 3rd Grade: 97.8% 4th Grade: 97.8% 5th Grade: 98.2%
Secondary Schools	Secondary	Secondary	Secondary	Secondary	Secondary
Increase AVID Demo School (MMHS & WSMS) participation to 22.5% district-wide and by 1% for the student groups below the district-wide percentage (2020-21 Data) (Aeries SIS)	AVID Demo School participation was 19.1% • District 19.1% • SED 28.5% • EL 8.5% • FY 7.8% • AA 11.3% • Hispanic 13.9% • Am Indian 13.7% • Multi-Race 9.9%	AVID Demo School participation was 18.3% • District 18.3% • SED 14.1% • EL 13.9% • FY 26.7% • AA 21.8 % • Hispanic 23.5% • Am Indian 41.7% • Multi-Race 12.3%	AVID Demo School participation • District 17.5% • SED 22.5% • EL 16.2% • FY 22.2% • AA 20.5% • Hispanic 22.6% • Am Indian 33.3% • Multi-Race 13.6%	AVID Demo School participation • District 17.4% • SED 22.1% • EL 17.6% • FY 5.3% • AA 16.3% • Hispanic 21.2% • Am Indian 10% • Multi-Race 10.3%	AVID Demo School participation • District 22.5% • SED 28.5% • EL 16.7% • FY 26.7% • AA 22.8% • Hispanic 23.5% • Am Indian 41.7% • Multi-Race 14.1%
Increase AVID non-Demo School (All Other Secondary Schools) participation by 1% district-wide	AVID non-Demo School participation was 9.4% • District 9.4%	AVID non-Demo School participation was 9.4% • District 9.4%	AVID non-Demo School participation • District 8.6% • SED 12.8%	AVID non-Demo School participation • District 9.1% • SED 17.1%	AVID non-Demo participation • District 10.4% • SED 14.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and for the student groups (2020-21 Data) (Aeries SIS)	• SED 13.9% • EL 17.3% • FY 28.6% • AA 20.9% • Hispanic 18.2% • Am Indian 18.8% • Multi-Race 13.4%	• SED 10.7% • EL 13.1% • FY 10.2% • AA 12.5% • Hispanic 14.0% • Am Indian 15.2% • Multi-Race 9.3%	• EL 8.7% • FY 6.1% • AA 8.1% • Hispanic 12.8% • Am Indian 23.5% • Multi-Race 8.8%	• EL 12.7% • FY 6.4% • AA 12% • Hispanic 17.1% • Am Indian 13.3% • Multi-Race 9%	• EL 18.3% • FY 29.6% • AA 21.9% • Hispanic 19.2% • Am Indian 24.0% • Multi-Race 14.4%
Increase the percentage of AVID students with a 2.5+ GPA by 3% if the percentage is below 80% (1st Semester 2020-21) Maintain the percentage of AVID students with a 2.5+ GPA if the percentage is 80% or more (1st Semester 2020-21) (Aeries SIS)	Percentage of Students with GPA 2.5+ • DMMS 89% (113/127) • SMS 64% (50/83) • TMS 48% (55/114) • WSMS 72% (120/166) • MMHS 63.5% (298/469) • MVHS 66% (149/225) • VMHS 75% (307/411)	Percentage of Students with GPA 2.5+ • DMMS 94.16% • SMS 68.47% • TMS 75.76% • WSMS 89.88% • MMHS 74.02% • MVHS 63.79% • VMHS 75.20%	Percentage of Students with GPA 2.5+ • DMMS 92.13% • SMS 63.92% • TMS 66.96% • WSMS 83.97% • MMHS 75.33% • MVHS 65.32% • VMHS 79.70%	Percentage of Students with GPA 2.5+ • DMMS 92.06% • SMS 64.71% • TMS 74.68% • WSMS 90.58% • MMHS 74.49% • MVHS 75.97% • VMHS 84.31%	Percentage of Students with GPA 2.5+ • DMMS 94.16% • SMS 70% • TMS 78% • WSMS 89.88% • MMHS 76% • MVHS 69% • VMHS 80.7%
Increase Middle School AVID Retention Rates (Persistence rate through Middle School) district-wide by 3%, SMS and WSMS by 6%, and	Middle School AVID Retention Rates Cohort 8th Grade Class of 2020 • District 67.2% (130/204) • DMMS 86.8% (46/53 2 yr)	Middle School AVID Retention Rates Cohort 8th Grade Class of 2021 • District 59.1% • DMMS 84.0% • SMS 34.9% • TMS 33.3%	Middle School AVID Retention Rates Cohort 8th Grade Class of 2022 • District 62.9% • DMMS 74.2% • SMS 31.7% • TMS 74.5%	Middle School AVID Retention Rates Cohort 8th Grade Class of 2023 • District 60.1% • DMMS 84.3% • SMS 27.0% • TMS 68.6%	Middle School AVID Retention Rates Cohort 8th Grade Class of 2023 • District 70.2% • DMMS 89.8% • SMS 58.8% • TMS 88.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DMMS and TMS by 3% (2019-20 data) (Aeries SIS)	• SMS 52.8% (28/53 2 yr) • TMS 85.2% (23/27 2 yr) • WSMS 56.3% (40/71 3 yr)	• WSMS 62.7%	• WSMS 71.4%	• WSMS 51.0% .	• WSMS 72.4%
Increase AVID High School Readiness (Pass all core classes and 3.0+ GPA) by 6% for the district and all schools (Aeries SIS)	Middle School AVID High School Readiness (2020 baseline) • District 56.2% (77/137) • DMMS 60.9% (28/46) • SMS 42.9% (12/28) • TMS 56.5% (13/23) • WSMS 60.0% (24/40)	Middle School AVID High School Readiness (2021) • District 46.15% • DMMS 54.29% • SMS 22.73% • TMS 14.81% • WSMS 62.0%	Middle School AVID High School Readiness (2022) • District 32.94% • DMMS 55.84% • SMS 13.73% • TMS 13.56% • WSMS 38.46%	Middle School AVID High School Readiness (2023) • District 42.35% • DMMS 53.84% • SMS 35.00% • TMS 21.05% • WSMS 59.50%	Middle School AVID High School Readiness • District 62.2% • DMMS 66.9% • SMS 48.9% • TMS 62.5% • WSMS 66.0%
Increase High School AVID Retention Rates district-wide to 70%, MMHS by 6%, and MVHS to 75% (2019-20 data) (Aeries SIS)	High School AVID Retention Rates Cohort Class of 2020 (9-12) • District 68.0% (174/256) • MMHS 58.7% (64/109) • MVHS 74.4% (29/39) • VMHS 75.0% (81/108)	High School AVID Retention Rates Cohort Class of 2021 (9-12) • District 60.45% (214/354) • MMHS 52.38% (77/147) • MVHS 60% (39/65) • VMHS 69.01% (98/142)	High School AVID Retention Rates Cohort Class of 2022 (9-12) • District 55.79% (183/328) • MMHS 53.42% (78/146) • MVHS 49.32% (36/73)	High School AVID Retention Rates Cohort Class of 2023 (9-12) • District 50.31% (160/318) • MMHS 48.12% (64/133) • MVHS 54.84% (34/62) • VMHS 50.41% (62/123)	High School AVID Retention Rates Cohort Class of 2023 (9-12) • District 70.0% • MMHS 64.7% • MVHS 75.0% • VMHS 75.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase High School Advanced Coursework Rates by 3% district-wide and MMHS by 6% (2019-20 data) (Aeries SIS)	High School Advanced Coursework Cohort Class of 2020 (9-12) • District 68.4% (119/174) • MMHS 59.4% (38/64) • MVHS 89.7% (26/29) • VMHS 67.9% (55/81)	High School Advanced Coursework Cohort Class of 2021 (9-12) • District 71.4% (182/255) • MMHS 51.5% (50/97) • MVHS 82.0% (41/50) • VMHS 84.3% (91/108)	• VMHS 63.30% (69/109) High School Advanced Coursework Cohort Class of 2022 (9-12) • District 65.5% (144/220) • MMHS 52.7% (49/93) • MVHS 69.6% (32/46) • VMHS 77.8% (63/81)	High School Advanced Coursework Cohort Class of 2023 (9-12) • District 57.4% (124/216) • MMHS 44.4% (36/81) • MVHS 58.8% (30/51) • VMHS 69.0% (58/84)	High School Advanced Coursework Cohort Class of 2023 (9-12) • District 73.4% • MMHS 65.4% • MVHS 89.7% • VMHS 86.3%
1.5 Support for Career Technical Education (CTE) pathways at all high schools. Include CTE coordinator Increase CTE Participation, Pathway Completion, Certifications and College Credits by approximately 10% (refer to actual numbers in desired outcome)	1.5 CTE Pathways CTE Participation • District 3268 (2019-20 Data) CTE Pathway Completion • District 170 9.1% (2020 Cohort Graduation Data) CTE Certifications	1.5 CTE Pathways CTE Participation • District 2380 (2020-21 Data) CTE Pathway Completion • District 178 9.3% (2021 Cohort Graduation Data) CTE Certifications	1.5 CTE Pathways CTE Participation • District 2951 (2021-22 Data) CTE Pathway Completion • District 282 13.8%(2022 Cohort Graduation Data) CTE Certifications	1.5 CTE Pathways CTE Participation • District 2324 (2022-23 Data) CTE Pathway Completion • District 264 13.0% (2023 Cohort Graduation Data) CTE Certifications	1.5 CTE Pathways CTE Participation • District 3300 CTE Pathway Completion • District 310 CTE Certifications

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Participation, Pathway Completion, Certifications (Aeries SIS) CTE College Credits (CATEMA) Baseline is 2019-20 Data This data was impacted by school closures due to the COVID pandemic.	• District 80 (2019-20 Data) CTE College Credits • District 122 Students recommended for college credits (2019-20 Data) • District 97 Students awarded college credits (2019-20 Data) This data was impacted by school closures due to the COVID pandemic.	• District 17 (2020-21 Data) CTE College Credits • District 737 Students recommended for college credits (2020-21 Data) • District 473 Students awarded college credits (2020-21 Data)	• District 671 (2021-22 Data) CTE College Credits • District NA Students recommended for college credits (2021-22 Data) • District 511 Students awarded college credits (2021-22 Data)	• 1375 (2022-23 Data) CTE College Credits • District NA Students recommended for college credits (2022-23 Data) • District 737 Students awarded college credits (2022-23 Data)	• District 730 CTE College Credits • District NA Students recommended for college credits • District 520 Students awarded college credits
1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB) AP Course Enrollment	1.6 College/Career Readiness Overall AP Course Enrollment rate was 29.98%. (Fall 2020) • SED was 24.93%	1.6 College/Career Readiness Overall AP Course Enrollment rate was 24.4%. (Fall 2021) • SED was 23.75%	1.6 College/Career Readiness Overall AP Course Enrollment rate was 25.3%. (Fall 2022) • SED was 42.3%	1.6 College/Career Readiness Overall AP Course Enrollment rate was 29.0%. (Fall 2023) • SED was 37.4%	1.6 College/Career Readiness Overall AP enrollment rate was 29.98%. (Fall 2020) • SED was 42.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain AP Course Enrollment district-wide Increase AP Course Enrollment by 1% for student groups (Aeries SIS)	• EL was 14.25% • FY was 4.25% • AA was 23.13% • Hispanic was 27.34% • Am Indian was 33.25% • SWD was 2.88% • Multi-Race was 26.09%	• EL was 1.35% • FY was <1% • AA was 8.5% • Hispanic was 26.2% • Am Indian was 2.4% • SWD was 2.0% • Multi-Race was 12.1%	• EL was 1.8% • FY was <1% • AA was 7.5% • Hispanic was 36.8% • Am Indian was 1.1% • SWD was 2.8% • Multi-Race was 13.6%	• EL was <1% • FY was <1% • AA was 6.1% • Hispanic was 38.6% • Am Indian was <1% • SWD was 1.9% • Multi-Race was 10.3%	• EL was 15.25% • FY was 5.25% • AA was 24.13% • Hispanic was 37.3% • Am Indian was 34.25% • SWD was 3.88% • Multi-Race was 27.09%
AP Exam Participation (College Board Info) Increase AP Exam Participation by 3% district-wide, high schools, and student groups	AP Exam Participation (College Board Info) • District 19.9% • SED 24.0% • EL NA • FY NA • AA 4.2% • Hispanic 31.7% • Am Indian .005% • SWD NA • Multi-Race 9.8% • MMHS 16.8% • MVHS 19.2% • VMHS 22.5%	AP Exam Participation (College Board Info) • District 17.3% • SED 23.8% • EL NA • FY NA • AA 3.9% • Hispanic 33.3% • Am Indian <1% • SWD NA • Multi-Race 10.0% • MMHS 14.6% • MVHS 16.5% • VMHS 19.4%	AP Exam Participation (College Board Info) • District 16.9% • SED 24.2% • EL NA • FY NA • AA 4.6% • Hispanic 33.7% • Am Indian <1% • SWD NA • Multi-Race 10.0% • MMHS 14.3% • MVHS 17.5% • VMHS 18.2%	AP Exam Participation (College Board Info) • District 18.0% • SED 28.6% • EL NA • FY NA • AA 4.2% • Hispanic 36.1% • Am Indian <1% • SWD NA • Multi-Race 10.1% • MMHS 17.5% • MVHS 16.1% • VMHS 19.5%	AP Exam Participation (College Board Info) • District 22.9% • SED 27.0% • EL NA • FY NA • AA 7.2% • Hispanic 34.7% • Am Indian 3.005% • SWD NA • Multi-Race 12.8% • MMHS 19.8% • MVHS 22.2% • VMHS 25.5%
	AP Exam Participation based on Course Enrollment	AP Exam Participation based on Course Enrollment	AP Exam Participation based on Course Enrollment	AP Exam Participation based on Course Enrollment	AP Exam Participation based on Course Enrollment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Exam Participation based on Course Enrollment Increase AP Exam Participation based on Course Enrollment by 3% district-wide and high schools with the exception of MMHS 6% (Aeries SIS and College Board) AP Exams Passed with 3+ Increase AP Exam Pass Rate by 3% (College Board) IB Exam Participation Increase IB Exam Participation by 3% at MVHS IB Exams Passed with 4+ Maintain IB Exam Pass Rate at MVHS (IBO)	• District 81.2% • MMHS 70.7% • MVHS 84.3% • VMHS 87.4% AP Exam Pass Rate (2020) • District 66.5% • MMHS 63.8% • MVHS 63.2% • VMHS 70.0% IB Exam Participation based on Course Enrollment • MVHS 76.0% IB Exam Passed with 4+ • MVHS 82.0%	• District 73.3% • MMHS 61.3% • MVHS 77.7% • VMHS 79.6% AP Exam Pass Rate (2021) • District 53.4% • MMHS 52.4% • MVHS 50.4% • VMHS 55.3% IB Exam Participation based on Course Enrollment • MVHS 55% IB Exam Passed with 4+ • MVHS 92.0%	• District 80.8% • MMHS 72.7% • MVHS 79.5% • VMHS 87.2% AP Exam Pass Rate (2022) • District 64.7% • MMHS 67.2% • MVHS 59.9% • VMHS 66.1% IB Exam Participation based on Course Enrollment • MVHS 80% IB Exam Passed with 4+ • MVHS 81.0%	• District 82.3% • MMHS 82.2% • MVHS 79.8% • VMHS 83.8% AP Exam Pass Rate (2023) • District 65.77% • MMHS 65.25% • MVHS 62.50% • VMHS 67.95% IB Exam Participation based on Course Enrollment • MVHS 69% IB Exam Passed with 4+ • MVHS 77.0%	• District 84.2% • MMHS 76.7% • MVHS 87.3% • VMHS 90.4% AP Exam Pass Rate • District 69.5% • MMHS 68.2% • MVHS 66.2% • VMHS 73.0% IB Exam Participation based on Course Enrollment • MVHS 81% IB Exam Passed with 4+ • MVHS 92.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Baseline is Spring 2019 Data					
1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Increase Grade Level CAASPP percentage met in ELA and math by 3%	1.7 Site SPSA Support CAASPP ELA Percentage Met ELA • 3rd 63.98% • 4th 63.61% • 5th 66.73% • 6th 58.81% • 7th 66.20% • 8th 58.56% • 11th 71.90%	1.7 Site SPSA Support 2019 CAASPP ELA Percentage Met ELA • 3rd 63.98% • 4th 63.61% • 5th 66.73% • 6th 58.81% • 7th 66.20% • 8th 58.56% • 11th 71.90%	1.7 Site SPSA Support 2022 CAASPP ELA Percentage Met ELA • 3rd 47.06% • 4th 50.83% • 5th 57.40% • 6th 57.55% • 7th 64.57% • 8th 55.71% • 11th 69.67%	1.7 Site SPSA Support 2023 CAASPP ELA Percentage Met ELA • 3rd 49.21% • 4th 48.03% • 5th 53.67% • 6th 54.67% • 7th 63.24% • 8th 58.09% • 11th 72.54%	1.7 Site SPSA Support CAASPP ELA Percentage Met ELA • 3rd 66.98% • 4th 66.61% • 5th 69.73% • 6th 61.81% • 7th 69.20% • 8th 61.56% • 11th 74.90%
Increase Grade Level CAASPP/CAST scale score by 3 points (Dataquest) Based on Spring 2019 Data	Scale Score (Distance from met) ELA • 3rd 24.8 • 4th 24.4 • 5th 21.4 • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3	2019 Scale Score (Distance from met) ELA • 3rd 24.8 • 4th 24.4 • 5th 21.4 • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3	2022 Scale Score (Distance from met) ELA • 3rd -9.2 • 4th -1.4 • 5th 14.5 • 6th 12.5 • 7th 26.1 • 8th 10.3 • 11th 48.1	2023 Scale Score (Distance from met) ELA • 3rd -6.7 • 4th -9.0 • 5th 7.1 • 6th 7.0 • 7th 24.2 • 8th 14.2 • 11th 56.8	Scale Score (Distance from met) ELA • 3rd 27.8 • 4th 27.4 • 5th 24.4 • 6th 14.9 • 7th 30.1 • 8th 19.5 • 11th 57.3
	CAASPP Math Percentage Met Math • 3rd 62.78% • 4th 61.29%	2019 CAASPP Math Percentage Met Math • 3rd 62.78% • 4th 61.29%	2022 CAASPP Math Percentage Met Math • 3rd 52.71% • 4th 46.44%	2023 CAASPP Math Percentage Met Math • 3rd 52.00% • 4th 49.80%	CAASPP Math Percentage Met Math • 3rd 65.78% • 4th 64.29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 5th 53.94% • 6th 48.18% • 7th 48.22% • 8th 47.09% • 11th 44.31% Math • 3rd 19.1 • 4th 16.3 • 5th 0.8 • 6th -10.8 • 7th -5.3 • 8th -14.1 • 11th -22.7 Science • 5th -6.1 • 8th -9.5 • HS -8.8	• 5th 53.94% • 6th 48.18% • 7th 48.22% • 8th 47.09% • 11th 44.31% Math • 3rd 19.1 • 4th 16.3 • 5th 0.8 • 6th -10.8 • 7th -5.3 • 8th -14.1 • 11th -22.7 Science • 5th -6.1 • 8th -9.5 • HS -8.8	• 5th 39.10% • 6th 39.25% • 7th 40.58% • 8th 36.93% • 11th 35.58% Math • 3rd -1.4 • 4th -10.5 • 5th -26.6 • 6th -30.1 • 7th -29.6 • 8th -40.1 • 11th -47.6 Science • 5th -6.8 • 8th -7.5 • HS -9.5	• 5th 42.41% • 6th 38.98% • 7th 41.42% • 8th 41.85% • 11th 38.11% Math • 3rd -0.7 • 4th -7.5 • 5th -23.6 • 6th -30.0 • 7th -26.5 • 8th -25.6 • 11th -42.4 Science • 5th -7.6 • 8th -6.2 • HS -4.4	• 5th 56.94% • 6th 51.18% • 7th 51.22% • 8th 50.09% • 11th 47.31% Math • 3rd 22.1 • 4th 19.3 • 5th 3.8 • 6th -7.8 • 7th -2.3 • 8th -11.1 • 11th -19.7 Science • 5th -3.1 • 8th -6.5 • HS -5.8
Middle School Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 3% district-wide and at the middle schools. Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 6% for the student groups below the district-wide percentage	Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12	Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12	Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12	Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12	Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Aeries SIS) Maintain District Middle School Dropout Rate (Dataquest) High School Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (Dataquest) Increase A-G Rate by 3% district-wide and at the comprehensive high schools. Increase A-G Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy	High School Refer to High School Metrics in 1.2 Counseling Support Services K-12	High School Refer to High School Metrics in 1.2 Counseling Support Services K-12	High School Refer to High School Metrics in 1.2 Counseling Support Services K-12	High School Refer to High School Metrics in 1.2 Counseling Support Services K-12	High School Refer to High School Metrics in 1.2 Counseling Support Services K-12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Dataquest) Increase A-G + CTE Rate by 6% (Dataquest and Aeries SIS - Hand Calculation) Increase EAP ELA and Math Rates district-wide and at the comprehensive high schools by 3% Increase EAP ELA and Math Rates by 6% for the student groups below the district-wide percentage and 3% for the student groups at or above the district-wide percentage (Dataquest) Increase CCI Rate by 3% district-wide and at the comprehensive high schools. Increase CCI Rate by 6% for the student groups below the					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district-wide percentage and at Murrieta Canyon Academy (California School Dashboard) Maintain District High School Dropout Rate Decrease District High School Dropout Rate by .3% for the following students groups: SED, EL, FY, SWD (Dataquest)					
1 Standards Aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials	1 Standards Aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials	1 Standards Aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials Completed Annual Reflection Tool Priorities 1 (Basics), 2 (Implementation of Academic Standards) and 7 (Access to a Broad Course of Study) for the	1 Standards Aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials Completed Annual Reflection Tool Priorities 1 (Basics), 2 (Implementation of Academic Standards) and 7 (Access to a Broad Course of Study) for the	1 Standards Aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials Completed Annual Reflection Tool Priorities 1 (Basics), 2 (Implementation of Academic Standards) and 7 (Access to a Broad Course of Study) for the	1 Standards Aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials Completed Annual Reflection Tool Priorities 1 (Basics), 2 (Implementation of Academic Standards) and 7 (Access to a Broad Course of Study) for the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2022)	California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2023)	California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2024)	California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The Murrieta Valley Unified School District implemented all Goal 1 actions. These actions were important in addressing student achievement which continues to experience residual impact from the pandemic. The district was intentionally focused on implementing Goal 1 actions and services to meet the learning needs of our unduplicated and identified student groups.

In Goal 1, the district experienced success in implementing smaller class sizes for grades K - 3. Teachers continue to share that smaller class sizes enable them to differentiate in order to meet the needs of all students, and this supports the district's focus on building foundational reading skills at the primary grade levels. Another success was the district's implementation of counselors at all grade levels to aid social emotional wellbeing and academic planning. Educational partners express that this service is necessary for our students who are experiencing mental health challenges and who need assistance with academic decision making. Finally, a key success for the district is the implementation of CTE and College/Career Readiness. The district continues to add and enhance CTE pathways. We have also communicated to educational partners a revised focus on post high school readiness which is not tied solely to attending a four-year college, but rather to all possible opportunities for our students, including two- and four-year college degrees, industry certification from an apprenticeship program or trade school, and the military. The district faced some challenges at the primary level with the behavioral needs of our youngest students. Even with additional teachers to lower class sizes, teachers expressed difficulty in meeting the needs of students who caused behavioral challenges. Counseling services, while an important service to students, also faced challenges, particularly at sites where caseloads are higher. Counselors often felt stretched to provide systematic interventions for students while addressing the immediate issues related to behavior and mental health. Finally, the implementation of an infrastructure to support professional learning teams, as well as the vision for promoting CTE and the career readiness focus area, both represent large changes, and our sites are still learning how to integrate these new systems and practices into their daily work and culture.

There were no substantive differences between planned Goal 1 actions and the actual implementation of these actions.

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

The district used a 10% threshold (above and below budget) to define a substantive material difference. There were no substantive material difference for Goal 1 budgeted expenditures and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1   Additional Teachers for Smaller Class Sizes K-3 were effective in improving student engagement and learning. Educational partners agree that smaller class size is important as it allows teachers to address the continued impacts of the pandemic while building foundational reading and mathematics skills. Smaller class sizes enable teachers to provide more individual and differentiated support to students, meeting their needs and attending to academic, social emotional, and behavioral growth. This year, the district focused on implementing structured literacy instruction for primary students, and smaller class sizes supported this initiative. Metrics support the effectiveness of this action. Third grade CAASPP scores are showing growth in ELA and maintenance in Math. Third grade iReady scores are at or above pre-pandemic levels. Smaller class sizes allow teachers to more effectively address the specific learning needs of English Learners, low-income and foster/homeless students, and students with disabilities. Additionally, smaller class sizes support the district's focus on monitoring student achievement through professional learning teams, as teachers are able to assess and provide students with feedback and intervention more effectively when classes are smaller.

1.2 Counseling Support Services K-12 were effective in meeting unduplicated and identified student groups' needs by providing additional mental health and social emotional support, as well as academic guidance to help prepare students for decision making regarding middle/high school coursework and college/career pathways. The elementary counselors primarily focused on social emotional learning and behavioral supports, assisting Tier 2 students whose needs could not be met by the teacher and the Tier 1 program that is implemented in the classrooms (Second Step). Secondary counselors also supported mental health, but they had more of an academic focus, meeting individually with students to assist them with academic planning and holding workshops for students and families on topics such as A-G coursework, college applications, FAFSA, and post-secondary plans. All counselors had a greater focus on career awareness, exploration, preparation, and training this year, as the district prioritized career readiness. The addition of counselors through the LCAP allows all of these services to occur more effectively and in a personal manner, meeting students' individual needs. A number of metrics show progress due to this action, including a steady increase in attendance rates and a significant decrease in chronic absenteeism at the elementary level. While A-G + CTE Completer rates are at a decline from the previous two years, this data still reflects the pandemic's impact on A-G course completion and CTE participation. Additional evidence of effectiveness includes EAP rates which are exceeding pre-pandemic levels in ELA and showing a steady increase in Math, as well as high school dropout rates which remain very low. Counselors continue to focus on addressing the needs of our unduplicated and identified student groups to ensure social emotional well-being and college and career readiness for all students.

1.3 Coordinators to Support Student Learning and Achievement were effective in meeting unduplicated and identified student groups' needs by providing services for our school staff in a number of key areas, including data disaggregation and analysis, curriculum and standards implementation, instructional technology and computer science, state testing, and visual/performing arts. Our district continued to prioritize professional learning team implementation, and our coordinators played a key role in ensuring staff had opportunities to collaborate across sites in order to revise the guaranteed and viable curriculum and assessments for all core areas. For the first time, our teachers had shared local data that was easily accessible and that could be used to generate meaningful conversations around learning and instruction. Other

coordinator support enabled staff to begin tackling the topic of AI and how it affects learning and teaching, assisted staff in proctoring the state assessments with appropriate accommodations for all students, and coordinated common practices and communication around the district's new career readiness focus. A number of metrics show progress due to this action. While CAASPP scores are significantly below pre-pandemic levels, we see growth at the majority of grade levels in both ELA and Math. EAP rates are exceeding pre-pandemic levels in ELA and are showing a steady increase in Math. Dropout rates remain very low. Coordinators collaborate with school staff with an emphasis on addressing the learning needs of our unduplicated and identified students groups to ensure preparation for the next grade and school level and to increase overall achievement.

1.4 Advancement Via Individual Determination (AVID) was effective in supporting our unduplicated and identified student groups in their academics. These groups are the focus for recruitment into the AVID program, which promotes academic preparation for college readiness for first generation college-going students whose families do not have college experiences to draw from. AVID provided a class within the school day where students benefited from working with college tutors and gaining the skills necessary for academic success, including study skills, critical thinking, collaborative learning, and organization. AVID continued to be a pillar program in our district, serving all comprehensive secondary schools and one elementary school. Murrieta has one National Demonstration School and two Sites of Distinction. We continue to see the impact of the pandemic on AVID metrics, including student achievement, as well as participation and retention rates. While CAASPP scores at Avaxat have not rebounded, we see a steady, positive movement in attendance rates. Participation rates at the high school level have stayed consistent, as have the percentage of students maintaining a 2.5+ GPA. The district also views the AVID program as a success in that academic gaps for students in our unduplicated and identified student groups would likely be greater without the support of the program. Efforts continue to recruit unduplicated and identified student groups into the program as we regrow AVID across the district. We are focusing on building the program back stronger through program support and through the continued enhancement of instruction and systems in AVID classrooms. We are also promoting rigorous coursework and A-G course completion for all students. AVID continues to be a key action of the district to support unduplicated and identified student groups' academic success.

1.5 CTE pathways and programs were effective in increasing unduplicated and identified student groups' career readiness upon graduation from high school. This year, the district has placed more attention on our CTE pathways, adding a pathway for Education/Child Development, expanding the Marketing pathway, and exploring the feasibility of offering other new pathways in the future. The district moved a number of teachers from a county contract to district employees, allowing them to function more fully in our district and validating the district's long-term commitment to the CTE program. The district has continued to work with high schools to ensure that appropriate CTE course pathways are in place and has collaborated with CTE staff to address standards for instruction and practices. We have a CTE Advisory that continued to provide input on programs and industry needs. This year, we also implemented a career-focused curriculum (Get Focused) in a required high school course, building on the district's commitment to career readiness. Many of our pathways have taken part in student organizations and competitions and are offering students more work-based learning opportunities. As we move into next year, the district plans to hire a work-based learning coordinator to support these efforts and will begin exploring how to implement an elective wheel at the middle schools to provide students with opportunities to experience high school pathways before they enter high school. Metrics show that this action has been a success. While overall participation is down from a year ago, pathway completion has remained steady, and we have seen a significant increase in CTE certifications and college credits earned by students. We are proud of the growth of the CTE programs in our district and the opportunities they provide our unduplicated and identified student groups in gaining career skills and future opportunities.

1.6 College/Career Readiness was effective in meeting the needs of unduplicated and identified student groups' preparedness for post-secondary opportunities. These efforts included waivers for AP/IB/PSAT testing and CSU applications, high school kick-off events, summer

contact and guidance for recent high school graduates, and college field trips. The district shared a new vision for career readiness in a brochure which highlighted our efforts to provide a TK - 12 continuum of career readiness to prepare students for their futures. This action also included continued work around the Profile of a Graduate. This year, all teachers took part in a process to assess where our schools are in implementing the recently developed and board-approved Profile of a Graduate. This gave us data in regards to where we are already strong in supporting the elements of the profile and allowed us to start identifying what we will need to address to help our students meet the profile's goals. Additionally, high school staff began developing and revising grade level projects to align with the profile's competencies. AP metrics aligned to this action showed growth and are approaching pre-pandemic levels. AP course enrollment rates, AP exam participation rates, and AP exam pass rates for the district have all increased. Additionally, Dual Enrollment course enrollment rates continue to increase as this model of advanced coursework and college credit opportunity is a highly desirable option for our students. High school staff will continue to make intentional efforts to increase enrollment in advanced coursework and CTE for our unduplicated and identified student groups, as well as promote additional efforts which lead to their college and career readiness.

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

The new three-year LCAP will include the same Goal 1 with minor wording changes. This broad goal has been an effective way to articulate this group of actions and services that address student learning and achievement. The district will be streamlining metrics to make them more accessible to educational partners. Data will not be broken out by school, but we will continue to identify how student groups are performing in relation to all students.

The following adjustments will be made to Goal 1 actions and/or the implementation of these actions:
1.2 Counseling Support Services: The district will work with elementary counselors to increase supports for behavior and MTSS, with secondary counselors to improve communication with students and families about learning pathways, including CTE, and with all counselors to support transitions from one level (elementary/middle/high) to the next.
1.3 Coordinators: The district's technology coordinator will focus more time on the implementation of AI and supporting teachers in understanding this tool, the assessment coordinator will support the district's implementation of EduClimber as a new data program, and the secondary coordinator will be providing support to special education teachers as they build their guaranteed and viable curriculum to align with that of the general education courses.
1.5 Career Technical Education: The district will work on more effectively marketing our CTE pathways to make sure students and families know about the offerings early enough to take advantage of them. This will include exploring the development of middle school elective wheels to provide students with exposure to high school CTE offerings. Additionally, the district will continue to explore how special education students can access CTE and ensure families are aware of these opportunities.
1.6 College/Career Readiness: The district will continue to adjust its messaging about post high school opportunities by elevating the importance of career readiness and by providing communication about the multiple pathways students might take when they graduate.

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

Goals and Actions

Goal

Goal #	Description
2	Prevention/Intervention/Acceleration: Provide high quality prevention, intervention, and acceleration actions and services to address learning loss, close the achievement gap, and provide students with equitable access to courses of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Elementary Intervention Teachers Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation Grade 1ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI) Grade 2 i-Ready Increase ELA and math proficiency by 6% (December results)	2.1 Elementary Intervention Teachers Grade K ESGI 64% met or exceeded expectation Grade 1 ESGI 64% met or exceeded expectation Grade 2 i-Ready • ELA 50% • Math 34% Grade 3 i-Ready	2.1 Elementary Intervention Teachers i-Ready (December 2021) Grade K i-Ready • ELA 56% • Math 38% Grade 1 i-Ready • ELA 38% • Math 26% Grade 2 i-Ready • ELA 49% • Math 30% Grade 3 i-Ready	2.1 Elementary Intervention Teachers i-Ready (December 2022) Grade K i-Ready • ELA 56% • Math 37% Grade 1 i-Ready • ELA 40% • Math 26% Grade 2 i-Ready • ELA 55% • Math 32% Grade 3 i-Ready	2.1 Elementary Intervention Teachers i-Ready (December 2023) Grade K i-Ready • ELA 60% • Math 39% Grade 1 i-Ready • ELA 39% • Math 25% Grade 2 i-Ready • ELA 58% • Math 32% Grade 3 i-Ready	2.1 Elementary Intervention Teachers Grade K i-Ready • ELA 60% • Math 42% Grade 1 i-Ready • ELA 42% • Math 30% Grade 2 i-Ready • ELA 56% • Math 40% Grade 3 i-Ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 3 i-Ready Increase ELA and math proficiency by 6% (December results) Grades 4 & 5 i-Ready Increase ELA and math proficiency by 6% (December results) (i-Ready) Increase Grade Level CAASPP ELA and math Percentage Met by 3%	• ELA 66% • Math 32% Grade 4 i-Ready • ELA 46% • Math 34% Grade 5 i-Ready • ELA 47% • Math 42% CAASPP ELA Percentage Met ELA • 3rd 63.98% • 4th 63.61% • 5th 66.73% CAASPP Math Percentage Met Math • 3rd 62.78% • 4th 61.29% • 5th 53.94%	• ELA 63% • Math 32% Grade 4 i-Ready • ELA 47% • Math 35% Grade 5 i-Ready • ELA 45% • Math 39% 2019 CAASPP ELA Percentage Met ELA • 3rd 63.98% • 4th 63.61% • 5th 66.73% 2019 CAASPP Math Percentage Met Math • 3rd 62.78% • 4th 61.29% • 5th 53.94%	• ELA 67% • Math 34% Grade 4 i-Ready • ELA 48% • Math 42% Grade 5 i-Ready • ELA 47% • Math 43% 2022 CAASPP ELA Percentage Met ELA • 3rd 47.06% • 4th 50.83% • 5th 57.40% 2022 CAASPP Math Percentage Met Math • 3rd 52.71% • 4th 46.44% • 5th 39.10%	• ELA 68% • Math 38% Grade 4 i-Ready • ELA 51% • Math 45% Grade 5 i-Ready • ELA 49% • Math 48% 2023 CAASPP ELA Percentage Met ELA • 3rd 49.21% • 4th 48.03% • 5th 53.67% 2023 CAASPP Math Percentage Met Math • 3rd 52.00% • 4th 49.80% • 5th 42.41%	• ELA 72% • Math 38% Grade 4 i-Ready • ELA 52% • Math 44% Grade 5 i-Ready • ELA 53% • Math 48% CAASPP ELA Percentage Met ELA • 3rd 66.98% • 4th 66.61% • 5th 69.73% CAASPP Math Percentage Met Math • 3rd 65.78% • 4th 64.29% • 5th 56.94%
Increase Grade 3 CAASPP scale score by 3 points in ELA and math district-wide and 6 points for student groups below the district level.	Grade 3 CAASPP ELA rate Scale Score (Distance From Met) • District 24.8 • SED 2.3 • EL -27.9 • FY NA • AA -21 • Hispanic 12.3	Grade 3 2019 CAASPP ELA rate Scale Score (Distance From Met) • District 24.8 • SED 2.3 • EL -27.9 • FY NA • AA -21 • Hispanic 12.3	Grade 3 2022 CAASPP ELA rate Scale Score (Distance From Met) • District -9.2 • SED -39.2 • EL -76.5 • FY NA • AA -25.1 • Hispanic -25	Grade 3 2023 CAASPP ELA rate Scale Score (Distance From Met) • District -6.7 • SED -23.4 • EL -59.5 • FY NA • AA -40.5	Grade 3 CAASPP ELA rate Scale Score (Distance From Met) • District 27.8 • SED 8.3 • EL -21.9 • FY NA • AA -15 • Hispanic 18.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Grade 3 CAASPP scale score by 3 points in ELA and math at the elementary schools. (Dataquest) Baseline is Spring 2019 Data	• Am Indian NA • SWD -35.3 • Multi-Race 36.9 • AMES 28.7 • AHES 39 • AES 26.5 • BES 32.8 • CCES 45.2 • EHCES -2.4 • LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1	• Am Indian NA • SWD -35.3 • Multi-Race 36.9 • AMES 28.7 • AHES 39 • AES 26.5 • BES 32.8 • CCES 45.2 • EHCES -2.4 • LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1	• Am Indian NA • SWD -62.7 • Multi-Race -4.7 • AMES 4.5 • AHES 8.8 • AES -39.2 • BES -19.5 • CCES 17.3 • EHCES -19.5 • LJMES 4.4 • MVES -12.7 • MES -40.4 • RRES -4.4 • TES -7.4	• Hispanic - 17.8 • Am Indian NA • SWD -56.2 • Multi-Race 12.8 • AMES -1.4 • AHES -6.7 • AES -37 • BES -26.3 • CCES 37 • EHCES -24.3 • LJMES 0.2 • MVES -22.9 • MES -10.4 • RRES -10.6 • TES 10	• Am Indian NA • SWD -29.3 • Multi-Race 39.9 • AMES 31.7 • AHES 42 • AES 29.5 • BES 35.8 • CCES 48.2 • EHCES 1.4 • LJMES 20.9 • MVES 15.2 • MES 33.5 • RRES 21.7 • TES 15.1
	Grade 3 CAASPP math rate Scale Score (Distance from Met) • District 19.1 • SED -3.7 • EL -24.1 • FY NA • AA -21.3 • Hispanic 8.3 • Am Indian NA • SWD -35.7 • Multi-Race 32.9 • AMES 16.3 • AHES 26.1 • AES 9.1 • BES 21.3 • CCES 44.5 • EHCES -0.5	Grade 3 2019 CAASPP math rate Scale Score (Distance from Met) • District 19.1 • SED -3.7 • EL -24.1 • FY NA • AA -21.3 • Hispanic 8.3 • Am Indian NA • SWD -35.7 • Multi-Race 32.9 • AMES 16.3 • AHES 26.1 • AES 9.1 • BES 21.3 • CCES 44.5 • EHCES -0.5	Grade 3 2022 CAASPP math rate Scale Score (Distance from Met) • District -1.4 • SED -27.2 • EL -53.5 • FY NA • AA -26.8 • Hispanic - 16.5 • Am Indian NA • SWD -51.5 • Multi-Race - 0.7 • AMES 7.9 • AHES 5.8 • AES -22.9 • BES -13 • CCES 12.4	Grade 3 2023 CAASPP math rate Scale Score (Distance from Met) • District -0.5 • SED -15.8 • EL -38.7 • FY NA • AA -43.7 • Hispanic - 12.9 • Am Indian NA • SWD -45.0 • Multi-Race 10.5 • AMES -8.9 • AHES 6 • AES -31 • BES -6.9	Grade 3 CAASPP math rate Scale Score (Distance from Met) • District 22.1 • SED 3.7 • EL -18.1 • FY NA • AA -18.3 • Hispanic 14.3 • Am Indian NA • SWD -29.7 • Multi-Race 35.9 • AMES 19.3 • AHES 29.1 • AES 12.1 • BES 24.3 • CCES 47.5 • EHCES 7.1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• LJMES 17.6 • MVES 15.9 • MES 21.3 • RRES 23.9 • TES -0.5 Grade 4 CAASPP ELA rate Scale Score (Distance from Met) • District 24.4 • SED 0.8 • EL -27.1 • FY NA • AA -0.5 • Hispanic 10.1 • Am Indian NA • SWD -53.1 • Multi-Race -- • AMES 33.7 • AHES 44.7 • AES 7.5 • BES 14.8 • CCES 42.1 • EHCES 22.1 • LJMES 27.7 • MVES -24.7 • MES 20.3 • RRES 34.1 • TES 35.8 Grade 4 CAASPP math rate Scale Score (Distance from Met)	• LJMES 17.6 • MVES 15.9 • MES 21.3 • RRES 23.9 • TES -0.5 Grade 4 2019 CAASPP ELA rate Scale Score (Distance from Met) • District 24.4 • SED 0.8 • EL -27.1 • FY NA • AA -0.5 • Hispanic 10.1 • Am Indian NA • SWD -53.1 • Multi-Race -- • AMES 33.7 • AHES 44.7 • AES 7.5 • BES 14.8 • CCES 42.1 • EHCES 22.1 • LJMES 27.7 • MVES -24.7 • MES 20.3 • RRES 34.1 • TES 35.8 Grade 4 2019 CAASPP math rate Scale Score (Distance from Met)	• EHCES 6.1 • LJMES 7.1 • MVES 2.0 • MES -16.3 • RRES -1.1 • TES -0.3 Grade 4 2022 CAASPP ELA rate Scale Score (Distance from Met) • District -1.4 • SED -22.6 • EL -66.8 • FY NA • AA -35.6 • Hispanic -14.2 • Am Indian NA • SWD -74.8 • Multi-Race 3.4 • AMES -6.8 • AHES 22.4 • AES -28.8 • BES -1.6 • CCES 25.0 • EHCES -7.4 • LJMES -3.9 • MVES -11.4 • MES -29.2 • RRES -6.7 • TES 27.9 Grade 4 2022 CAASPP math rate Scale Score (Distance from Met)	• CCES 35.6 • EHCES -7.6 • LJMES 5.9 • MVES -17.3 • MES 5.5 • RRES -13.6 • TES 12.7 Grade 4 2023 CAASPP ELA rate Scale Score (Distance from Met) • District -9.0 • SED -28.1 • EL -90.8 • FY NA • AA -47.4 • Hispanic -23.7 • Am Indian NA • SWD -80.1 • Multi-Race -3.5 • AMES 7.6 • AHES 0.5 • AES -51.6 • BES -20.3 • CCES 14.8 • EHCES -8.6 • LJMES 3.5 • MVES -20.8 • MES -27.2 • RRES -27.6 • TES 11.6 Grade 4 2023 CAASPP math rate	• LJMES 20.6 • MVES 18.9 • MES 24.3 • RRES 26.9 • TES 3.5 Grade 4 CAASPP ELA rate Scale Score (Distance from Met) • District 27.4 • SED 6.8 • EL -21.1 • FY NA • AA 2.5 • Hispanic 16.1 • Am Indian NA • SWD -47.1 • Multi-Race 5.4 • AMES 36.7 • AHES 47.7 • AES 10.5 • BES 17.8 • CCES 45.1 • EHCES 25.1 • LJMES 30.7 • MVES -10.4 • MES 23.3 • RRES 37.1 • TES 38.8 Grade 4 CAASPP math rate Scale Score (Distance from Met) • District 19.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• District 16.3 • SED -3.9 • EL -28.6 • FY NA • AA -14.0 • Hispanic 1.5 • Am Indian NA • SWD -46.2 • Multi-Race 40.8 • AMES 18.1 • AHES 33.3 • AES -21.5 • BES 6.6 • CCES 42.2 • EHCES 8.1 • LJMES 33.9 • MVES -21.3 • MES 13.5 • RRES 28.0 • TES 18.6 Grade 5 CAASPP ELA rate Scale Score (Distance from Met) • District 31.4 • SED 8.6 • EL -36.8 • FY NA • AA 5.9 • Hispanic 14.0 • Am Indian NA • SWD -52.3 • Multi-Race 23.5	• District 16.3 • SED -3.9 • EL -28.6 • FY NA • AA -14.0 • Hispanic 1.5 • Am Indian NA • SWD -46.2 • Multi-Race 40.8 • AMES 18.1 • AHES 33.3 • AES -21.5 • BES 6.6 • CCES 42.2 • EHCES 8.1 • LJMES 33.9 • MVES -21.3 • MES 13.5 • RRES 28.0 • TES 18.6 Grade 5 2019 CAASPP ELA rate Scale Score (Distance from Met) • District 31.4 • SED 8.6 • EL -36.8 • FY NA • AA 5.9 • Hispanic 14.0 • Am Indian NA • SWD -52.3 • Multi-Race 23.5	• District -10.5 • SED -29.4 • EL -63.9 • FY NA • AA -46.9 • Hispanic -23.5 • Am Indian NA • SWD -80.1 • Multi-Race -2.2 • AMES -12.1 • AHES 9.4 • AES -37.6 • BES -6.1 • CCES 10.2 • EHCES -11.7 • LJMES -16.6 • MVES -20.1 • MES -30.2 • RRES -13.8 • TES 12.6 Grade 5 2022 CAASPP ELA rate Scale Score (Distance from Met) • District 14.5 • SED -8.0 • EL -61.1 • FY NA • AA -41.4 • Hispanic 5.1 • Am Indian NA • SWD -56.4 • Multi-Race 24.2	Scale Score (Distance from Met) • District -7.5 • SED -26.6 • EL -78.4 • FY NA • AA -48 • Hispanic -25 • Am Indian NA • SWD -71.1 • Multi-Race -1.7 • AMES 14.1 • AHES 3.8 • AES -51.1 • BES -9.7 • CCES 27.2 • EHCES -16.2 • LJMES -4.9 • MVES -12.2 • MES -25.2 • RRES -35.4 • TES 11.9 Grade 5 2023 CAASPP ELA rate Scale Score (Distance from Met) • District 7.1 • SED -10.5 • EL -79.9 • FY NA • AA -32.7 • Hispanic -6.1 • Am Indian NA • SWD -80.6	• SED 2.1 • EL -22.6 • FY NA • AA -8.0 • Hispanic 7.5 • Am Indian NA • SWD -40.2 • Multi-Race 43.8 • AMES 21.1 • AHES 36.3 • AES -18.5 • BES 9.6 • CCES 45.2 • EHCES 11.1 • LJMES 36.9 • MVES -18.3 • MES 16.5 • RRES 31.0 • TES 21.6 Grade 5 CAASPP ELA rate Scale Score (Distance from Met) • District 34.4 • SED 14.6 • EL -30.8 • FY NA • AA 11.9 • Hispanic 20.0 • Am Indian NA • SWD -46.3 • Multi-Race 29.5 • AMES 52.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• AMES 49.8 • AHES 39.0 • AES 7.5 • BES 26.4 • CCES 53.9 • EHCES 6.6 • LJMES 46.4 • MVES 16.0 • MES 37.8 • RRES 10.3 • TES 27.3 Grade 5 CAASPP math rate Scale Score (Distance from Met) • District 0.8 • SED -21.9 • EL -59.9 • FY NA • AA -28.3 • Hispanic -17.4 • Am Indian NA • SWD -76.9 • Multi-Race -1.6 • AMES 27.2 • AHES 0.7 • AES -30.2 • BES -5.5 • CCES 36.8 • EHCES -20.3 • LJMES 6.6 • MVES -17.6 • MES -5.2 • RRES -5.1	• AMES 49.8 • AHES 39.0 • AES 7.5 • BES 26.4 • CCES 53.9 • EHCES 6.6 • LJMES 46.4 • MVES 16.0 • MES 37.8 • RRES 10.3 • TES 27.3 Grade 5 2019 CAASPP math rate Scale Score (Distance from Met) • District 0.8 • SED -21.9 • EL -59.9 • FY NA • AA -28.3 • Hispanic -17.4 • Am Indian NA • SWD -76.9 • Multi-Race -1.6 • AMES 27.2 • AHES 0.7 • AES -30.2 • BES -5.5 • CCES 36.8 • EHCES -20.3 • LJMES 6.6 • MVES -17.6 • MES -5.2 • RRES -5.1	• AMES 31.2 • AHES 32.2 • AES -12.9 • BES -8.1 • CCES 50.5 • EHCES 18.7 • LJMES 21.1 • MVES -16.8 • MES -15.3 • RRES 11.6 • TES 31.6 Grade 5 2022 CAASPP math rate Scale Score (Distance from Met) • District -26.5 • SED -49.8 • EL -89.2 • FY NA • AA -72.7 • Hispanic -36.3 • Am Indian NA • SWD -90.7 • Multi-Race -22.0 • AMES -15.5 • AHES -2.5 • AES -43.4 • BES -20.5 • CCES -1.8 • EHCES -42.5 • LJMES -20.4 • MVES -54.8 • MES -48.5 • RRES -30.3	• Multi-Race 9.4 • AMES 11.9 • AHES 56.6 • AES -10.7 • BES -1.8 • CCES 39.1 • EHCES 22.5 • LJMES -5.5 • MVES -9.2 • MES -23.7 • RRES -4.2 • TES 25.4 Grade 5 2023 CAASPP math rate Scale Score (Distance from Met) • District -23.6 • SED -39.7 • EL -92.9 • FY NA • AA -64.3 • Hispanic -38.3 • Am Indian NA • SWD -104.9 • Multi-Race -20.2 • AMES -18.9 • AHES 5.2 • AES -40.1 • BES -19.9 • CCES 8.3 • EHCES -25.1 • LJMES -36.4 • MVES -33.0	• AHES 42.0 • AES 10.5 • BES 29.4 • CCES 56.9 • EHCES 19.7 • LJMES 49.4 • MVES 19.0 • MES 40.8 • RRES 13.3 • TES 32.6 Grade 5 CAASPP math rate Scale Score (Distance from Met) • District 3.8 • SED -15.9 • EL -53.9 • FY NA • AA -22.3 • Hispanic -11.4 • Am Indian NA • SWD -70.9 • Multi-Race 4.4 • AMES 30.2 • AHES 3.7 • AES -27.2 • BES -2.5 • CCES 39.8 • EHCES -17.3 • LJMES 9.6 • MVES -14.6 • MES -2.2 • RRES -2.1 • TES 1.7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• TES -1.3	• TES -1.3	• TES -6.9	• MES -51.3 • RRES -40.8 • TES 6.4	
2.2 Provide additional MS/HS Sections for Intervention/Acceleration Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6% (Aeries SIS) Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75%	2.2 Provide additional MS/HS Sections for Intervention/Acceleration High School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 4.36% • SED 6.85% • EL 11.68% • FY 13.04% • AA 5.76% • Hispanic 6.02% • Am Indian 22.58% • SWD 7.99% • Multi-Race 4.16% • MMHS 3.70% • MVHS 3.79% • VMHS 4.34% • MCA (Daily) 21.56% Middle School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 2.47%	2.2 Provide additional MS/HS Sections for Intervention/Acceleration High School Grade of "F" Rate (2 or more from 1st semester 2021) • Overall 10.23% • SED 14.56% • EL 21.72% • FY 16.67% • AA 12.57% • Hispanic 12.08% • Am Indian 14.29% • SWD 14.07% • Multi-Race 11.06% • MMHS 8.34% • MVHS 9.88% • VMHS 11.64% • MCA (Daily) 5.92% Middle School Grade of "F" Rate (2 or more from 1st semester 2021)	2.2 Provide additional MS/HS Sections for Intervention/Acceleration High School Grade of "F" Rate (2 or more from 1st semester 2022) • Overall 7.29% • SED 9.96% • EL 11.47% • FY 26.92% • AA 9.57% • Hispanic 9.0% • Am Indian 12.35% • SWD 11.40% • Multi-Race 9.39% • MMHS 6.70% • MVHS 7.71% • VMHS 7.39% • MCA (Daily) 10.99% Middle School Grade of "F" Rate (2 or more from 1st semester 2022) • Overall 3.25%	2.2 Provide additional MS/HS Sections for Intervention/Acceleration High School Grade of "F" Rate (2 or more from 1st semester 2023) • Overall 6.52% • SED 6.95% • EL 14.73% • FY 24.24% • AA 8.98% • Hispanic 7.93% • Am Indian 6.33% • SWD 8.94% • Multi-Race 7.88% • MMHS 5.42% • MVHS 3.43% • VMHS 6.44% • MCA (Daily) 15.48% Middle School Grade of "F" Rate (2 or more from 1st semester 2023) • Overall 4.00%	2.2 Provide additional MS/HS Sections for Intervention/Acceleration High School Grade of "F" Rate (2 or more from 1st semester) • Overall 3.61% • SED 5.35% • EL 10.18% • FY 11.54% • AA 4.26% • Hispanic 4.52% • Am Indian 11.85% • SWD 6.49% • Multi-Race 3.41% • MMHS 2.95% • MVHS 3.04% • VMHS 3.59% • MCA (Daily) 8.99% Middle School Grade of "F" Rate • Overall 2.17% • SED 3.63% • EL 3.30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(maintain multi-race group rate), and SMS by .75% (Aeries SIS)	• SED 4.38% • EL 4.05% • FY 7.14% • AA 4.01% • Hispanic 3.61% • Am Indian 11.76% • SWD 3.59% • Multi-Race 1.07% • DMMS 1.86% • SMS 3.72% • TMS 2.16% • WSMS 2.05%	• Overall 4.19% • SED 6.49% • EL 6.49% • FY 0.00% • AA 5.14% • Hispanic 4.85% • Am Indian 5.7% • SWD 3.94% • Multi-Race 5.14% • DMMS 2.04% • SMS 3.32% • TMS 6.52% • WSMS 3.55%	• SED 4.37% • EL 5.95% • FY 10.0% • AA 4.27% • Hispanic 4.54% • Am Indian 5.17% • SWD 4.08% • Multi-Race 3.87% • DMMS 1.26% • SMS 4.12% • TMS 4.55% • WSMS 1.86% • L@H 12.37%	• SED 5.23% • EL 7.08% • FY 13.79% • AA 6.14% • Hispanic 4.73% • Am Indian 11.76% • SWD 6.00% • Multi-Race 3.68% • DMMS 1.95% • SMS 5.32% • TMS 5.63% • WSMS 0.86% • L@H 16.67%	• FY 0.00% • AA 3.26% • Hispanic 2.86% • Am Indian 4.92% • SWD 2.84% • Multi-Race 1.07% • DMMS 1.26% • SMS 2.97% • TMS 1.86% • WSMS 1.75% • L@H 12.07%
Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide (Dataquest)	CASSPP/CAST Scale Score (Distance from met) ELA • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3 Math • 6th -10.8 • 7th -5.3 • 8th -14.1 • 11th -22.7 Science • 8th -9.5 • HS -8.8	CASSPP/CAST 2019 Scale Score (Distance from met) ELA • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3 Math • 6th -10.8 • 7th -5.3 • 8th -14.1 • 11th -22.7 Science • 8th -9.5 • HS -8.8	CASSPP/CAST 2022 Scale Score (Distance from met) ELA • 6th 12.5 • 7th 26.1 • 8th 10.3 • 11th 48.1 Math • 6th -30.1 • 7th -29.6 • 8th -40.1 • 11th -47.6 Science • 8th -7.5 • HS -9.5	CASSPP/CAST 2023 Scale Score (Distance from met) ELA • 6th 7.0 • 7th 24.2 • 8th 14.2 • 11th 56.8 Math • 6th -30.0 • 7th -26.5 • 8th -25.6 • 11th -42.4 Science • 8th -6.2 • HS -4.4	CAASPP/CAST Scale Score (Distance from met) ELA • 6th 14.9 • 7th 30.1 • 8th 19.5 • 11th 57.3 Math • 6th -7.8 • 7th -2.3 • 8th -11.1 • 11th -19.7 Science • 8th -6.5 • HS -5.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (Dataquest)	Cohort Graduation Rate - 4 year (2020) • District 96.9% • SED 95.5% • EL 90.1% • FY 84.6% • AA 97.5% • Hispanic 95.2% • Am Indian NA • SWD 85.2% • Multi-Race 98.6% • MMHS 97.6% • MVHS 98.0% • VMHS 97.8% • MCA 81.3%	Cohort Graduation Rate - 4 year (2021) • District 96.3% • SED 93.9% • EL 91.3% • FY 91.7% • AA 95.3% • Hispanic 96.9% • Am Indian NA • SWD 87.2% • Multi-Race 95.8% • MMHS 97.3% • MVHS 97.3% • VMHS 96.9% • MCA 81.4%	Cohort Graduation Rate - 4 year (2022) • District 96.3% • SED 94.7% • EL 93.8% • FY 63.6% • AA 96.0% • Hispanic 96.8% • Am Indian NA • SWD 82.9% • Multi-Race 95.5% • MMHS 97.5% • MVHS 97.8% • VMHS 95.9% • MCA 90.1% • Murrieta Options 80.6%	Cohort Graduation Rate - 4 year (2023) • District 96.7% • SED 95.7% • EL 93.1% • FY NA • AA 97.7% • Hispanic 96.1% • Am Indian NA • SWD 86.9% • Multi-Race 96.7% • MMHS 96.4% • MVHS 97.7% • VMHS 97.3% • MCA 90.4% • Murrieta Options 86.7%	High School Cohort Graduation Rate - 4 year • District 96.9% • SED 98.5% • EL 94.8% • FY 87.6% • AA 97.5% • Hispanic 98.2% • Am Indian NA • SWD 88.2% • Multi-Race 98.6% • MMHS 97.6% • MVHS 98.0% • VMHS 97.8% • MCA 91.1% • Murrieta Options 81.6%
Maintain District High School Dropout Rate Decrease District High School Dropout Rate by .3% for the following students groups: SED, EL, FY, SWD (Dataquest)	High School Dropout Rate (2019-20) • District 0.5% • SED 0.7% • EL 2.5% • FY 7.7% • AA 0.0% • Hispanic 0.9% • Am Indian NA • SWD 2.6% • Multi-Race 0% Middle School	High School Dropout Rate (2020-21) • District 1.2% • SED 1.9% • EL 0.0% • FY 8.3% • AA 0.8% • Hispanic 1.5% • Am Indian NA • SWD 1.7% • Multi-Race 0.7%	High School Dropout Rate (2021-22) • District 1.1% • SED 1.6% • EL 1.6% • FY 27.3% • AA 1.6% • Hispanic 0.6% • Am Indian NA • SWD 3.0% • Multi-Race 0.6% Middle School	High School Dropout Rate (2022-23) • District 1.2% • SED 1.7% • EL 2.3% • FY NA • AA 0.8% • Hispanic 1.8% • Am Indian NA • SWD 2.9% • Multi-Race 1.3% Middle School	High School Dropout Rate • District 0.5% • SED 0.4% • EL 0.0% • FY 7.4% • AA 0.0% • Hispanic 0.9% • Am Indian NA • SWD 1.5% • Multi-Race 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain District Middle School Dropout Rate (Dataquest) Baseline on Spring 2019 Data	Dropout Rate (2019-20) • District 0.0%	Middle School Dropout Rate (2020-21) • District 0.00%	Dropout Rate (2021-22) • District 0.00%	Dropout Rate (2022-23) • District 0.00%	Middle School Dropout Rate • District 0.0%
2.3 English Learner Program Support Increase English Learner Progress Indicator (ELPI) completion by 3% (California School Dashboard)	2.3 English Learner Program Support ELPI rate • District 57.9% • AMES 65.3% • AHES 50.0% • AES 49.0% • BES 60.8% • CCES 67.2% • EHCES 54.3% • LJMES 45.2% • MVES 44.4% • MES 63.0% • RRES 68.2% • TES 51.1% • DMMS 55.8% • SMS 59.5% • TMS 59.0% • WSMS 56.6% • MMHS 54.7% • MVHS 48.6% • VMHS 62.9% • MCA NA	2.3 English Learner Program Support ELPI rate (Spring 2019) • District 57.9% • AMES 65.3% • AHES 50.0% • AES 49.0% • BES 60.8% • CCES 67.2% • EHCES 54.3% • LJMES 45.2% • MVES 44.4% • MES 63.0% • RRES 68.2% • TES 51.1% • DMMS 55.8% • SMS 59.5% • TMS 59.0% • WSMS 56.6% • MMHS 54.7% • MVHS 48.6% • VMHS 62.9% • MCA NA	2.3 English Learner Program Support ELPI rate (Spring 2022) • District 53.3% • AMES 65.5% • AHES 76.0% • AES 42.0% • BES 60.9% • CCES 50.0% • EHCES 48.9% • LJMES 47.8% • MVES 69.0% • MES 58.6% • RRES 54.9% • TES 42.4% • DMMS 68.3% • SMS 52.1% • TMS 57.1% • WSMS 57.4% • MMHS 56.0% • MVHS 37.0% • VMHS 36.8% • MCA/L@H 35.7%	2.3 English Learner Program Support ELPI rate (Spring 2023) • District 50.8% • AMES 60.4% • AHES 50.0% • AES 31.8% • BES 49.2% • CCES 42.3% • EHCES 40.0% • LJMES 41.2% • MVES 53.5% • MES 51.9% • RRES 46.4% • TES 60.0% • DMMS 72.2% • SMS 48.3% • TMS 55.4% • WSMS 50.0% • MMHS 63.9% • MVHS 34.0% • VMHS 56.3% • MCA/L@H 63.2%	2.3 English Learner Program Support ELPI rate • District 60.9% • AMES 68.3% • AHES 77.0% • AES 52.0% • BES 63.8% • CCES 70.2% • EHCES 57.3% • LJMES 48.2% • MVES 47.4% • MES 66.0% • RRES 71.2% • TES 54.1% • DMMS 69.3% • SMS 62.5% • TMS 62.0% • WSMS 59.6% • MMHS 57.7% • MVHS 51.6% • VMHS 65.9% • MCA/L@H 36.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Increase level 3 and 4 by 3% and decrease level 1 and 2 by 3% (Dataquest)	ELPAC (2020-21) • Level 4 18.60% • Level 3 40.60% • Level 2 26.82% • Level 1 13.98%	ELPAC (2021-22) • Level 4 20.30% • Level 3 40.40% • Level 2 26.10% • Level 1 13.20%	ELPAC (2022-23) • Level 4 20.36% • Level 3 40.03% • Level 2 26.26% • Level 1 13.34%	ELPAC (2023-24) • Level 4 20.17% • Level 3 41.36% • Level 2 25.51% • Level 1 12.97%	ELPAC • Level 4 21.60% • Level 3 43.60% • Level 2 23.82% • Level 1 10.98%
Increase English Learner reclassification by 3% (dataquest) Baseline is Spring 2019 Data EL Local Data i-Ready Increase K-2 and 3-5 i-Ready reading proficiency levels by 4% overall and 6% for ELs (i-Ready) Reading Inventory Increase Reading Inventory (Lexile) scores by 2% district-wide and by 4% for ELs	EL reclassification rate • District 25.2% • AMES 40.0% • AHES 22.0% • AES 36.4% • BES 17.8% • CCES 29.1% • EHCES 15.3% • LJMES 20.0% • MVES 26.4% • MES 16.9% • RRES 25.0% • TES 22.0% • DMMS 19.6% • SMS 23.5% • TMS 43.3% • WSMS 12.1% • MMHS 18.1% • MVHS 25.5% • VMHS 31.7% • MCA NA	EL reclassification rate (2021) • District 16.1% • AMES 21.0% • AHES 0.0% • AES 18.8% • BES 9.3% • CCES 8.7% • EHCES 13.3% • LJMES 11.9% • MVES 18.5% • MES 9.7% • RRES 7.0% • TES 22.2% • DMMS 22.2% • SMS 31.6% • TMS 22.2% • WSMS 22.0% • MMHS 21.8% • MVHS 8.9% • VMHS 22.0% • MCA NA	EL reclassification rate (2022) • District 13.8% • AMES 16.7% • AHES 25.6% • AES 4.01% • BES 9.1% • CCES 13.2% • EHCES 7.5% • LJMES 37.5% • MVES 16.1% • MES 6.3% • RRES 7.1% • TES 10.3% • DMMS 20.4% • SMS 26.7% • TMS 15.2% • WSMS 23.7% • MMHS 5.4% • MVHS 13.8% • VMHS 9.2% • MCA 2.6%	EL reclassification rate (2023) • District 14.6% • AMES 18.4% • AHES 9.8% • AES 7.3% • BES 9.3% • CCES 9.3% • EHCES 11.0% • LJMES 14.7% • MVES 12.7% • MES 12.6% • RRES 12.9% • TES 15.8% • DMMS 25.6% • SMS 6.4% • TMS 12.3% • WSMS 17.7% • MMHS 13.9% • MVHS 7.1 • VMHS 9.8% • MCA 35.3%	EL reclassification rate • District 28.2% • AMES 43.0% • AHES 25.0% • AES 39.4% • BES 20.8% • CCES 32.1% • EHCES 18.3% • LJMES 23.0% • MVES 29.4% • MES 19.9% • RRES 28.0% • TES 25.0% • DMMS 22.6% • SMS 26.5% • TMS 46.3% • WSMS 15.1% • MMHS 21.1% • MVHS 28.5% • VMHS 34.7% • MCA NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Reading Inventory)	• Numbers 335 reclassified out of 1329 total	• Numbers 192 reclassified out of 1105 total K-2 i-Ready • District 47% • EL 26% 3-5 i-Ready • District 52% • EL 18% Reading Inventory 6th Grade • District 53% • EL 8% 7th Grade • District 55% • EL 12% 8th Grade • District 58% • EL 2% 9th Grade • District 70% • EL 13% 10th Grade • District 75% • EL 17% 11th Grade • District 66% • EL 10%	• Numbers 161 reclassified out of 1170 total K-2 i-Ready • District 50% • EL 32% 3-5 i-Ready • District 54% • EL 24% Reading Inventory 6th Grade • District 49% • EL 10% 7th Grade • District 66% • EL 13% 8th Grade • District 67% • EL 6% 9th Grade • District 60% • EL 10% 10th Grade • District 64% • EL 15% 11th Grade • District 59% • EL 8%	• Numbers 175 reclassified out of 1203 total K-2 i-Ready • District 53% • EL 31% 3-5 i-Ready • District 56% • EL 22% Reading Inventory 6th Grade • District 40% • EL 8% 7th Grade • District 54% • EL 9% 8th Grade • District 61% • EL 13% 9th Grade • District 67% • EL 4% 10th Grade • District 69% • EL 20% 11th Grade • District 58% • EL 6%	• Numbers 345 reclassified out of 1329 total K-2 i-Ready • District 51% • EL 34% 3-5 i-Ready • District 56% • EL 26% Reading Inventory 6th Grade • District 52% • EL 12% 7th Grade • District 67% • EL 16% 8th Grade • District 68% • EL 8% 9th Grade • District 72% • EL 17% 10th Grade • District 77% • EL 21% 11th Grade • District 68% • EL 14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.4 Extended Learning Opportunities and Intervention Programs and Support Elementary Grade K ESGI End of Year Phonics Summary Grade 1ESGI End of Year Phonics Summary (ESGI) Grade 2 i-Ready ELA and math results Grade 3 i-Ready ELA and math results Grade 4 i-Ready ELA and math results Grade 5 i-Ready ELA and math results (i-Ready) Increase Reading Inventory (Lexile) scores by 3% district-wide and for group	2.4 Extended Learning Opportunities and Intervention Programs Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers Middle School 6th Grade Reading Inventory/Lexile (March 2021) • Overall 57% • SED 47% • EL 8%	2.4 Extended Learning Opportunities and Intervention Programs Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers Middle School 6th Grade Reading Inventory/Lexile (March 2022) • Overall 53% • SED 43% • EL 8%	2.4 Extended Learning Opportunities and Intervention Programs Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers Middle School 6th Grade Reading Inventory/Lexile (March 2023) • Overall 49% • SED 41% • EL 10%	2.4 Extended Learning Opportunities and Intervention Programs Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers Middle School 6th Grade Reading Inventory/Lexile (March 2024) • Overall 40% • SED 36% • EL 8%	2.4 Extended Learning Opportunities and Intervention Programs Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers Middle School 6th Grade Reading Inventory/Lexile (March) • Overall 60% • SED 53% • EL 14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
metrics at 50% or higher Increase Reading Inventory (Lexile) scores by 6% for group metrics under 50% (Reading Inventory)	• FY NA • AA 50% • Hispanic 48% • Am Indian NA • SWD 19% • Multi-Race 68%	• FY 13% • AA 35% • Hispanic 48% • Am Indian 56% • SWD 18% • Multi-Race 58%	• FY 50% • AA 38% • Hispanic 44% • Am Indian 65% • SWD 18% • Multi-Race 57%	• FY 40% • AA 40% • Hispanic 34% • Am Indian 28% • SWD 19% • Multi-Race 43%	• FY 51% • AA 53% • Hispanic 54% • Am Indian 66% • SWD 25% • Multi-Race 71%
	7th Grade Reading Inventory/Lexile (March 2021) • Overall 68% • SED 61% • EL 9% • FY NA • AA 64% • Hispanic 61% • Am Indian NA • SWD 25% • Multi-Race 67%	7th Grade Reading Inventory/Lexile (March 2022) • Overall 55% • SED 45% • EL 12% • FY 25% • AA 51% • Hispanic 46% • Am Indian 60% • SWD 21% • Multi-Race 51%	7th Grade Reading Inventory/Lexile (March 2023) • Overall 66% • SED 58% • EL 13% • FY 29% • AA 58% • Hispanic 61% • Am Indian 82% • SWD 33% • Multi-Race 77%	7th Grade Reading Inventory/Lexile (March 2024) • Overall 54% • SED 48% • EL 9% • FY 43% • AA 56% • Hispanic 48% • Am Indian 56% • SWD 22% • Multi-Race 63%	7th Grade Reading Inventory/Lexile (March) • Overall 71% • SED 64% • EL 15% • FY 31% • AA 67% • Hispanic 64% • Am Indian 83% • SWD 35% • Multi-Race 78%
	8th Grade Reading Inventory/Lexile (March 2021) • Overall 69% • SED 58% • EL 8% • FY NA • AA 59% • Hispanic 64% • Am Indian NA • SWD 27% • Multi-Race 70%	8th Grade Reading Inventory/Lexile (March 2022) • Overall 58% • SED 48% • EL 2% • FY 100% • AA 56% • Hispanic 49% • Am Indian 50% • SWD 21%	8th Grade Reading Inventory/Lexile (March 2023) • Overall 67% • SED 61% • EL 6% • FY 67% • AA 56% • Hispanic 61% • Am Indian 75% • SWD 31%	8th Grade Reading Inventory/Lexile (March 2024) • Overall 61% • SED 54% • EL 13% • FY 40% • AA 58% • Hispanic 55% • Am Indian 80% • SWD 37%	8th Grade Reading Inventory/Lexile (March) • Overall 72% • SED 62% • EL 14% • FY 100% • AA 62% • Hispanic 67% • Am Indian 76% • SWD 33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Middle School Imagine Learning/Math Programs overall grade level growth by 100 Quantile points Increase Middle/High School Imagine Math (Quantile) scores by 4% at grade level for group metrics (Imagine Math)	Middle School Overall Imagine Math/Quantile (February 2021) • 6th Grade - 711 • 7th Grade - 797 • 8th Grade - 870	• Multi-Race 58% Middle School Overall Imagine Math/Quantile (February 2022) • 6th Grade 648 • 7th Grade 770 • 8th Grade 827 6th Grade Imagine Math/Quantile (March 2022) • Overall 24% • SED 17% • EL 1% • FY 0% • AA 15% • Hispanic 21% • Am Indian 0% • SWD 7% • Multi-Race 29% 7th Grade Imagine Math/Quantile (March 2022) • Overall 29% • SED 22% • EL 3% • FY 0% • AA 20%	• Multi-Race 66% Middle School Overall Imagine Math/Quantile (February 2023) • 6th Grade 655 • 7th Grade 749 • 8th Grade 841 6th Grade Imagine Math/Quantile (March 2023) • Overall 24% • SED 19% • EL 5% • FY 11% • AA 15% • Hispanic 21% • Am Indian 31% • SWD 18% • Multi-Race 23% 7th Grade Imagine Math/Quantile (March 2023) • Overall 28% • SED 19% • EL 6% • FY 10% • AA 22%	• Multi-Race 74% Middle School Overall Imagine Math/Quantile (February 2024) • 6th Grade 653 • 7th Grade 727 • 8th Grade 859 6th Grade Imagine Math/Quantile (March 2024) • Overall 25% • SED 20% • EL 4% • FY 40% • AA 18% • Hispanic 17% • Am Indian 11% • SWD 7% • Multi-Race 27% 7th Grade Imagine Math/Quantile (March 2024) • Overall 30% • SED 23% • EL 4% • FY 13% • AA 19%	• Multi-Race 73% Middle School Overall Imagine Math/Quantile • 6th Grade - 811 • 7th Grade - 897 • 8th Grade - 970 6th Grade Imagine Math/Quantile (March 2022) • Overall 28% • SED 21% • EL 6% • FY 12% • AA 19% • Hispanic 25% • Am Indian 32% • SWD 19% • Multi-Race 31% 7th Grade Imagine Math/Quantile (March 2022) • Overall 33% • SED 26% • EL 7% • FY 11% • AA 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Reading Inventory (Lexile) scores by 3% district-wide and for group metrics at 50% or higher Increase Reading Inventory (Lexile) scores by 6% for group metrics under 50% (Reading Inventory)	**High School** **9th Grade Reading Inventory/Lexile (March 2021)** • Overall 75% • SED 67% • EL 18% • FY NA • AA 69% • Hispanic 68% • Am Indian NA • SWD 45% • Multi-Race 79%	• Hispanic 22% • Am Indian 13% • SWD 15% • Multi-Race 29% **8th Grade Imagine Math/Quantile (March 2022)** • Overall 29% • SED 20% • EL 4% • FY 0% • AA 25% • Hispanic 29% • Am Indian 17% • SWD 9% • Multi-Race 31% **High School** **9th Grade Reading Inventory/Lexile (March 2022)** • Overall 70% • SED 58% • EL 13% • FY 67% • AA 61% • Hispanic 64% • Am Indian 56% • SWD 37% • Multi-Race 72%	• Hispanic 22% • Am Indian 10% • SWD 7% • Multi-Race 37% **8th Grade Imagine Math/Quantile (March 2023)** • Overall 34% • SED 28% • EL 8% • FY 0% • AA 19% • Hispanic 27% • Am Indian 13% • SWD 9% • Multi-Race 36% **High School** **9th Grade Reading Inventory/Lexile (March 2023)** • Overall 60% • SED 56% • EL 10% • FY 33% • AA 52% • Hispanic 54% • Am Indian 71% • SWD 25% • Multi-Race 70%	• Hispanic 25% • Am Indian 43% • SWD 10% • Multi-Race 31% **8th Grade Imagine Math/Quantile (March 2024)** • Overall 34% • SED 25% • EL 3% • FY 17% • AA 27% • Hispanic 27% • Am Indian 7% • SWD 11% • Multi-Race 43% **High School** **9th Grade Reading Inventory/Lexile (March 2024)** • Overall 67% • SED 60% • EL 4% • FY 63% • AA 61% • Hispanic 61% • Am Indian 64% • SWD 32% • Multi-Race 69%	• Hispanic 26% • Am Indian 17% • SWD 21% • Multi-Race 38% **8th Grade Imagine Math/Quantile (March 2022)** • Overall 35% • SED 29% • EL 9% • FY 4% • AA 29% • Hispanic 33% • Am Indian 21% • SWD 13% • Multi-Race 37% **High School** **9th Grade Reading Inventory/Lexile (March)** • Overall 78% • SED 70% • EL 24% • FY 69% • AA 72% • Hispanic 71% • Am Indian 72% • SWD 51% • Multi-Race 82%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10th Grade Reading Inventory/Lexile (March 2021) • Overall 80% • SED 72% • EL 16% • FY NA • AA 73% • Hispanic 76% • Am Indian NA • SWD 45% • Multi-Race 81%	10th Grade Reading Inventory/Lexile (March 2022) • Overall 75% • SED 70% • EL 17% • FY 50% • AA 74% • Hispanic 67% • Am Indian 65% • SWD 44% • Multi-Race 83%	10th Grade Reading Inventory/Lexile (March 2023) • Overall 64% • SED 55% • EL 15% • FY 0% • AA 55% • Hispanic 59% • Am Indian 71% • SWD 31% • Multi-Race 64%	10th Grade Reading Inventory/Lexile (March 2024) • Overall 69% • SED 62% • EL 20% • FY 20% • AA 62% • Hispanic 62% • Am Indian 73% • SWD 33% • Multi-Race 67%	10th Grade Reading Inventory/Lexile (March) • Overall 83% • SED 75% • EL 21% • FY 52% • AA 76% • Hispanic 79% • Am Indian 72% • SWD 51% • Multi-Race 84%
	11th Grade Reading Inventory/Lexile (March 2021) • Overall 73% • SED 67% • EL 3% • FY NA • AA 64% • Hispanic 67% • Am Indian NA • SWD 35% • Multi-Race 84%	11th Grade Reading Inventory/Lexile (March 2022) • Overall 66% • SED 57% • EL 10% • FY 44% • AA 63% • Hispanic 60% • Am Indian 73% • SWD 32% • Multi-Race 70%	11th Grade Reading Inventory/Lexile (March 2023) • Overall 59% • SED 52% • EL 8% • FY 20% • AA 57% • Hispanic 52% • Am Indian 50% • SWD 30% • Multi-Race 65%	11th Grade Reading Inventory/Lexile (March 2024) • Overall 58% • SED 51% • EL TBD • FY 50% • AA 50% • Hispanic 53% • Am Indian 42% • SWD 25% • Multi-Race 63%	11th Grade Reading Inventory/Lexile (March) • Overall 76% • SED 70% • EL 14% • FY 48% • AA 67% • Hispanic 70% • Am Indian 75% • SWD 41% • Multi-Race 87%
Increase High School Imagine Learning/Math Programs overall	High School Overall Imagine Math/Quantile (February 2021) • 9th Grade - 905	High School Overall Imagine Math/Quantile (February 2022) • 9th Grade 865	High School Overall Imagine Math/Quantile (February 2023) • 9th Grade 881	High School Overall Imagine Math/Quantile (February 2024) • 9th Grade 894	High School Overall Imagine Math/Quantile • 9th Grade - 1055

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
grade level growth by 150 Quantile points (Imagine Math)	• 10th Grade - 929	• 10th Grade 871 9th Grade Imagine Math/Quantile (March 2022) • Overall 23% • SED 16% • EL 5% • FY 0% • AA 14% • Hispanic 17% • Am Indian 23% • SWD 3% • Multi-Race 22% 10th Grade Imagine Math/Quantile (March 2022) • Overall 13% • SED 9% • EL 0% • FY 0% • AA 14% • Hispanic 17% • Am Indian 9% • SWD <1% • Multi-Race 22% APEX Course Completions (2021) • District: 1285 • MCA: 907	• 10th Grade 903 9th Grade Imagine Math/Quantile (March 2023) • Overall 28% • SED 19% • EL 11% • FY 25% • AA 19% • Hispanic 22% • Am Indian 29% • SWD 3% • Multi-Race 27% 10th Grade Imagine Math/Quantile (March 2023) • Overall 11% • SED 8% • EL 4% • FY 0% • AA 5% • Hispanic 9% • Am Indian 18% • SWD 2% • Multi-Race 13% APEX Course Completions (2022) • District: 6169	• 10th Grade 864 9th Grade Imagine Math/Quantile (March 2024) • Overall 32% • SED 27% • EL 4% • FY 29% • AA 22% • Hispanic 26% • Am Indian 17% • SWD 7% • Multi-Race 34% 10th Grade Imagine Math/Quantile (March 2024) • Overall 11% • SED 8% • EL 4% • FY 33% • AA 6% • Hispanic 8% • Am Indian 25% • SWD 1% • Multi-Race 10% APEX Course Completions (2023) • District: 2872	• 10th Grade - 1079 9th Grade Imagine Math/Quantile (March 2022) • Overall 29% • SED 21% • EL 12% • FY 26% • AA 20% • Hispanic 23% • Am Indian 30% • SWD 7% • Multi-Race 28% 10th Grade Imagine Math/Quantile (March 2022) • Overall 17% • SED 13% • EL 5% • FY 4% • AA 18% • Hispanic 21% • Am Indian 19% • SWD 4% • Multi-Race 26% APEX Course Completions • District: 6169
	APEX Course Completions (2020) • District: 2614 • MCA: 1955				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase APEX Programs course completion by 10% (APEX Learning)	• MMHS: 256 • MVHS: 146 • VMHS: 257	• MMHS: 70 • MVHS: 23 • VMHS: 285	• MCA Daily: 2802 • MCA Options: 117 • MMHS: 843 • MVHS: 1337 • VMHS: 1070	• MCA Daily: 1334 • MCA Options: 93 • MMHS: 275 • MVHS: 374 • VMHS: 588	• MCA Daily: 2802 • MCA Options: 117 • MMHS: 843 • MVHS: 1337 • VMHS: 1070
Increase the number of Summer School courses recovered by 10% (Aeries SIS)	Semester Courses Recovered (2020) • Summer School: 660	Semester Courses Recovered (2021) • Summer School: 1563	Semester Courses Recovered (2022) • Summer School: 1242	Semester Courses Recovered (2023) • Summer School: 910	Semester Courses Recovered • Summer School: 1563
2.5 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Elementary Grade K ESGI End of Year Phonics Summary Grade 1 ESGI End of Year Phonics Summary (ESGI) Grade 2 i-Ready ELA and math results	2.5 Site SPSA Support Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers	2.5 Site SPSA Support Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers	2.5 Site SPSA Support Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers	2.5 Site SPSA Support Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers	2.5 Site SPSA Support Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 3 i-Ready ELA and math results Grade 4 i-Ready ELA and math results Grade 5 i-Ready ELA and math results (i-Ready) Increase Grade 3 CAASPP scale score by 3 points in ELA and math district-wide and 6 points for student groups below the district level. Increase Grade 3 CAASPP scale score by 3 points in ELA and math at the elementary schools. (Dataquest) Baseline is Spring 2019 Data Secondary Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student	Secondary Refer to Metrics in 2.2 Provide additional MS/HS Sections for Intervention/Acceleration	Secondary Refer to Metrics in 2.2 Provide additional MS/HS Sections for Intervention/Acceleration	Secondary Refer to Metrics in 2.2 Provide additional MS/HS Sections for Intervention/Acceleration	Secondary Refer to Metrics in 2.2 Provide additional MS/HS Sections for Intervention/Acceleration	Secondary Refer to Metrics in 2.2 Provide additional MS/HS Sections for Intervention/Acceleration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
group, student group rates by 1.5%, and MCA by 6% (Aeries SIS) Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race group rate), and SMS by .75% (Aeries SIS) Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide (Dataquest) Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Murrieta Canyon Academy (Dataquest) Maintain District High School Dropout Rate Decrease District High School Dropout Rate by .3% for the following students groups: SED, EL, FY, SWD (Dataquest) Maintain District Middle School Dropout Rate (Dataquest) Baseline on Spring 2019 Data					

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Murrieta Valley Unified School District implemented all Goal 2 actions. These actions were important in addressing a variety of student achievement needs which are still impacted by the pandemic. The district was intentionally focused on implementing Goal 2 actions and services to intervene and meet the learning needs of our unduplicated and identified student groups.

In Goal 2, the district experienced success in implementing a professional learning team for our elementary intervention teachers. This model brought these teachers together monthly to discuss practices, align with one another, and continue to learn about the district's intervention

programs. There was also success in English Learner Program support, as the district provided ongoing training to representative groups of teachers from throughout the district. The training was well-received and there is evidence that practices were brought back to the sites for sharing and implementation. The district continued to experience the challenge of students with academic gaps, overall and as a result of the pandemic. This was particularly profound in mathematics, as well as in foundational literacy skills at all elementary grade levels. The district continues to face challenges in meeting the needs of newcomer students and our Long-term English Learners. A committee is developing a comprehensive English Learner Master Plan in order to provide guidance for addressing these challenges, and a number of immediate actions are planned for next school year to meet the needs of these students.

There were no substantive differences between planned Goal 2 actions and the actual implementation of these actions.

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

The district used a 10% threshold (above and below budget) to define a substantive material difference.

Action 2.4 was fully implemented, but the expenditures reflect a decrease of 18% as the need for student workbooks for the Read 180 intervention program was lower than anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 Elementary Intervention Teachers were effective in improving learning for our unduplicated and identified student groups by providing targeted support in small groups. While CAASPP scores are still significantly below pre-pandemic levels, mid-year iReady scores demonstrate maintenance or growth in student achievement levels in both ELA and Math at most grade levels. This year, our intervention teachers were trained in structured literacy and foundational skills. They were provided support in implementing a new phonics intervention program, 95% Phonics. This enabled them to provide intervention to intermediate students who were still not proficient in foundational literacy skills. The team also worked on identifying entrance and exit criteria for interventions, as well as on using iReady data, in addition to local district assessment data, to make informed decisions about student intervention needs. Intervention teachers continued to respond to student needs with supplemental, targeted support in a small group setting. Intervention staff also collaborated with teachers and professional learning teams to address the specific needs of English Learners, low-income students, and foster/homeless students.

2.2 Additional Secondary Sections for Intervention/Acceleration were effective in providing our unduplicated and identified student groups with academic supports and credit recovery opportunities. F Rates have declined a little in high school and stayed static in middle school. Overall, CAASPP and CAST scores are either maintaining or are showing evidence of improving. Our district continues to demonstrate strong high school graduations rates as well. The additional sections provided school sites the opportunity to run intervention classes or other opportunities to support student learning and academic achievement, based on their school's needs. This was complemented by the district implementation of office hours which provides opportunities during the school day for students to get the support they need with learning

current content, filling in prerequisite skills, or making up schoolwork. This emphasis on closing learning gaps and providing opportunities for credit recovery, particular for our unduplicated and identified student groups, continued to provide students with the support they needed to achieve and meet graduation requirements.

2.3 The English Learner Program Support was effective in meeting the needs of English Learners. While our ELPI score shows some decline, our district's reclassification rate has shown growth. This year, we continued to put a variety of supports in place for our English Learners, including homework clubs, language acquisition curriculum and software, technology supports for newcomers, and teacher professional development. In particular, this training was enhanced this year with an opportunity for ongoing learning for representative groups of teachers from throughout the district. This was well-received and generated conversations at the school sites regarding how we can improve our instruction to support these learners. This year, we continued to hold DELAC meetings, as well as a district-wide celebration for our students who had reclassified. An English Learner Master Plan is being completed and will be shared with our educational partners next year. It will provide guidance to staff regarding the delivery of integrated and designated supports for students and the district's approach to supporting our newcomer students and families. A focus this year has been on analyzing our Long-term English Learner population so that actions can be in place to better meet their needs in the future. There are also plans to collaborate with staff regarding effective practices to address the needs of our dually identified students (EL and Special Education). The academic growth of English Learners continues to be a top priority for the district. As such, it has been added as a goal in our Board of Education's Annual Goals and Directions document.

2.4 Intervention Programs and Supports were effective in meeting the learning needs of our unduplicated and identified student groups. While CAASPP scores are still significantly below pre-pandemic levels, mid-year iReady scores demonstrate maintenance or growth in student achievement levels in both ELA and Math at most grade levels. Middle and High School Reading Inventory/Lexile and Imagine Math/Quantile scores are inconsistent with pockets of growth and some areas of decline. While not as high as last year when we were coming out of the pandemic, APEX course completion numbers and summer school course recovery numbers continued to be high, demonstrating the focus on credit recovery in our high schools. Read 180 continued to be a key reading intervention program in our schools, and Beyond SST enabled staff to collaborate with families and one another to develop intervention plans to support students with more profound needs. At the secondary level, we are exploring options for a new computer-based program that will respond to student performance data and help fill in academic gaps. There is an ongoing need to focus on academic gaps which are still present after the pandemic. Intervention programs and supports are one way we are addressing this challenge for our students, including our unduplicated and identified student groups.

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

The new three-year LCAP will include the same Goal 2 with minor word changes. This broad goal has been an effective way to articulate this group of actions and services that address student learning gaps and meeting individual student needs. The district will be streamlining metrics to make them more accessible to educational partners. Data will not be broken out by school, but we will continue to identify how student groups are performing in relation to all students.

The following adjustments will be made to Goal 2 actions and/or the implementation of these actions:

2.1 and 2.2 Intervention Teachers and Intervention Sections: These actions will be focused on the specific needs of students in the area of mathematics. Elementary intervention teachers will provide more math interventions and secondary schools will focus on ensuring intervention sections and office hours target student support in the area of math.

2.3 English Learner Program Support: The new LCAP will include a separate action to address the specific needs of our Long-term English Learners and new metrics to align to it.

2.4 Intervention Programs and Support: The district will be transitioning to a new program (EduClimber) to support the SST process. The BeyondSST program will be phased out after we get the process started in the EduClimber platform. The district will also be moving to new programs at the secondary level for our diagnostic assessments (Renaissance STAR) and for providing individualized gap filling (Renaissance Freckle). The district has determined that these programs will better meet the needs of our staff and students.

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

Goals and Actions

Goal

Goal #	Description
3	Professional Development: Ensure classroom teachers, instructional support staff, and school administrators are trained in state standards, standards-aligned curriculum, research-based instructional strategies, instructional technology, instructional resources and assessments, and the collection and use of data in professional learning communities. Recruit and retain a diverse and highly qualified staff to promote learning for all students through the implementation of best practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Maintain Instructional Coaching Support (Elementary and Secondary) Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation Grade 1 ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI) i-Ready Increase ELA and math proficiency by	3.1 Maintain Instructional Coaching Support Grade K ESGI 64% met or exceeded expectation Grade 1 ESGI 64% met or exceeded expectation Grade 2 i-Ready • ELA 50% • Math 34% Grade 3 i-Ready • ELA 66% • Math 32%	3.1 Maintain Instructional Coaching Support i-Ready (December 2021) Grade K i-Ready • ELA 56% • Math 38% Grade 1 i-Ready • ELA 38% • Math 26% Grade 2 i-Ready • ELA 49% • Math 30% Grade 3 i-Ready • ELA 63% • Math 32%	3.1 Maintain Instructional Coaching Support i-Ready (December 2022) Grade K i-Ready • ELA 56% • Math 37% Grade 1 i-Ready • ELA 40% • Math 26% Grade 2 i-Ready • ELA 55% • Math 32% Grade 3 i-Ready • ELA 67% • Math 34%	3.1 Maintain Instructional Coaching Support i-Ready (December 2023) Grade K i-Ready • ELA 60% • Math 39% Grade 1 i-Ready • ELA 39% • Math 25% Grade 2 i-Ready • ELA 58% • Math 32% Grade 3 i-Ready • ELA 68% • Math 38%	3.1 Maintain Instructional Coaching Support Grade K i-Ready • ELA 60% • Math 42% Grade 1 i-Ready • ELA 42% • Math 30% Grade 2 i-Ready • ELA 56% • Math 40% Grade 3 i-Ready • ELA 72% • Math 38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6% (December results) (i-Ready) Increase Grade Level CAASPP ELA and math Percentage Met by 3%	Grade 4 i-Ready • ELA 46% • Math 34% Grade 5 i-Ready • ELA 47% • Math 42% CAASPP ELA Percentage Met ELA • 3rd 63.98% • 4th 63.61% • 5th 66.73% • 6th 58.81% • 7th 66.20% • 8th 58.56% • 11th 71.90% CAASPP Math Percentage Met Math • 3rd 62.78% • 4th 61.29% • 5th 53.94% • 6th 48.18% • 7th 48.22% • 8th 47.09% • 11th 44.31% CAASPP/CAST Scale Score (Distance from met) ELA • 3rd 24.8 • 4th 24.4	Grade 4 i-Ready • ELA 47% • Math 35% Grade 5 i-Ready • ELA 45% • Math 39% 2019 CAASPP ELA Percentage Met ELA • 3rd 63.98% • 4th 63.61% • 5th 66.73% • 6th 58.81% • 7th 66.20% • 8th 58.56% • 11th 71.90% 2019 CAASPP Math Percentage Met Math • 3rd 62.78% • 4th 61.29% • 5th 53.94% • 6th 48.18% • 7th 48.22% • 8th 47.09% • 11th 44.31% CAASPP/CAST 2019 Scale Score (Distance from met) ELA • 3rd 24.8 • 4th 24.4	Grade 4 i-Ready • ELA 48% • Math 42% Grade 5 i-Ready • ELA 47% • Math 43% 2022 CAASPP ELA Percentage Met ELA • 3rd 47.06% • 4th 50.83% • 5th 57.40% • 6th 57.55% • 7th 64.57% • 8th 55.71% • 11th 69.67% 2022 CAASPP Math Percentage Met Math • 3rd 52.71% • 4th 46.44% • 5th 39.10% • 6th 39.25% • 7th 40.58% • 8th 36.93% • 11th 35.58% CAASPP/CAST 2022 Scale Score (Distance from met) ELA • 3rd -9.2 • 4th -1.4	Grade 4 i-Ready • ELA 51% • Math 45% Grade 5 i-Ready • ELA 49% • Math 48% 2023 CAASPP ELA Percentage Met ELA • 3rd 49.21% • 4th 48.03% • 5th 53.67% • 6th 54.67% • 7th 63.24% • 8th 58.09% • 11th 72.54% 2023 CAASPP Math Percentage Met Math • 3rd 52.00% • 4th 49.80% • 5th 42.41% • 6th 38.98% • 7th 41.42% • 8th 41.85% • 11th 38.11% CAASPP/CAST 2023 Scale Score (Distance from met) ELA • 3rd -6.7 • 4th -9.0	Grade 4 i-Ready • ELA 52% • Math 44% Grade 5 i-Ready • ELA 53% • Math 48% CAASPP ELA Percentage Met ELA • 3rd 66.98% • 4th 66.61% • 5th 69.73% • 6th 61.81% • 7th 69.20% • 8th 61.56% • 11th 74.90% CAASPP Math Percentage Met Math • 3rd 65.78% • 4th 64.29% • 5th 56.94% • 6th 51.18% • 7th 51.22% • 8th 50.09% • 11th 47.31% CAASPP/CAST Scale Score (Distance from met) ELA • 3rd 27.8 • 4th 27.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide (Dataquest) Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6% (Aeries SIS)	• 5th 21.4 • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3 Math • 3rd 19.1 • 4th 16.3 • 5th 0.8 • 6th -10.8 • 7th -5.3 • 8th -14.1 • 11th -22.7 Science • 5th -6.1 • 8th -9.5 • HS -8.8 High School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 4.36% • SED 6.85% • EL 11.68% • FY 13.04% • AA 5.76% • Hispanic 6.02% • Am Indian 22.58% • SWD 7.99% • Multi-Race 4.16%	• 5th 21.4 • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3 Math • 3rd 19.1 • 4th 16.3 • 5th 0.8 • 6th -10.8 • 7th -5.3 • 8th -14.1 • 11th -22.7 Science • 5th -6.1 • 8th -9.5 • HS -8.8 High School Grade of "F" Rate (2 or more from 1st semester 2021) • Overall 10.23% • SED 14.56% • EL 21.72% • FY 16.67% • AA 12.57% • Hispanic 12.08% • Am Indian 14.29% • SWD 14.07% • Multi-Race 11.06%	• 5th 14.5 • 6th 12.5 • 7th 26.1 • 8th 10.3 • 11th 48.1 Math • 3rd -1.4 • 4th -10.5 • 5th -26.6 • 6th -30.1 • 7th -29.6 • 8th -40.1 • 11th -47.6 Science • 5th -6.8 • 8th -7.5 • HS -9.5 High School Grade of "F" Rate (2 or more from 1st semester 2022) • Overall 7.29% • SED 9.96% • EL 11.47% • FY 26.92% • AA 9.57% • Hispanic 9.0% • Am Indian 12.35% • SWD 11.40% • Multi-Race 9.39%	• 5th 7.1 • 6th 7.0 • 7th 24.2 • 8th 14.2 • 11th 56.8 Math • 3rd -0.7 • 4th -7.5 • 5th -23.6 • 6th -30.0 • 7th -26.5 • 8th -25.6 • 11th -42.4 Science • 5th -7.6 • 8th -6.2 • HS -4.4 High School Grade of "F" Rate (2 or more from 1st semester 2023) • Overall 6.52% • SED 6.95% • EL 14.73% • FY 24.24% • AA 8.98% • Hispanic 7.93% • Am Indian 6.33% • SWD 8.94% • Multi-Race 7.88%	• 5th 24.4 • 6th 14.9 • 7th 30.1 • 8th 19.5 • 11th 57.3 Math • 3rd 22.1 • 4th 19.3 • 5th 3.8 • 6th -7.8 • 7th -2.3 • 8th -11.1 • 11th -19.7 Science • 5th -3.1 • 8th -6.5 • HS -5.8 High School Grade of "F" Rate (2 or more from 1st semester) • Overall 3.61% • SED 5.35% • EL 10.18% • FY 11.54% • AA 4.26% • Hispanic 4.52% • Am Indian 11.85% • SWD 6.49% • Multi-Race 3.41%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race group rate), and SMS by .75% (Aeries SIS) Based on Spring 2019 Data	• MMHS 3.70% • MVHS 3.79% • VMHS 4.34% • MCA (Daily) 21.56% Middle School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 2.47% • SED 4.38% • EL 4.05% • FY 7.14% • AA 4.01% • Hispanic 3.61% • Am Indian 11.76% • SWD 3.59% • Multi-Race 1.07% • DMMS 1.86% • SMS 3.72% • TMS 2.16% • WSMS 2.05%	• MMHS 8.34% • MVHS 9.88% • VMHS 11.64% • MCA (Daily) 5.92% Middle School Grade of "F" Rate (2 or more from 1st semester 2021) • Overall 4.19% • SED 6.49% • EL 6.49% • FY 0.00% • AA 5.14% • Hispanic 4.85% • Am Indian 5.7% • SWD 3.94% • Multi-Race 5.14% • DMMS 2.04% • SMS 3.32% • TMS 6.52% • WSMS 3.55%	• MMHS 6.70% • MVHS 7.71% • VMHS 7.39% • MCA (Daily) 10.99% Middle School Grade of "F" Rate (2 or more from 1st semester 2022) • Overall 3.25% • SED 4.37% • EL 5.95% • FY 10.0% • AA 4.27% • Hispanic 4.54% • Am Indian 5.17% • SWD 4.08% • Multi-Race 3.87% • DMMS 1.26% • SMS 4.12% • TMS 4.55% • WSMS 1.86% • L@H 12.37%	• MMHS 5.42% • MVHS 3.43% • VMHS 6.44% • MCA (Daily) 15.48% Middle School Grade of "F" Rate (2 or more from 1st semester 2023) • Overall 4.00% • SED 5.23% • EL 7.08% • FY 13.79% • AA 6.14% • Hispanic 4.73% • Am Indian 11.76% • SWD 6.00% • Multi-Race 3.68% • DMMS 1.95% • SMS 5.32% • TMS 5.63% • WSMS 0.86% • L@H 16.67%	• MMHS 2.95% • MVHS 3.04% • VMHS 3.59% • MCA (Daily) 8.99% Middle School Grade of "F" Rate • Overall 2.17% • SED 3.63% • EL 3.30% • FY 0.00% • AA 3.26% • Hispanic 2.86% • Am Indian 4.92% • SWD 2.84% • Multi-Race 1.07% • DMMS 1.26% • SMS 2.97% • TMS 1.86% • WSMS 1.75% • L@H 12.07%
3.2 Maintain Fully Credentialed Teachers Maintain 100% appropriately assigned and fully credentialed in the	3.2 Maintain Fully Credentialed Teachers • District 100% teachers are fully credentialed	3.2 Maintain Fully Credentialed Teachers • District 100% teachers are fully credentialed	3.2 Maintain Fully Credentialed Teachers • District 100% teachers are fully credentialed	3.2 Maintain Fully Credentialed Teachers • District 100% teachers are fully credentialed	3.2 Maintain Fully Credentialed Teachers • District 100% teachers are fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
subject area and for the students they are teaching (CAL SIS) Maintain 100% participation of teachers in the Induction Program (District Documents) Maintain 100% teachers in the Induction Program completing their clear credential (CAL SIS) Retain 96% teachers participating and completing the Induction Program (District Documents) Baseline is 2019-20 Data	• 100% participation of teachers in the Induction Program • 100% of teachers participate in the Induction Program to complete their clear credential • District retains at least 96% teachers who participate and complete the Induction Program	• 100% participation of teachers in the Induction Program • 100% of teachers participate in the Induction Program to complete their clear credential • District retains at least 98% teachers who participate and complete the Induction Program	• 100% participation of teachers in the Induction Program • 100% of teachers participate in the Induction Program to complete their clear credential • District retains at least 98% teachers who participate and complete the Induction Program	• 100% participation of teachers in the Induction Program • 100% of teachers participate in the Induction Program to complete their clear credential • District retains at least 95% teachers who participate and complete the Induction Program	• 100% participation of teachers in the Induction Program • 100% of teachers participate in the Induction Program to complete their clear credential • District retains at least 98% teachers who participate and complete the Induction Program
3.3 Maintain Professional Development, Curriculum	3.3 Maintain Professional Development, Curriculum	3.3 Maintain Professional Development, Curriculum	3.3 Maintain Professional Development, Curriculum	3.3 Maintain Professional Development, Curriculum	3.3 Maintain Professional Development, Curriculum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Development, and Collaboration

Grade K ESGI End of Year Phonics Summary

Grade 1ESGI End of Year Phonics Summary

(ESGI)

Grade 2 i-Ready ELA and math results

Grade 3 i-Ready ELA and math results

Grade 4 i-Ready ELA and math results

Grade 5 i-Ready ELA and math results

(i-Ready)

Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide

(Dataquest) | Development, and Collaboration

Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics | Development, and Collaboration

Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics | Development, and Collaboration

Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics | Development, and Collaboration

Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics | Development, and Collaboration

Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics |
| | High School Cohort Graduation Rate - 4 year (2020)
• District 96.9% | High School Cohort Graduation Rate - 4 year (2021)
• District 96.3% | High School Cohort Graduation Rate - 4 year (2022)
• District 96.3% | High School Cohort Graduation Rate - 4 year (2023)
• District 96.7% | High School Cohort Graduation Rate - 4 year
• District 96.9% |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (Dataquest)	• SED 95.5% • EL 90.1% • FY 84.6% • AA 97.5% • Hispanic 95.2% • Am Indian NA • SWD 85.2% • Multi-Race 98.6% • MMHS 97.6% • MVHS 98.0% • VMHS 97.8% • MCA 81.3%	• SED 93.9% • EL 91.3% • FY 91.7% • AA 95.3% • Hispanic 96.9% • Am Indian NA • SWD 87.2% • Multi-Race 95.8% • MMHS 97.3% • MVHS 97.3% • VMHS 96.9% • MCA 81.4%	• SED 94.7% • EL 93.8% • FY 63.6% • AA 96.0% • Hispanic 96.8% • Am Indian NA • SWD 82.9% • Multi-Race 95.5% • MMHS 97.5% • MVHS 97.8% • VMHS 95.9% • MCA 90.1% • Murrieta Options 80.6%	• SED 95.7% • EL 93.1% • FY NA • AA 97.7% • Hispanic 96.1% • Am Indian NA • SWD 86.9% • Multi-Race 96.7% • MMHS 96.4% • MVHS 97.7% • VMHS 97.3% • MCA 90.4% • Murrieta Options 86.7%	• SED 98.5% • EL 94.8% • FY 87.6% • AA 97.5% • Hispanic 98.2% • Am Indian NA • SWD 88.2% • Multi-Race 98.6% • MMHS 97.6% • MVHS 98.0% • VMHS 97.8% • MCA 91.1% • Murrieta Options 81.6%
Increase CCI Rate by 3% district-wide and at the comprehensive high schools. Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (California School Dashboard)	CCI rate (2020) • District 60.1% • SED 51.2% • EL 27.8% • FY NA • AA 43.8% • Hispanic 53.5% • Am Indian NA • SWD 12.2% • Multi-Race 70.2% • MMHS 55.7% • MVHS 62.8% • VMHS 68.9% • MCA 8.8% Refer to Metrics in 3.1	CCI rate (2020) • District 60.1% • SED 51.2% • EL 27.8% • FY NA • AA 43.8% • Hispanic 53.5% • Am Indian NA • SWD 12.2% • Multi-Race 70.2% • MMHS 55.7% • MVHS 62.8% • VMHS 68.9% • MCA 8.8% Refer to Metrics in 3.1	CCI rate - No CCI Reported for 2022 • District NA • SED NA • EL NA • FY NA • AA NA • Hispanic NA • Am Indian NA • SWD NA • Multi-Race NA • MMHS NA • MVHS NA • VMHS NA • MCA NA Refer to Metrics in 3.1	CCI rate for 2023 • District 53.7% • SED 44.7% • EL 26.4% • FY NA • AA 42.6% • Hispanic 46.2% • Am Indian NA • SWD 11.5% • Multi-Race 55.6% • MMHS 47.2% • MVHS 59.7% • VMHS 59.1% • MCA 10.8% Refer to Metrics in 3.1	CCI rate • District 63.1% • SED 57.2% • EL 33.8% • FY NA • AA 49.8% • Hispanic 59.5% • Am Indian NA • SWD 18.2% • Multi-Race 73.2% • MMHS 58.7% • MVHS 65.8% • VMHS 71.9% • MCA 14.8% Refer to Metrics in 3.1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6% (Aeries SIS) Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race group rate), and SMS by .75% (Aeries SIS) Based on Spring 2019 Data	Maintain Instructional Coaching Support high school and middle school "F" rate metrics	Maintain Instructional Coaching Support high school and middle school "F" rate metrics	Maintain Instructional Coaching Support high school and middle school "F" rate metrics	Maintain Instructional Coaching Support high school and middle school "F" rate metrics	Maintain Instructional Coaching Support high school and middle school "F" rate metrics
3.4 Maintain Outsourced Data and Programs to Support Student Learning and Teacher Professional Development	3.4 Maintain Outsourced Data and Programs to Support Student Learning	3.4 Maintain Outsourced Data and Programs to Support Student Learning	3.4 Maintain Outsourced Data and Programs to Support Student Learning	3.4 Maintain Outsourced Data and Programs to Support Student Learning	3.4 Maintain Outsourced and Data and Programs to Support Student Learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade K ESGI End of Year Phonics Summary Grade 1ESGI End of Year Phonics Summary (ESGI) Grade 2 i-Ready ELA and math results Grade 3 i-Ready ELA and math results Grade 4 i-Ready ELA and math results Grade 5 i-Ready ELA and math results (i-Ready) Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide (Dataquest) Maintain High School Cohort Graduation Rate district-wide	Refer to Metrics in 3.1 Maintain Instructional Coaching Support	Refer to Metrics in 3.1 Maintain Instructional Coaching Support	Refer to Metrics in 3.1 Maintain Instructional Coaching Support	Refer to Metrics in 3.1 Maintain Instructional Coaching Support	Refer to Metrics in 3.1 Maintain Instructional Coaching Support
	Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration	Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration	Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration	Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration	Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (Dataquest) Increase CCI Rate by 3% district-wide and at the comprehensive high schools. Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (California School Dashboard) Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6%	Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics	Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics	Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics	Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics	Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Aeries SIS) Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race group rate), and SMS by .75% (Aeries SIS) Complete Annual Reflection Tool for the Local Performance Indicators with Maintained or Improved Annual Rates in each of the LCFF Priority Areas (California School Dashboard) Based on Spring 2019 Data	Completed Annual Reflection Tool for the Local Performance Indicators with Maintained or Improved Annual Rates in each of the LCFF Priority Areas	Completed Annual Reflection Tool Priority 2 (Implementation of Academic Standards) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates	Completed Annual Reflection Tool Priority 2 (Implementation of Academic Standards) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates	Completed Annual Reflection Tool Priority 2 (Implementation of Academic Standards) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates	Completed Annual Reflection Tool Priority 2 (Implementation of Academic Standards) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates
3.5 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Grade K ESGI End of Year Phonics Summary	3.5 Site SPSA Support Refer to Metrics in 3.1 Maintain Instructional Coaching Support -	3.5 Site SPSA Support Refer to Metrics in 3.1 Maintain Instructional Coaching Support - i-Ready and CAASPP	3.5 Site SPSA Support Refer to Metrics in 3.1 Maintain Instructional Coaching Support - i-Ready and CAASPP	3.5 Site SPSA Support Refer to Metrics in 3.1 Maintain Instructional Coaching Support - i-Ready and CAASPP	3.5 Site SPSA Support Refer to Growth Metrics in 3.1 Maintain Instructional Coaching

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 1 ESGI End of Year Phonics Summary (ESGI) Grade 2 i-Ready ELA and math results Grade 3 i-Ready ELA and math results Grade 4 i-Ready ELA and math results Grade 5 i-Ready ELA and math results (i-Ready) Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide (Dataquest) Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation 3% for the student groups below the	ESGI, i-Ready, and CAASPP Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration - Graduation and CCI rates	Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration - Graduation and CCI rates	Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration - Graduation and CCI rates	Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration - Graduation and CCI rates	Support - i-Ready and CAASPP Refer to Additional Growth Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration - Graduation and CCI rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district-wide percentage and at Murrieta Canyon Academy (Dataquest) Increase CCI Rate by 3% district-wide and at the comprehensive high schools. Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (California School Dashboard) Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6% (Aeries SIS) Decrease middle school "F" rate (2+	Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics	Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics	Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics	Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics	Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race group rate), and SMS by .75% (Aeries SIS) Based on Spring 2019 Data					

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The Murrieta Valley Unified School District implemented all Goal 3 actions. These actions were important in addressing the professional development of our staff so that they could respond to the various learning, engagement, and behavioral needs of our students. The district was intentionally focused on implementing Goal 3 actions and services to help our staff meet the needs of our unduplicated and identified student groups.

For Goal 3, the district experienced success with our Induction Program's development of Teaching Essentials. This four-course sequence of training provided participants with an overview of key areas of classroom instruction, aligned to our district's current focus areas. The training was required of all new teachers but made available to any teachers who wanted to participate in it. The district also experienced success in implementing Outsourced Data and Assessment Programs as part of the implementation of professional learning teams. These programs provided teachers with a mechanism for reviewing common assessment data in order to make instructional decisions and to develop interventions to support all students. The district encountered some challenges with these tools, as teachers had to learn how to use them effectively. Teachers also had feedback regarding the assessments themselves which were regularly revised. As we continue to implement professional learning teams district-wide, we are tasked with supporting teachers in this shift in practice. Both the instructional coaches and curriculum work teams were able to provide this support and ensure that questions were addressed and practices were aligned from site to site.

There were no substantive differences between planned Goal 3 actions and the actual implementation of these actions.

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

The district used a 10% threshold (above and below budget) to define a substantive material difference.

Action 3.4 was fully implemented, but the expenditures reflect a decrease of 21% because the district realigned our contract with Panorama to the fiscal year. Payment that previously had been due in June is now due in July.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 Instructional Coaching was effective in providing teachers with support in meeting students' academic, social emotional, and behavioral needs. Our instructional coaches serve the elementary levels. While CAASPP scores are still significantly below pre-pandemic levels, mid-year iReady scores demonstrate maintenance or growth in student achievement levels in both ELA and Math at most grade levels. This year, our instructional coaches met with every grade level team to train them in conceptual math and literacy skills. They provided foundational literacy skills training to all K-3 teachers. They also provided early childhood education professional development to all TK and preschool teachers and instructional assistants. Finally, they helped support teachers in implementing the new social studies and science curriculum and are preparing for a math pilot next school year. Instructional coaches provided consistent training to teachers across the district in a personal manner, often meeting with individual teams and teachers. With the continued impact of the pandemic, the coaches provided guidance in best strategies to meet the needs of all students, including English Learners, low-income students, foster/homeless students, and students with disabilities. Teacher feedback provides evidence that teachers appreciate these collaborative learning opportunities and the ease of getting support from our coaches.

3.2 The Induction Program was effective in helping teachers transition into our district while learning their new profession. Induction candidates were partnered with a job-alike mentor who provided weekly coaching support. The Induction Program continued to function using an inquiry model in which candidates determined their areas of focus and built plans around their goals to demonstrate holistic growth toward mastery in the California Standards for the Teaching Profession (CSTPs). They participated in the district's new Teaching Essentials program which is a four-day training in the essential aspects of teaching in Murrieta, including Engaging and Supporting all Students in Learning, Creating and Maintaining Effective Learning Environments, Planning and Designing Learning for All Students, and Using and Adapting Technology to Support Student Learning. This training was also made available to all teachers. 100% of teachers who qualified participated in the district's Induction Program this year, and the district retained 95% of the teachers who participated and completed the program. Candidates consistently express feeling very supported by an induction program that is within the district and by having mentors who work at their school or at another district school. They have shared that this provides just-in-time support while also helping them navigate a new district. Additionally, having an internal program means that our district teachers who serve as mentors receive professional development and coaching in their role which positively impacts our schools and PLTs. Our lead facilitators of the program have expertise in Special Education and English Learners which provides specialized support to our new teachers. A large component of our Induction Program is focused on

helping new teachers gain skills to support all students, including the specific learning needs of English Learners, low-income students, foster/homeless students, and students with disabilities.

3.3 Curriculum work teams were effective in providing time for training and collaboration on topics such as the implementation of state standards, district assessments, adopted curriculum, and professional learning teams. These teams have continued to focus on revising and strengthening the infrastructure to support the work of our PLT's, including a guaranteed and viable curriculum and district assessments. Work teams took part in course level collaboration, as well as processes for implementing new Social Science curriculum and piloting World Language and AP English materials for upcoming adoption recommendations. They also began revising high school grade level projects to align with the district's newly adopted Profile of a Graduate and developing plans for the implementation of an Ethnic Studies course in the future. Metrics show that these teams are effective overall. F Rates have declined a little in high school and stayed static in middle school. Overall CAASPP and CAST scores are either maintaining or showing evidence of improving. Our district continues to demonstrate strong high school graduations rates as well. The curriculum work teams have been essential to the district's efforts to align instruction and assessment, as well as to equip our PLTs with data they can analyze and use to make decisions regarding next steps to improve student learning. This has a positive impact on students who may require additional support and intervention, such as our unduplicated student populations.

3.4 Outsourced Data and Assessment Programs were effective in supporting teacher collaboration by providing student learning and engagement data for PLTs. This year, the Renaissance DNA program was used K - 12 to proctor district common assessments resulting in data that could be analyzed by teacher teams to inform instruction and identify intervention needs. This is the first year that the district has utilized one consistent assessment system of this kind and launched common assessments across the district for all grade levels and courses. While there is a long way to go in building teacher capacity to use this data, it represents a significant step forward in building an infrastructure to support meaningful collaboration around instruction and learning. Softchoice (Azure) also provided access to the district's Power BI data with templates that keep track of a multitude of real-time metrics that are used to inform school and district planning. Panorama provided sites and staff with student responses to surveys around social emotional competencies and perceptions of the school's supports and environment. This informs a wide range of actions from identifying students for small group counseling to determining focus areas for MTSS behavioral support. Panorama is also the platform that hosts the district's annual LCAP survey. While CAASPP scores are still significantly below pre-pandemic levels, local data demonstrates maintenance or growth in student achievement levels in both ELA and Math at most grade levels. These programs all served our district in developing a data-rich system for staff analysis, discussion, and action, with a focus on addressing the specific needs of English Learners, low-income students, foster/homeless students, and students with disabilities.

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

The new three-year LCAP will include the same Goal 3 with minor word changes. This broad goal has been an effective way to articulate this group of actions and services that address staff professional learning. The district will be streamlining metrics to make them more accessible to educational partners. Data will not be broken out by school, but we will continue to identify how student groups are performing in relation to all students.

The following adjustments will be made to Goal 3 actions and/or the implementation of these actions:

3.1 Instructional Coaching: Coaches will place a greater focus on mathematics instruction and building the capacity of teachers to integrate mathematical practices into their instruction. This will align with the district pilot of new math materials at the elementary level next school year.

3.2 Induction Program: The Induction Program, which oversees the Teaching Essentials, has decided to adjust this series from four days of training to three. The technology day has become embedded into the Immersion training for all teachers new to the district. Staff determined that this was necessary to provide as soon as teachers started in the district, rather than within the two-year window, because it was essential to their daily work.

3.3 Curriculum Work Teams: There will be a team added for Special Education Essentials teachers to collaborate around building a guaranteed and viable curriculum for Essentials courses across the district.

3.4 Outsourced Data and Assessment Programs: The district will be transitioning to a new program (EduClimber) to support teacher collaboration around student learning and engagement within PLTs. This program will provide teachers with a streamlined system for looking at student data, at the course, grade, and individual student level. It will also support the district's focus on mathematics achievement.

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

Goals and Actions

Goal

Goal #	Description
4	Equity, Engagement, School Culture, and Climate: Ensure all school sites embrace the diversity of students and families, as well as foster intentional, equitable learning experiences focused on the whole student. This will contribute to student and family engagement, positive school culture, and social emotional well-being.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1 Equity and Equitable Practices Equity Training/Institutes 100% of elementary staff attend the equity institute in the 2021-22 school year (District Documents) 100% of school and district staff will attend annual equity training (District Documents)	4.1 Equitable Practices 2020-2021 School Year 100% of staff participate in equity training	4.1 Equitable Practices 2021-2022 School Year 100% of elementary staff participated in equity training NA for secondary staff	4.1 Equitable Practices 2022-2023 School Year 100% of staff participated in Equity Through PLC's training at January Buyback Day	4.1 Equitable Practices 2023-2024 School Year 100% of staff participated in Equity Through Inclusion training at January Buyback Day	4.1 Equitable Practices 100% of staff participate in equity training NA of schools complete and revise equity plan
100% of schools complete an equity plan with annual progress monitoring and revisions	100% of schools complete an equity plan	0% of schools completed revisions to site equity plans due to the pandemic	0% of schools completed revisions to site equity plans	0% of schools completed revisions to site equity plans	District will complete and revise equity strategic plan

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(District Documents) The district will complete an equity strategic plan with annual progress monitoring and revisions	District will complete an equity strategic plan	District completed a revised equity strategic plan	District completed a revised equity strategic plan	District completed a revised equity strategic plan	
(District Documents) Stakeholder Survey Equity Metrics (April 2021) (Panorama Education) Increase survey participation by 10% Increase survey percentages by 6% for metrics above 50% and 10% for metrics below 50%	Educational Partner Surveys Equity Measure: Secondary Student Surveys 2973 responses 68% Students fair treatment of others from different backgrounds 74% Staff fair treatment of students from different backgrounds than themselves 47% Students spend time with other students from different backgrounds than themselves	Educational Partner Surveys Equity Measure: Secondary Student Surveys 3745 responses 59% Students fair treatment of others from different backgrounds 61% Staff fair treatment of students from different backgrounds than themselves 69% Students spend time with other students from different backgrounds than themselves	Educational Partner Surveys Equity Measure: Secondary Student Surveys 2432 responses 52% Students fair treatment of others from different backgrounds 62% Staff fair treatment of students from different backgrounds than themselves NA% Students spend time with other students from different backgrounds than themselves	Educational Partner Surveys Equity Measure: Secondary Student Surveys 3,148 responses 55% Students fair treatment of others from different backgrounds 62% Staff fair treatment of students from different backgrounds than themselves NA% Students spend time with other students from different backgrounds than themselves	Educational Partner Surveys Equity Measure: Secondary Student Surveys 3996 responses 74% Students fair treatment of others from different backgrounds 80% Staff fair treatment of students from different backgrounds than themselves NA% Students spend time with other students from different backgrounds than themselves

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase survey participation by 10% Increase survey percentages by 6% for metrics above 50% and 10% for metrics below 50%	47% Students have honest conversations about race, ethnicity, and/or culture Family Surveys 1219 responses 82% Staff fair treatment of others of different backgrounds than themselves 73% Students spend time with other students from different backgrounds than themselves 61% Students be given opportunities to learn about people from different backgrounds than themselves	47% Students have honest conversations about race, ethnicity, and/or culture Family Surveys 1576 responses 79% Staff fair treatment of others of different backgrounds than themselves 85% Students spend time with other students from different backgrounds than themselves 63% Students be given opportunities to learn about people from different backgrounds than themselves	42% Students have honest conversations about race, ethnicity, and/or culture Family Surveys 989 responses 80% Staff fair treatment of others of different backgrounds than themselves NA% Students spend time with other students from different backgrounds than themselves 53% Students are given opportunities to learn about people from different backgrounds than themselves	47% Students have honest conversations about race, ethnicity, and/or culture Family Surveys 1932 responses 79% Staff fair treatment of others of different backgrounds than themselves NA% Students spend time with other students from different backgrounds than themselves 56% Students are given opportunities to learn about people from different backgrounds than themselves	57% Students have honest conversations about race, ethnicity, and/or culture Family Surveys 1686 responses 88% Staff fair treatment of others of different backgrounds than themselves NA% Students spend time with other students from different backgrounds than themselves 67% Students are given opportunities to learn about people from different backgrounds than themselves
Increase survey participation by 10% Increase survey percentages by 6% for metrics above 50% and 10% for metrics below 50%	District Staff Surveys 138 responses 78% Staff fair treatment of others from different backgrounds 39% Staff have	District Staff Surveys 104 responses 75% Staff fair treatment of others from different backgrounds 50% Staff have	District Staff Surveys 78 responses 76% Staff fair treatment of others from different backgrounds 55% Staff have	District Staff Surveys 128 responses 72% Staff fair treatment of others from different backgrounds 48% Staff have	District Staff Surveys 152 responses 84% Staff fair treatment of others from different backgrounds 57% Staff have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase survey participation by 10% Increase survey percentages by 6% for metrics above 50% and 10% for metrics below 50% Suspension Rates (Mid-Year Data 2019-20)	honest conversations about backgrounds/ideologies than their own 39% Staff are encouraged to think about topics related to people from different backgrounds 49% Staff feel equity PD is effective Site Staff Surveys 429 responses 79% Staff fair treatment of others from different backgrounds 46% Staff have honest conversations about backgrounds/ideologies than their own 46% Staff are encouraged to think about topics related to people from different backgrounds 43% Staff feel equity PD is effective	honest conversations about backgrounds/ideologies than their own 46% Staff are encouraged to think about topics related to people from different backgrounds 40% Staff feel equity PD is effective Site Staff Surveys 833 responses 75% Staff fair treatment of others from different backgrounds 43% Staff have honest conversations about backgrounds/ideologies than their own 46% Staff are encouraged to think about topics related to people from different backgrounds 40% Staff feel equity PD is effective	honest conversations about backgrounds/ideologies than their own 48% Staff are encouraged to think about topics related to people from different backgrounds NA% Staff feel equity PD is effective Site Staff Surveys 204 responses 84% Staff fair treatment of others from different backgrounds 55% Staff have honest conversations about backgrounds/ideologies than their own 50% Staff are encouraged to think about topics related to people from different backgrounds NA% Staff feel equity PD is effective	honest conversations about backgrounds/ideologies than their own 52% Staff are encouraged to think about topics related to people from different backgrounds NA Staff feel equity PD is effective Site Staff Surveys 768 responses (279 Classified/489 Teacher) (80%/76%) Staff fair treatment of others from different backgrounds (51%/45%) Staff have honest conversations about backgrounds/ideologies than their own (46%/45%) Staff are encouraged to think about topics related to people from different backgrounds NA% Staff feel equity PD is effective	honest conversations about backgrounds/ideologies than their own 49% Staff are encouraged to think about topics related to people from different backgrounds NA% Staff feel equity PD is effective Site Staff Surveys 891 responses 86% Staff fair treatment of others from different backgrounds 56% Staff have honest conversations about backgrounds/ideologies than their own 56% Staff are encouraged to think about topics related to people from different backgrounds NA% Staff feel equity PD is effective

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates (Mid-Year Data 2019-20) Maintain the district suspension rate Decrease student group suspension rates by .3% if the rate exceeds the district rate (California School Dashboard)	Suspension Rates (2019-20 Mid-Year) • District 1.5% • SED 0.4% (36) • EL 1.3% (15) • FY 4.5% (4) • AA 5.5% (68) • Hispanic 1.7% (157) • Am Indian 4.8% (4) • SWD 4.2% (154) • Multi-Race 2.4% (44)	Suspension Rates (2021-22 Mid-Year-Data as of April) • District 2.2% • SED 2.9% (229) • EL 2.4% (31) • FY 11.1% (16) • AA 4.0% (85) • Hispanic 2.2% (229) • Am Indian 2.7% (7) • SWD 3.9% (195) • Multi-Race 2.1% (67)	Suspension Rates (2022-23 Mid-Year Data as of April) • District 2.2% • SED 3.0% (353) • EL 2.2% (30) • FY 11.4% (15) • AA 4.1% (82) • Hispanic 2.2% (218) • Am Indian 3.8% (9) • SWD 4.5% (224) • Multi-Race 2.7% (83)	Suspension Rates (2023-24 Mid-Year Detail) • District 1.25% • SED 1.60% • EL 1.76% • FY 10.39% • AA 2.41% • Hispanic 1.24% • Am Indian 2.18% • SWD 2.85% • Multi-Race 0.94%	Suspension Rates (Mid-Year) • District 1.5% • SED 0.4% • EL 1.3% • FY 4.2% • AA 3.8% • Hispanic 1.4% • Am Indian 2.5% • SWD 3.7% • Multi-Race 1.9%
Expulsion Numbers (Mid-Year Data 2019-20) Maintain expulsion numbers (Dataquest)	Expulsion Numbers (Mid-Year Data 2019-20) • District - 4	Expulsion Numbers (Mid-Year Data 2021-22) • District - 1	Expulsion Numbers (Mid-Year Data 2022-23) • District - 4	Expulsion Numbers (Mid-Year Data 2023-24) • District - 4	Expulsion Numbers (Mid-Year Data) • District - 4
4.2 Stakeholder Engagement Annual Stakeholder Survey Responses Use of Panorama Education to conduct	4.2 Educational Partner Engagement Annual Educational Partner Survey Measure (Spring 2021):	4.2 Educational Partner Engagement Annual Educational Partner Survey Measure (Spring 2022):	4.2 Educational Partner Engagement Annual Educational Partner Survey Measure (Spring 2023):	4.2 Educational Partner Engagement Annual Educational Partner Survey Measure (Spring 2024):	4.2 Educational Partner Engagement Annual Educational Partner Survey Measure:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
annual stakeholder survey Areas measured include: Secondary Students Increase survey participation by 10% Increase metrics below 50% by 20% growth Increase metrics between 50-75% by 10% growth Increase metrics over 75% by 6% growth	Secondary Student Surveys 2973 responses 51% Students feel they can do well in school 27% Students are satisfied with amount of time with friends 62% Students are putting effort into classes 37% Students try hard on their schoolwork 80% Students have an adult at school to go to for help	Secondary Student Surveys 3745 responses 62% Students feel they can do well in school 59% Students are satisfied with amount of time with friends 68% Students are putting effort into classes 49% Students try hard on their schoolwork 81% Students have an adult at school to go to for help	Secondary Student Surveys 2432 responses 71% Students feel they can do well in school 53% Students are satisfied with amount of time with friends 75% Students are putting effort into classes 44% Students try hard on their schoolwork 85% Students have an adult at school to go to for help	Secondary Student Surveys 3148 responses 68% Students feel they can do well in school 49% Students are satisfied with amount of time with friends 72% Students are putting effort into classes 41% Students try hard on their schoolwork 84% Students have an adult at school to go to for help	Secondary Student Surveys 3996 responses 74% Students feel they can do well in school 66% Students are satisfied with amount of time with friends 78% Students are putting effort into classes 57% Students try hard on their schoolwork 86% Students have an adult at school to go to for help Family Surveys
Family Survey Increase survey participation by 10% Increase/decrease metrics below 60% by 10% growth Increase/decrease metrics over 60% by 6% growth	Family Surveys 1219 responses 68% Families are comfortable communicating with the school 50% Families feel the school values their opinions 72% Families felt favorably about ease	Family Surveys 1576 responses 74% Families are comfortable communicating with the school 51% Families feel the school values their opinions 75% Families felt favorably about ease	Family Surveys 989 responses 76% Families are comfortable communicating with the school 48% Families feel the school values their opinions 74% Families felt favorably about ease	Family Surveys 1932 responses 75% Families are comfortable communicating with the school 51% Families feel the school values their opinions 79% Families felt favorably about ease	1686 responses 78% Families are comfortable communicating with the school 60% Families feel the school values their opinions 76% Families felt favorably about ease of contact with their student's teacher(s)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Staff Surveys Increase survey participation by 10% Decrease Academic Growth and Social Emotional Well-Being Concern by 20% Increase other metrics by 6% growth	of contact with their student's teacher(s) 59% Families are concerned about their student's academic growth 58% Families are concerned about their student's social emotional well-being District Staff Surveys 138 responses 86% Staff are concerned about students' academic growth 91% Staff are concerned about students' social emotional well-being 73% Staff felt colleagues respect them 68% Staff felt they belong in the district 70% Staff felt department or district leadership has been effective in resolving challenges Site Staff Surveys	of contact with their student's teacher(s) 57% Families are concerned about their student's academic growth 62% Families are concerned about their student's social emotional well-being District Staff Surveys 104 responses 81% Staff are concerned about students' academic growth 91% Staff are concerned about students' social emotional well-being 71% Staff felt colleagues respect them 62% Staff felt they belong in the district 57% Staff felt department or district leadership has been effective in resolving challenges Site Staff Surveys	of contact with their student's teacher(s) 71% Families are concerned about their student's academic growth 80% Families are concerned about their student's social emotional well-being District Staff Surveys 78 responses 17% Staff are concerned about students' academic growth 10% Staff are concerned about students' social emotional well-being 74% Staff felt colleagues respect them 68% Staff felt they belong in the district 64% Staff felt department or district leadership has been effective in resolving challenges Site Staff Surveys	of contact with their student's teacher(s) 11% Families are concerned about their student's academic growth 10% Families are concerned about their student's social emotional well-being District Staff Surveys 128 responses 52% Staff are concerned about students' academic growth 59% Staff are concerned about students' social emotional well-being 69% Staff felt colleagues respect them 67% Staff felt they belong in the district 55% Staff felt department or district leadership has been effective in resolving challenges Site Staff Surveys	69% Families are concerned about their student's academic growth 78% Families are concerned about their student's social emotional well-being District Staff Surveys 152 responses 16% Staff are concerned about students' academic growth 9% Staff are concerned about students' social emotional well-being 79% Staff felt colleagues respect them 74% Staff felt they belong in the district 76% Staff felt department or district leadership has been effective in resolving challenges Site Staff Surveys 891 responses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site Staff Surveys Increase survey participation by 10% Decrease Academic Growth and Social Emotional Well-Being Concern by 20% Increase other metrics by 6% growth	429 responses 85% Staff are concerned about students' academic growth 88% Staff are concerned about students' social emotional well-being 77% Staff felt colleagues respect them 74% Staff felt they belong in the district 69% Staff felt school's leadership has been effective in resolving challenges	833 responses 75% Staff are concerned about students' academic growth 75% Staff are concerned about students' social emotional well-being 72% Staff felt colleagues respect them 66% Staff felt they belong in the district 56% Staff felt school's leadership has been effective in resolving challenges Completed Annual Reflection Tool Priorities 3 (Parent & Family Engagement) and 6 (Local Climate Survey) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2022)	833 responses 42% Staff are concerned about students' academic growth 34% Staff are concerned about students' social emotional well-being 72% Staff felt colleagues respect them 71% Staff felt they belong in the district 52% Staff felt school's leadership has been effective in resolving challenges Completed Annual Reflection Tool Priorities 3 (Parent & Family Engagement) and 6 (Local Climate Survey) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2023)	768 responses (279 Classified/489 Teachers) 34%/35% Staff are concerned about students' academic growth 40%/38% Staff are concerned about students' social emotional well-being 70%/75% Staff felt colleagues respect them 78%/74% Staff felt they belong in the district 56%/57% Staff felt school's leadership has been effective in resolving challenges Completed Annual Reflection Tool Priorities 3 (Parent & Family Engagement) and 6 (Local Climate Survey) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2024)	40% Staff are concerned about students' academic growth 32% Staff are concerned about students' social emotional well-being 83% Staff felt colleagues respect them 80% Staff felt they belong in the district 75% Staff felt school's leadership has been effective in resolving challenges Completed Annual Reflection Tool Priorities 3 (Parent & Family Engagement) and 6 (Local Climate Survey) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates Educational Partner Advisory Annual Group Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Stakeholder Meetings Stakeholder Advisory Group Meetings Maintain at least four (4) meetings with stakeholder groups annually (District Documents)	Stakeholder Advisory Annual Group Meetings Number of Meetings Annually: LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 4	Educational Partner Advisory Annual Group Meetings Number of Meetings Annually: LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 3	Educational Partner Advisory Annual Group Meetings Number of Meetings Annually: LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 4	Educational Partner Advisory Annual Group Meetings Number of Meetings Annually: LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 4	Maintain Number of Meetings Annually: LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 4 Student Involvement
Middle School Student Involvement Increase the percentage of Middle School intramural and activities student involvement by 6% (5 Star Program)	Student Involvement (2020-21) MS Intramurals 6th Grade DMMS - 20% (91/464) SMS - 15% (67/443) TMS - 32% (168/527) WSMS - 18% (53/292) 7th Grade DMMS - 11% (53/474) SMS - 22% (104/467) TMS - 24% (135/560) WSMS - 7% (21/309)	Student Involvement (2021-22) MS Intramurals 6th Grade DMMS - 33% (143/433) SMS - 11.5% (44/383) TMS - 41.7% (206/494) WSMS - 25% (73/292) 7th Grade DMMS - 27% (119/441) SMS - 13.7% (59/432) TMS - 46.7% (224/479) WSMS - 10.4% (30/288)	Student Involvement (2022-23) MS Intramurals 6th Grade DMMS - 35.7% (169/473) SMS - 40.4% (163/403) TMS - 15.1% (83/548) WSMS - 24.4% (64/262) 7th Grade DMMS - 45.6% (199/436) SMS - 27.5% (97/353) TMS - 26.7% (135/506) WSMS - 27.4% (83/303)	Student Involvement (2023-24) MS Intramurals 6th Grade DMMS - 33.2% (147/443) SMS - 43.3% (143/33) TMS - 59.0% (310/525) WSMS - 29.3% (76/259) 7th Grade DMMS – 30.5% (148/486) SMS - 53.8% (225/418) TMS - 75.9% (415/547) WSMS - 28.1% (72/256)	Student Involvement MS Intramurals 6th Grade DMMS - 37% SMS - 42.4% TMS - 45.7% WSMS - 29% 7th Grade DMMS - 47.6% SMS - 28% TMS - 50.7% WSMS - 29.4% 8th Grade DMMS - 44.4% SMS - 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of Middle School intramural and activities student involvement by 6% (5 Star Program)	8th Grade DMMS - 8% (41/512) SMS - 24% (118/487) TMS - 30% (174/582) WSMS - 22% (73/330)	8th Grade DMMS - 26% (120/462) SMS - 18.6% (90/484) TMS - 60.2% (328/545) WSMS - 26.2% (73/279)	8th Grade DMMS - 42.4% (182/429) SMS - 27.3% (115/422) TMS - 28.1% (141/502) WSMS - 36.0% (102/283)	8th Grade DMMS – 38.9% (171/440) SMS - 28.9% (120/414) TMS - 76.5% (385/503) WSMS - 40.2% (121/301)	TMS - 64.2% WSMS - 38.0% MS Activities 6th Grade DMMS - 83.2% SMS - 96.6% TMS - 60% WSMS - 81.8%
	MS Activities 6th Grade DMMS - 86% (402/464) SMS - 62% (267/443) TMS - 54% (283/527) WSMS - 65% (191/292)	MS Activities 6th Grade DMMS - 71% (306/433) SMS - 96.6% (370/383) TMS - 35% (171/489) WSMS - 69% (203/292)	MS Activities 6th Grade DMMS - 81.2% (384/473) SMS - 61.6% (257/417) TMS - 51.6% (283/548) WSMS - 79.8% (209/292)	MS Activities 6th Grade DMMS – 79.9% (354/443) SMS - 83.8% (330/394) TMS - 89.4% (469/525) WSMS - 80.7% (209/259)	
	7th Grade DMMS - 80% (378/474) SMS - 40% (188/467) TMS - 49% (278/560) WSMS - 62% (192/309)	7th Grade DMMS - 80% (350/441) SMS - 70.1% (303/432) TMS - 40% (191/478) WSMS - 71.8% (207/288)	7th Grade DMMS - 86.7% (378/436) SMS - 73.2% (278/380) TMS - 55.5% (281/506) WSMS - 83.5% (253/303)	7th Grade DMMS - 75.7% (368/486) SMS - 91.6% (383/418) TMS - 91.8% (502/547) WSMS - 79.3% (203/256)	7th Grade DMMS - 88.7% SMS - 74.1% TMS - 57.5% WSMS - 85.5%
	8th Grade DMMS - 81% (414/512) SMS - 62% (302/487) TMS - 49% (289/582)	8th Grade DMMS - 90% (421/462) SMS - 84.3% (408/484) TMS - 50% (271/542)	8th Grade DMMS - 84.6% (363/429) SMS - 61.5% (273/444)	8th Grade DMMS – 81.8% (360/440) SMS - 71.7% (297/414)	8th Grade DMMS - 94% SMS - 88.3% TMS - 59.3% WSMS - 69.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	WSMS - 54% (180/330)	WSMS - 57% (159/279)	TMS - 57.3% (288/502) WSMS - 67.8% (192/283)	TMS - 92.4% (464/503) WSMS - 63.8% (192/301)	
4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey (2020-21) Increase the Panorama Survey metrics 70%+ favorable responses by 3% Increase the Panorama Survey metrics between 50% and 70% favorable responses by 6% Increase the Panorama Survey metrics below 50% favorable responses by 10%	4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey Grades 3-5 (January 2021) Academic Needs: • 70% of students responded favorably regarding getting the needed help with schoolwork • 63% of students responded favorably regarding their confidence in doing well in school right now	4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey Grades 3-5 (January 2022) Academic Needs: • NA of students responded favorably regarding getting the needed help with schoolwork • NA of students responded favorably regarding their confidence in doing well in school right now	4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey Grades 3-5 (January 2023) Academic Needs: • 69% of students responded favorably regarding how much help the adults at their school give them • 65% of students responded favorably regarding their confidence in learning all the topics	4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey Grades 3-5 (January 2024) Academic Needs: • 67% of students responded favorably regarding how much help the adults at their school give them • 65% of students responded favorably regarding their confidence in learning all the topics	4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey Grades 3-5 Academic Needs: • 75% of students responded favorably regarding getting the needed help with schoolwork • 71% of students responded favorably regarding their confidence in doing well in school right now

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the Panorama Survey metrics 70%+ favorable responses by 3% Increase the Panorama Survey metrics between 50% and 70% favorable responses by 6% Increase the Panorama Survey metrics below 50% favorable responses by 10%	Student Engagement: • 54% of students responded favorably regarding trying hard on schoolwork • 55% of students responded favorably regarding staying focused on schoolwork Student Relationships • 49% of students responded favorably regarding the connections with adults at their school • 38% responded favorably	Survey will be administered in June 2022 Student Engagement: • NA of students responded favorably regarding trying hard on schoolwork • NA of students responded favorably regarding staying focused on schoolwork These questions will be part of the Panorama Survey in June 2022 for Grades 3-5 Student Relationships • NA of students responded favorably regarding the connections with adults at their school	taught in their class Student Engagement: • 55% of students responded favorably regarding how excited they were to participate in class • 71% of students responded favorably regarding how possible it is for them to change how much effort they give in school Student Relationships: • 87% of students responded favorably regarding having a teacher or other adult from school who they can	taught in their class Student Engagement: • 53% of students responded favorably regarding how excited they were to participate in class • 69% of students responded favorably regarding how possible it is for them to change how much effort they give in school Student Relationships: • 87% of students responded favorably regarding having a teacher or other adult from school who they can	Student Engagement: • 61% of students responded favorably regarding trying hard on schoolwork • 74% of students responded favorably regarding staying focused on schoolwork Student Relationships • 90% of students responded favorably regarding the connections with adults at their school • 93% responded favorably regarding the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	regarding the connections with other students at school Panorama Survey Grades 6-12 Academic Needs: • 63% of students responded favorably regarding getting the needed help with schoolwork • 45% of students responded favorably regarding their confidence in doing well in school right now Student Engagement	• NA responded favorably regarding the connections with other students at school Survey will be administered in June 2022 Panorama Survey Grades 6-12 Academic Needs: • 69% of students responded favorably regarding getting the needed help with schoolwork • 62% of students responded favorably regarding their confidence in doing well in	count on to help them • 90% responded favorably regarding having a friend from school who they can count on to help them Panorama Survey Grades 6-12 Academic Needs: • 69% of students responded favorably regarding getting the needed help with schoolwork • 71% of students responded favorably regarding their confidence in doing well in school right now	count on to help them • 90% responded favorably regarding having a friend from school who they can count on to help them Panorama Survey Grades 6-12 Academic Needs: • 67% of students responded favorably regarding getting the needed help with schoolwork • 68% of students responded favorably regarding their confidence in doing well in school right now	connections with other students at school Panorama Survey Grades 6-12 Academic Needs: • 73% of students responded favorably regarding getting the needed help with schoolwork • 72% of students responded favorably regarding their confidence in doing well in school right now Student Engagement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 67% of students responded favorably regarding the effort into classes • 31% of students responded favorably regarding staying focused on schoolwork Student Relationships • 79% responded favorably regarding adults at school whom you can go to for needed help • 18% of students responded favorably regarding connections with adults at school • 10% responded favorably	school right now Student Engagement • 68% of students responded favorably regarding the effort into classes • 45% of students responded favorably regarding staying focused on schoolwork Student Relationships • 81% responded favorably regarding adults at school whom you can go to for needed help • 37% of students responded favorably regarding connections	Student Engagement • 75% of students responded favorably regarding the effort into classes • 44% of students responded favorably regarding staying focused on schoolwork Student Relationships • 85% responded favorably regarding adults at school whom you can go to for needed help • 38% of students responded favorably regarding connections with adults at school	Student Engagement • 72% of students responded favorably regarding the effort into classes • 41% of students responded favorably regarding staying focused on schoolwork Student Relationships • 84% responded favorably regarding adults at school whom you can go to for needed help • 38% of students responded favorably regarding connections with adults at school	• 76% of students responded favorably regarding the effort into classes • 52% of students responded favorably regarding staying focused on schoolwork Student Relationships • 89% responded favorably regarding adults at school whom you can go to for needed help • 44% of students responded favorably regarding connections with adults at school • 63% responded favorably

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates (Mid-Year Data 2019-20) Maintain the district suspension rate Decrease student group suspension rates by .3% if the rate exceeds the district rate (California School Dashboard)	regarding connections with other students at school Suspension Rates (2019-20 Mid-Year) • District 1.5% • SED 0.4% (36) • EL 1.3% (15) • FY 4.5% (4) • AA 5.5% (68) • Hispanic 1.7% (157) • Am Indian 4.8% (4) • SWD 4.2% (154) • Multi-Race 2.4% (44)	with adults at school • 59% responded favorably regarding connections with other students at school Suspension Rates (2021-22 Mid-Year-Data as of April) • District 2.2% • SED 2.9% (229) • EL 2.4% (31) • FY 11.1% (16) • AA 4.0% (85) • Hispanic 2.2% (229) • Am Indian 2.7% (7) • SWD 3.9% (195) • Multi-Race 2.1% (67)	• 61% responded favorably regarding connections with other students at school Suspension Rates (2022-23 Mid-Year Data as of April) • District 2.2% • SED 3.0% (353) • EL 2.2% (30) • FY 11.4% (15) • AA 4.1% (82) • Hispanic 2.2% (218) • Am Indian 3.8% (9) • SWD 4.5% (224) • Multi-Race 2.7% (83)	• 54% responded favorably regarding connections with other students at school Suspension Rates (2023-24 Mid-Year Data) • District 1.25% • SED 1.60% (206) • EL 1.76% (23) • FY 10.39% (13) • AA 2.41% (50) • Hispanic 1.24% (149) • Am Indian 2.18% (2) • SWD 2.85% (166) • Multi-Race 0.94% (34)	regarding connections with other students at school Suspension Rates (Mid-Year) • District 1.5% • SED 0.4% • EL 1.3% • FY 4.2% • AA 3.8% • Hispanic 1.4% • Am Indian 2.5% • SWD 3.7% • Multi-Race 1.9%
Expulsion Numbers (Mid-Year Data 2019-20) Maintain expulsion numbers (Dataquest) Staff Training	Expulsion Numbers (Mid-Year Data 2019-20) • District - 4 Staff Training (2020-	Expulsion Numbers (Mid-Year Data 2021-22) • District - 1	Expulsion Numbers (Mid-Year Data 2022-23) • District - 4	Expulsion Numbers (Mid-Year Data 2023-24) • District - 4	Expulsion Numbers (Mid-Year Data) • District - 4 Staff Training

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% staff will attend the two mandated mental health and social emotional well being annual trainings Increase the number of staff attending voluntary mental health and social emotional well being training by 10% (District Documents)	21) • 100% staff will attend the two mandated mental health and social emotional well being annual trainings • 190 teachers were trained in Restorative Practices and Youth Mental Health First Aid	Staff Training (2021-22) • 100% staff will attend the two mandated mental health and social emotional well-being annual trainings • 0 teachers were trained in Restorative Practices and Youth Mental Health First Aid (these in-person trainings were not provided due to COVID-19 pandemic)	Staff Training (2022-23) • NA% staff attended the two mandated mental health and social emotional well-being annual trainings • 0 teachers were trained in Restorative Practices and Youth Mental Health First Aid	Staff Training (2023-24) • NA% staff attended the two mandated mental health and social emotional well-being annual trainings • 0 teachers were trained in Restorative Practices and Youth Mental Health First Aid	• NA% staff will attend the two mandated mental health and social emotional well being annual trainings • 209 teachers were trained in Restorative Practices
SEL Classroom Strategies Increase the implementation of SEL classroom strategies by 100 teachers	SEL Classroom Strategies (2020-21) • 100 teachers implement SEL classroom	SEL Classroom Strategies (2021-22)	SEL Classroom Strategies (2022-23) • 402 teachers implement	SEL Classroom Strategies (2023-24) • 409 teachers implement	SEL Classroom Strategies • 734 teachers implement SEL classroom strategies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(District Documents) Breakthrough Referrals and Appointments Maintain the number of referrals Increase the percentage of completed appointments from referrals by 10% (District Documents)	strategies (2020-21) Breakthrough Referrals and Appointments (2020-21) • 126 Breakthrough referrals during 2019-20 • 64 (51%) completed Breakthrough appointments from referrals	• 674 teachers implement SEL classroom strategies (2021-22) Breakthrough Referrals and Appointments (2021-22) • 0 Breakthrough referrals during 2020-21 (Mental Health staff addressed these type of referrals during the COVID-19 pandemic) • 0 (0%) completed Breakthrough appointments from referrals (Mental Health staff addressed these type of referrals during the	SEL classroom strategies (2022-23) Breakthrough Referrals and Appointments (2022-23) • 0 Breakthrough referrals during 2021-22 • 0 (0%) completed Breakthrough appointments from referrals	SEL classroom strategies (2023-24) Breakthrough Referrals and Appointments (2023-24) • 0 Breakthrough referrals during 2022-23 • 0 (0%) completed Breakthrough appointments from referrals	Breakthrough Referrals and Appointments • NA Breakthrough referrals • NA completed Breakthrough appointments from referrals

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		COVID-19 pandemic)			
4.4 Foster and Homeless Youth Support Services Attendance Increase district and FY metric by .3% (Aeries SIS)	4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester 2019) • District 96.45% • FY 94.64%	4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester 2021) • District 92.22% • FY 89.97%	4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester 2022) • District 92.63% • FY 89.84%	4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester 2023) • District 94.18% • FY 90.93%	4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester) • District 96.75% • FY 94.94%
Chronic Absenteeism Rates	Attendance Rates K-8 (First Semester 2019) • District 96.68% • FY 95.63%	Attendance Rates K-8 (First Semester 2021) • District 92.19% • FY 90.66%	Attendance Rates K-8 (First Semester 2022) • District 92.75% • FY 90.56%	Attendance Rates K-8 (First Semester 2023) • District 94.18% • FY 91.88%	Attendance Rates K-8 (First Semester) • District 96.98% • FY 95.93%
Decrease district rate by .3% Decrease FY rate by 1.5% (Aeries SIS)	Chronic Absenteeism Rates K-12 (First Semester 2019) • District 9.48% • FY 17.88%	Chronic Absenteeism Rates K-12 (First Semester 2021) • District 26.60% • FY 36.05%	Chronic Absenteeism Rates K-12 (First Semester 2022) • District 24.49% • FY 36.05%	Chronic Absenteeism Rates K-12 (First Semester 2023) • District 16.45% • FY 30.83%	Chronic Absenteeism Rates K-12 (First Semester) • District 9.18% • FY 16.38%
	Chronic Absenteeism Rates K-8 (First Semester 2019) • District 9.22% • FY 15.3%	Chronic Absenteeism Rates K-8 (First Semester 2021) • District 27.59% • FY 32.79%	Chronic Absenteeism Rates K-8 (First Semester 2022) • District 24.60% • FY 35.38%	Chronic Absenteeism Rates K-8 (First Semester 2023) • District 18.35% • FY 27.17%	Chronic Absenteeism Rates K-8 (First Semester) • District 8.92% • FY 13.8%
"F" Rates	High School Grade of "F" Rate (2	High School Grade of "F" Rate (2	High School Grade of "F" Rate (2	High School Grade of "F" Rate (2	High School Grade of "F" Rate (2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease high school "F" rate (2+ from 1st semester) by .75% district-wide FY by 1.5% Decrease middle school "F" rate (2+ from 1st semester) by .3% district-wide and FY by .75% (Aeries SIS) Suspension Rate Maintain the district suspension rate Decrease the FY suspension rate by .3% (Aeries SIS)	or more from 1st semester 2019) - Overall 4.36% - FY 13.04% Middle School Grade of "F" Rate (2 or more from 1st semester 2019) - Overall 2.47% - FY 7.14% Suspension Rates (First Semester 2019) - District 1.5% - FY 4.5% (4)	or more from 1st semester 2021) - Overall 10.23% - FY 16.67% Middle School Grade of "F" Rate (2 or more from 1st semester 2021) - Overall 4.19% - FY 0.00% Suspension Rates (First Semester 2021 - Data as of April) - District 2.1% - FY 11.1% (4)	or more from 1st semester 2022) - Overall 7.29% - FY 26.92% Middle School Grade of "F" Rate (2 or more from 1st semester 2022) - Overall 3.25% - FY 10.00% Suspension Rates (First Semester 2022 - Data as of April) - District 2.2% - FY 11.4%	or more from 1st semester 2023) - Overall 6.52% - FY 24.24% Middle School Grade of "F" Rate (2 or more from 1st semester 2023) - Overall 4.00% - FY 13.79% Suspension Rates (First Semester 2023) - District 1.3% - FY 10.4%	or more from 1st semester) - Overall 3.61% - FY 11.54% Middle School Grade of "F" Rate (2 or more from 1st semester) - Overall 2.17% - FY 0.00% Suspension Rates (First Semester) - District 1.5% - FY 4.2%
4.5 Attendance Attendance Rates Increase each group metric by .3% (Aeries SIS)	4.5 Attendance Elementary Attendance Rates (First Semester 2019) - AMES 96.63% - AHES 96.11% - AES 95.61% - BES 96.51% - CCES 96.41% - EHCES 96.07%	4.5 Attendance Elementary Attendance Rates (First Semester 2021) - AMES 91.02% - AHES 91.41% - AES 90.12% - BES 90.11% - CCES 92.17% - EHCES 90.41%	4.5 Attendance Elementary Attendance Rates (First Semester 2022) - AMES 91.91% - AHES 92.37% - AES 90.91% - BES 91.89% - CCES 92.88% - EHCES 92.02%	4.5 Attendance Elementary Attendance Rates (First Semester 2023) - AMES 93.72% - AHES 93.73% - AES 92.48% - BES 93.90% - CCES 94.65% - EHCES 93.20%	4.5 Attendance Elementary Attendance Rates (First Semester) - AMES 96.93% - AHES 96.41% - AES 95.91% - BES 96.81% - CCES 96.71% - EHCES 96.37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• LJMES 96.85% • MVES 96.53% • MES 96.13% • RRES 95.95% • TES 96.67% Attendance Rates (First Semester 2019) • Preschool 93.7% • TK 95.0% • K 95.3% • 1st 95.9% • 2nd 96.1% • 3rd 96.3% • 4th 96.3% • 5th 96.5% • 6th 96.7% • 7th 96.4% • 8th 96.6% • 9th 96.6% • 10th 96.7% • 11th 96.3% • 12th 95.0% Attendance Rates K-12 (First Semester 2019) • District 96.45% • SED 95.7% • EL 96.08% • FY 94.64% • AA 96.58%	• LJMES 93.68% • MVES 92.41% • MES 91.2% • RRES 91.52% • TES 91.52% Attendance Rates (First Semester 2021) • Preschool 87.42% • TK 87.66% • K 89.51% • 1st 91.33% • 2nd 91.57% • 3rd 91.8% • 4th 92.3% • 5th 92.66% • 6th 93.59% • 7th 93.11% • 8th 92.96% • 9th 92.69% • 10th 92.61% • 11th 91.77% • 12th 91.64% Attendance Rates K-12 (First Semester 2021) • District 92.22% • SED 90.86% • EL 92.61% • FY 89.97% • AA 92.33%	• LJMES 93.75% • MVES 92.67% • MES 91.55% • RRES 92.00% • TES 92.37% Attendance Rates (First Semester 2022) • Preschool 88.02% • TK 89.86% • K 90.50% • 1st 91.83% • 2nd 92.5% • 3rd 92.66% • 4th 93.09% • 5th 93.36% • 6th 93.02% • 7th 92.39% • 8th 92.00% • 9th 91.74% • 10th 91.12% • 11th 91.00% • 12th 91.62% Attendance Rates K-12 (First Semester 2022) • District 92.63% • SED 91.87% • EL 91.91% • FY 89.84% • AA 92.83%	• LJMES 94.79% • MVES 93.68% • MES 93.67% • RRES 93.60% • TES 93.53% Attendance Rates (First Semester 2023) • Preschool 91.86% • TK 91.41% • K 93.05% • 1st 93.68% • 2nd 93.97% • 3rd 94.24% • 4th 94.31% • 5th 94.41% • 6th 94.43% • 7th 93.49% • 8th 93.36% • 9th 93.26% • 10th 92.36% • 11th 92.14% • 12th 91.10% Attendance Rates K-12 (First Semester 2023) • District 94.18% • SED 93.45% • EL 93.41% • FY 90.93% • AA 94.55%	• LJMES 97.15% • MVES 96.83% • MES 96.43% • RRES 96.25% • TES 96.97% Attendance Rates (First Semester) • Preschool 94.0% • TK 95.3% • K 95.6% • 1st 96.2% • 2nd 96.4% • 3rd 96.6% • 4th 96.6% • 5th 96.8% • 6th 97.0% • 7th 96.7% • 8th 96.9% • 9th 96.9% • 10th 97.0% • 11th 96.6% • 12th 95.3% Attendance Rates K-12 (First Semester) • District 96.75% • SED 96.0% • EL 96.38% • FY 94.94% • AA 96.88%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic 96.3% • Am Indian 95.06% • SWD 95.02% • Multi-Race 96.86% Attendance Rates K-8 (First Semester 2019) • District 96.68% • SED NA • EL 96.5% • FY 95.63% • AA 96.6% • Hispanic 96.44% • Am Indian 94.36% • SWD 95.62% • Multi-Race 97.06%	• Hispanic 91.83% • Am Indian 91.08% • SWD 89.87% • Multi-Race 92.42% Attendance Rates K-8 (First Semester 2021) • District 92.19% • SED 90.90% • EL 92.64% • FY 90.66% • AA 92.07% • Hispanic 91.85% • Am Indian 90.59% • SWD 90.33% • Multi-Race 92.38%	• Hispanic 92.16% • Am Indian 91.48% • SWD 90.52% • Multi-Race 92.69% Attendance Rates K-8 (First Semester 2022) • District 92.75% • SED 91.98% • EL 91.90% • FY 90.56% • AA 93.16% • Hispanic 92.20% • Am Indian 91.31% • SWD 91.42% • Multi-Race 92.75%	• Hispanic 93.80% • Am Indian 92.77% • SWD 91.69% • Multi-Race 94.35% Attendance Rates K-8 (First Semester 2023) • District 94.18% • SED 93.44% • EL 93.47% • FY 91.88% • AA 94.43% • Hispanic 93.72% • Am Indian 92.49% • SWD 91.90% • Multi-Race 94.39%	• Hispanic 96.6% • Am Indian 95.36% • SWD 95.32% • Multi-Race 97.16% Attendance Rates K-8 (First Semester) • District 96.98% • SED 92.28% • EL 96.8% • FY 95.93% • AA 96.9% • Hispanic 96.74% • Am Indian 94.66% • SWD 95.92% • Multi-Race 97.36%
Chronic Absenteeism Rates Decrease group metric by 1.5% if metric is over 10% Decrease group metric by .3% if metric is under 10% (Aeries SIS)	Elementary Chronic Absenteeism Rates (First Semester 2019) • AMES 8.43% • AHES 9.95% • AES 13.71% • BES 9.13% • CCES 9.18% • EHCES 11.4% • LJMES 7.53% • MVES 8.67%	Elementary Chronic Absenteeism Rates (First Semester 2021) • AMES 33.86% • AHES 30.77% • AES 37.99% • BES 37.98% • CCES 28.98% • EHCES 36.79%	Elementary Chronic Absenteeism Rates (First Semester 2022) • AMES 30.51% • AHES 27.65% • AES 35.59% • BES 28.91% • CCES 22.15% • EHCES 28.65%	Elementary Chronic Absenteeism Rates (First Semester 2023) • AMES 19.56% • AHES 19.39% • AES 24.70% • BES 17.43% • CCES 12.79% • EHCES 20.90%	Elementary Chronic Absenteeism Rates (First Semester) • AMES 8.13% • AHES 9.65% • AES 12.21% • BES 8.83% • CCES 8.88% • EHCES 9.9% • LJMES 7.23% • MVES 8.37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• MES 11.0% • RRES 11.46% • TES 7.08%	• LJMES 20.54% • MVES 27.82% • MES 34.21% • RRES 32.5% • TES 31.98%	• LJMES 18.67% • MVES 26.78% • MES 32.39% • RRES 29.39% • TES 28.55%	• LJMES 13.35% • MVES 17.95% • MES 18.65% • RRES 19.22% • TES 20.16%	• MES 9.50% • RRES 9.96% • TES 6.78%
	Chronic Absenteeism Rates (First Semester 2019) • Preschool 18.78% • TK 13.38% • K 12.20% • 1st 10.32% • 2nd 9.10% • 3rd 8.36% • 4th 8.16% • 5th 8.16% • 6th 7.28% • 7th 9.00% • 8th 8.30% • 9th 8.08% • 10th 8.74% • 11th 9.96% • 12th 13.94%	Chronic Absenteeism Rates (First Semester 2021) • Preschool 54.88% • TK 51.82% • K 43.01% • 1st 31.73% • 2nd 31.38% • 3rd 29.49% • 4th 26.85% • 5th 26.70% • 6th 20.57% • 7th 21.02% • 8th 23.25% • 9th 22.27% • 10th 23.40% • 11th 26.57% • 12th 27.77%	Chronic Absenteeism Rates (First Semester 2022) • Preschool 48.42% • TK 42.60% • K 37.65% • 1st 30.63% • 2nd 26.30% • 3rd 25.64% • 4th 22.89% • 5th 20.70% • 6th 18.68% • 7th 21.72% • 8th 22.30% • 9th 20.10% • 10th 23.01% • 11th 22.93% • 12th 31.12%	Chronic Absenteeism Rates (First Semester 2023) • Preschool 32.32% • TK 32.34% • K 23.30% • 1st 17.02% • 2nd 15.98% • 3rd 16.43% • 4th 15.82% • 5th 14.79% • 6th 12.54% • 7th 15.32% • 8th 15.84% • 9th 14.33% • 10th 16.58% • 11th 17.43% • 12th 19.86%	Chronic Absenteeism Rates (First Semester) • Preschool 17.28% • TK 11.88% • K 10.70% • 1st 8.82% • 2nd 8.80% • 3rd 8.06% • 4th 7.86% • 5th 7.86% • 6th 9.98% • 7th 8.70% • 8th 8.00% • 9th 7.78% • 10th 8.44% • 11th 9.66% • 12th 12.44%
	Chronic Absenteeism Rates K-12 (First Semester 2019) • District 9.48% • SED 9.2% • EL 12.24% • FY 17.88% • AA 9.68%	Chronic Absenteeism Rates K-12 (First Semester 2021) • District 26.60% • SED 32.53% • EL 24.92% • FY 36.05%	Chronic Absenteeism Rates K-12 (First Semester 2022) • District 24.49% • SED 28.71% • EL 29.86% • FY 36.05%	Chronic Absenteeism Rates K-12 (First Semester 2023) • District 16.45% • SED 20.35% • EL 21.01% • FY 30.83%	Chronic Absenteeism Rates K-12 (First Semester) • District 9.18% • SED 8.9% • EL 10.74% • FY 16.38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic 10.42% • Am Indian 16.14% • SWD 15.46% • Multi-Race 8.78% Chronic Absenteeism Rates K-8 (First Semester 2019) • District 9.22% • SED NA • EL 9.94% • FY 15.3% • AA 9.94% • Hispanic 10.48% • Am Indian 23.02% • SWD 14.34% • Multi-Race 7.92%	• AA 24.90% • Hispanic 28.35% • Am Indian 33.33% • SWD 35.93% • Multi-Race 25.21% Chronic Absenteeism Rates K-8 (First Semester 2021) • District 27.59% • SED 33.31% • EL 25.62% • FY 32.79% • AA 26.44% • Hispanic 29.26% • Am Indian 35.35% • SWD 34.89% • Multi-Race 26.28%	• AA 23.61% • Hispanic 27.08% • Am Indian 29.47% • SWD 33.46% • Multi-Race 25.05% Chronic Absenteeism Rates K-8 (First Semester 2022) • District 24.60% • SED 28.96% • EL 30.55% • FY 35.38% • AA 24.17% • Hispanic 28.30% • Am Indian 33.85% • SWD 30.80% • Multi-Race 25.22%	• AA 15.87% • Hispanic 18.17% • Am Indian 22.71% • SWD 26.73% • Multi-Race 15.91% Chronic Absenteeism Rates K-8 (First Semester 2023) • District 18.35% • SED 20.40% • EL 21.09% • FY 27.17% • AA 15.93% • Hispanic 18.35% • Am Indian 23.85% • SWD 30.14% • Multi-Race 20.10%	• AA 9.38% • Hispanic 8.92% • Am Indian 14.64% • SWD 13.96% • Multi-Race 8.48% Chronic Absenteeism Rates K-8 (First Semester) • District 8.92% • SED 28.66% • EL 9.64% • FY 13.8% • AA 9.64% • Hispanic 8.98% • Am Indian 21.52% • SWD 12.84% • Multi-Race 7.62%
4.6 Site SPSA Support Equity Training/Institutes 100% of elementary staff attend the equity institute in the 2021-22 school year	4.6 Site SPSA Support (2020-21) 100% of staff participate in equity training	4.6 Site SPSA Support (2021-22) 100% of elementary staff participated in equity training	4.6 Site SPSA Support (2022-23) 100% of staff participated in Equity Through PLC's training at January Buyback Day	4.6 Site SPSA Support (2023-24) 100% of staff participated in Equity Through Inclusion training at January Buyback Day	4.6 Site SPSA Support 100% of staff participate in equity training

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of school and district staff will attend annual equity training 100% of schools complete an equity plan with annual progress monitoring and revisions (District Documents)	100% of schools complete an equity plan	NA for secondary staff 0% of schools completed revisions to site equity plans due to the pandemic	0% of schools completed revisions to site equity plans	0% of schools completed revisions to site equity plans	NA of schools complete and revise equity plan
Site Attendance Rates (Aeries SIS) Site Chronic Absenteeism Rates (Aeries SIS)	Refer to Metrics in 4.5 Attendance	Refer to Metrics in 4.5 Attendance	Refer to Metrics in 4.5 Attendance	Refer to Metrics in 4.5 Attendance	Refer to Growth Metrics in 4.5 Attendance
Site Stakeholder Survey Results (Panorama Education)	Refer to Metrics in 4.2 Educational Partner Engagement	Refer to Metrics in 4.2 Educational Partner Engagement	Refer to Metrics in 4.2 Educational Partner Engagement	Refer to Metrics in 4.2 Educational Partner Engagement	Refer to Metrics in 4.2 Educational Partner Engagement
MS Student Involvement Increase the percentage of MS student involvement by 6% (5 Star Program)	Refer to Metrics in 4.2 Educational Partner Engagement	Refer to Metrics in 4.2 Educational Partner Engagement	Refer to Metrics in 4.2 Educational Partner Engagement	Refer to Metrics in 4.2 Educational Partner Engagement	Refer to Metrics in 4.2 Educational Partner Engagement
4 Facilities in Good Repair	4 Facilities in Good Repair	4 Facilities in Good Repair	4 Facilities in Good Repair	4 Facilities in Good Repair	4 Facilities in Good Repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of School Facilities are maintained and in good repair	100% of School Facilities are maintained and in good repair	100% of School Facilities are maintained and in good repair - Completed Annual Reflection Tool Priority 1 for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2022)	100% of School Facilities are maintained and in good repair - Completed Annual Reflection Tool Priority 1 for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2023)	100% of School Facilities are maintained and in good repair - Annual Reflection Tool Priority 1 for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2024)	100% of School Facilities are maintained and in good repair - Completed Annual Reflection Tool Priority 1 for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The Murrieta Valley Unified School District implemented all Goal 4 actions. These actions were important in addressing student needs related to engagement and school connectedness, as well as promoting school practices that would lead to optimal outcomes for student behavior. Additionally, Goal 4 actions supported ongoing efforts to engage families and build the capacity of our staff to provide equitable experiences for all students. The district was intentionally focused on implementing Goal 4 actions and services to help our staff meet the needs of our unduplicated and identified student groups.

For Goal 4, the district experienced success with Educational Partner Engagement. We are taking part in the Community Engagement Initiative where we collaborate with districts across the state to explore and enhance community engagement in our schools. This has led to several new initiatives that are in the early stages of implementation, including parent liaisons and a district parent center. We also experienced success with Multi-Tiered Systems of Support. The district has engaged sites in building MTSS teams focused on Tier 1 positive behavior interventions and worked with these teams to implement key elements of a strong Tier 1 system. The district continues to experience challenges in the area of student behavior. While we are addressing Tier 1 structures, sites are struggling to address the needs of students whose needs are not met with these universal supports. We are exploring additional ways we can support sites with these needs. Additionally, the district continues to be challenged by attendance which is far from meeting pre-pandemic levels. While we have put some interventions in place, we are looking at new actions to focus more on attendance in the coming year and raise awareness with our families about the need for students to be in school daily.

There were no substantive differences between planned Goal 4 actions and the actual implementation of these actions.

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

The district used a 10% threshold (above and below budget) to define a substantive material difference.

Action 4.1 was fully implemented, but the expenditures reflect a decrease of 18% as a planned professional development opportunity (Footsteps to Freedom) had to be put on hold for a year due to participant availability.

Action 4.2 was fully implemented, but the expenditures reflect a decrease of 19% as the Parent Liaison positions were added later in the school year than intended due to the need for further planning for these new positions.

Action 4.4 was fully implemented, but the expenditures reflect a decrease of 21% due to a higher projection of tutoring services than was actually needed.
Action 4.6 was fully implemented, but the expenditures reflect an increase of 23%. This increase is due to prior year actual transportation expenditures materializing lower than projected at Estimated Actuals, decreasing revenues received in the current year, and increasing the district's non-subsidized cost to support low-income students receiving transportation services. Additionally, current year transportation expenditures are projected to be greater than projected at Adopted Budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

4.1 Equity and Equitable Practices were effective in providing staff with training to enhance their understanding of equity in education and to impact their daily practices with students. A representative group from all schools participated in RCOE's Excellence through Equity conference. The district's Coordinator of Equity and Engagement also participated in planning for equity embedded initiatives, such as PLCs and MTSS, and supported staff in understanding the relationship of equity to this work. She provided site-based professional development in equity topics which staff responded to positively. She continued to be a liaison to support school sites in working through equity issues and facilitated the meetings with our Student LCAP Advisories. This action was also effective in providing five mentoring classes for students in targeted student groups, providing them with a safe place and a community of peers that worked together to promote academic success and school engagement. Students received additional support to be successful in classes and connected to the school community. Family survey responses to equity questions have stayed static, and site staff responses have declined slightly, but student responses have improved with more students feeling that there is fair treatment of others of different backgrounds and that students can have honest conversations about race. Suspension rates also show some decline, including for those in targeted student groups. Our district is committed to promoting equity and embedding equitable practices into all of our work in order to benefit our targeted student groups.

4.2 Educational Partner Engagement was effective in maintaining the authentic engagement of parents/guardians, students, and staff. Our many Parent Advisory Councils continued to meet and bring parents to the table for opportunities to learn, to provide feedback to the district, and to celebrate our students and cultures. This year, we merged the Partnership for Thriving Students and Families (PTSF) with our LCAP Advisory and created a space for dialogue between all educational partners. The team studied Family Engagement and discussed the LCAP and how it could be enhanced as we begin a new three-year plan. The district continued to take part in the state's Community Engagement Initiative and took steps to start a number of initiatives that were discovered through CEI networking, including parent liaisons and a district parent center. We are excited to bring these to fruition in the coming year in order to support all families. Additionally, the district continued to provide purposeful opportunities for students to engage in school, including the intramural program at our middle schools and our ELOP program in grades TK - 6. The latter has been an immense support to our families, as it provides extended school days for students who need it, free of charge, as well as highly engaging enrichment opportunities for all students. We also added early morning Meet and Eat sessions and braided ELOP with our pre-existing preschool and before/after school care to create a full day of learning for our TK and Kindergarten students. Family survey data shows growth with more families feeling like the district values their opinion and more families feeling at ease with communicating with their student's teachers.

4.3 Mental Health Supports and Multi-Tiered Systems of Support (MTSS) were effective in meeting the social emotional and behavioral needs of students. The district has continued to provide personnel, including counselors and mental health therapists, to respond to these needs at the school sites. District coordinators are available to provide guidance and intervene in crisis situations, one at the elementary level and one at the secondary level. The district has a number of programs to provide social emotional learning to students and to connect families to community resources as needed. This year, the district focused on MTSS in order to develop Tier 1 behavioral supports at all sites. Each school created an MTSS team which met regularly for training and collaboration. The goal has been for these teams to develop and begin to implement the key elements of a Tier 1 behavioral system. Coaching support was available throughout the year, and teams are conducting Tiered Fidelity Inventories in order to assess their progress. This priority initiative will continue into next year, where we will begin training teams in Tier 2 with an emphasis on developing data-based interventions for behavior and attendance. Finally, the district provided internet safety training to all students in grades 3-12 and piloted a safety identification program at three elementary sites. The program provided badges for parents to wear when entering the campus during morning arrival and afternoon dismissal, allowing staff to quickly identify who is on the campus. We are still analyzing the effectiveness of this program to determine whether we will replicate it at all elementary schools. Lastly, in conjunction with the Murrieta Police Department, we have offered E-Bike safety classes for our middle school students. Suspension rates continue to be low and show some decline, even for our identified student groups, demonstrating the effectiveness of these actions.

4.4 Foster and Homeless Youth Support Services were effective in meeting the needs of these student groups, and the district has moved out of differentiated assistance for foster youth. There has been positive movement in metrics for foster youth for both attendance and suspension data. The district appoints a coordinator and student support liaison to provide immediate support for enrollment and basic needs. Foster students are provided tutoring, as well as school supplies and basic living resources. This year, instead of adding tutoring in response to an identified need, tutoring was set up for all foster students immediately upon enrollment. The district has also shifted the secondary support model for foster youth from counselors to social workers who are able to provide more oversight and proactive support to our foster students. They provide regular well-being check-ins, in addition to academic progress monitoring and connecting students to academic supports and engagement opportunities. Plans are in place for the social workers to facilitate monthly meetings for foster students as a group in order to build community amongst the students. We are pleased that the district is no longer in differentiated assistance for foster youth and will continue to prioritize our focus on this group of students in the future.

4.5 Attendance Supports were effective in promoting improvement in student attendance rates and a decline in chronic absenteeism, including all targeted student groups. The district recognizes that there is still a lot of work to be done to reach pre-pandemic levels, but we are seeing steady improvement as we look at local mid-year data. The district has a coordinator who oversees attendance and who trained certificated and classified staff on the use of data tools, including Power BI, to assist in the analysis of attendance data and trends. She also oversees SARB meetings and guides all attendance initiatives. This year, the district continued to use the RAAWEE program to help sites communicate attendance concerns to families. We also piloted an incentive program for elementary teachers to involve them in promoting good attendance and working with families when attendance is a concern. The district also began implementing a new model of short-term independent study at the elementary level to support students who were out for short periods of time and to recoup funds when possible. Our attendance coordinator is currently working closely with our MTSS staff to begin to integrate attendance monitoring and response into the district's MTSS focus area. In the coming year, site teams will be asked to include attendance conversations into their monthly meetings and to brainstorm interventions when Tier 1 efforts are not working for particular students or groups of students. We are also planning to roll out a monthly, targeted attendance information campaign district-wide for the 2024-25 school year. While we see progress with attendance and chronic absenteeism rates, the district knows that this needs to be a sustained priority in the coming years, and we have added it as a new goal under the Board of Education's Annual Goals and Directions for the 2024-25 school year.

4.6 Transportation was effective in supporting improvement in student attendance rates and a decline in chronic absenteeism, including all targeted student groups. While there is still a lot of work to be done to reach pre-pandemic levels, we are seeing steady improvement as we look at local mid-year data and see the actions in transportation as contributing to this progress. This year, our Transportation Services Team reconfigured home-to-school bus routes, expanding services to our unduplicated students and giving special attention to low income, foster, and homeless students. This re-prioritization of ridership required the district to expand the bus fleet to accommodate those now qualifying for home-to-school transportation. In addition, our Transportation Services team has become more engaged with families, and staff development has been implemented to ensure Bus Drivers and Transportation Aides understand the needs of their student riders. We have also set up new marketing and communication to ensure families understand bus routes, bus pass acquisition, and the overall free bus pass program. As part of this planning and implementation, we added four additional duty days to our Bus Drivers' calendar so they can train, practice, and connect with families prior to the start of the school year. Moving forward, the district aims to add necessary equipment, facilities, and personnel to provide transportation services to target neighborhoods who may not typically qualify for transportation services but who demonstrate a pattern of absenteeism and/or tardiness due to family circumstance. A pilot of this practice is showing early signs of effectiveness.

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

The new three-year LCAP will include the same Goal 4 with minor word changes. This broad goal has been an effective way to articulate this group of actions and services that address equity, engagement, school culture, and climate. The district will be streamlining metrics to make them more accessible to educational partners. Data will not be broken out by school, but we will continue to identify how student groups are performing in relation to all students.

The following adjustments will be made to Goal 4 actions and/or the implementation of these actions:

4.1 Equity and Equitable Practices: The district will ensure that parent advisory leads are offered training, such as the Excellence through Equity conference. The district will also add the word "inclusive" to this action to reflect our district's focus on inclusion and it's alignment to equity.

4.2 Educational Partner Engagement: The district will support the addition of more site-level PACs and will use the development of a new family center as an opportunity to explore parent education and offer more opportunities for parents to learn how to support their student's learning.

4.3 Mental Health Supports and Multi-Tiered Systems of Support (MTSS): The district will provide training to support teachers in integrating positive behavioral interventions into their classrooms. Additionally, the district will work to expand training for teachers and classified staff in responding to student behavior, particularly addressing the behavior of young students and students with disabilities.

4.5 Attendance Supports: The district will integrate attendance monitoring into MTSS in order to help sites develop attendance interventions for chronically absent students.

4.6 Transportation: Transportation will become part of Action 4.5 (Attendance) rather than its own action, as the district views it as a means of improving attendance, along with the other identified actions and services.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Murrieta Valley Unified School District	Faythe Mutchnick-Jayx Assistant Superintendent, Educational Services	fmutchnick-jayx@murrieta.k12.ca.us (951) 696-1600

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Murrieta Valley Unified School District (MVUSD) provides comprehensive academic programs to a student body of 22,300 individuals spanning from Preschool through our Adult Transition Program. Renowned for excellence, our institution offers highly acclaimed visual and performing arts opportunities, championship interscholastic athletic programs, nationally recognized student activities, and an expanding career technical education program. Central to our mission is a student-centered educational approach that prioritizes the academic achievement of every individual. With a distinguished record of performance, MVUSD stands as one of the premier districts in Riverside County and was awarded three Distinguished School awards during the 2023-24 school year. Our dedicated team of highly qualified educators and staff deliver a rigorous educational experience that seamlessly integrates academics, co-curricular activities, and career preparedness, equipping students with the skills and knowledge necessary to thrive in their future educational and professional endeavors.

Schools
11 Elementary Schools (TK-5)
4 Middle Schools (6-8)
3 Comprehensive High Schools
1 Alternative Education Program that includes in-person, daily instruction, as well as independent study and homeschool options
Our district also offers adult education, an adult-transition program, early childhood education, before and after school childcare, TK and Kindergarten wrap-around services, extended learning opportunities, and a parent center.

Students
Our student population is diverse, representing a wide range of ethnic backgrounds and sixty-nine languages. We have eight Title I schools in our district. 5.2% of our students are English Learners, and 52.7% qualify for free or reduced lunches. Upon graduation, approximately 63% of our 2023 graduates enrolled in higher educational institutions including colleges and universities across the state and nation.

Ethnic/Racial Distribution:

American Indian or Alaska Native .3%
Asian 3.9%
Pacific Islander .6%
Filipino 3.7%
Hispanic or Latino 42.8%
African American 5.2%
White (not Hispanic) 33.4%
Multiple or No Response 8.5%

In February of 2024, the Board of Education set the vision and direction for the district's upcoming school year. The following key focus areas, organized to align with our LCAP goals, have been developed to improve the performance of schools which will ultimately translate to improved outcomes for our students.

Goal 1: Student Learning
1a. Professional Learning Communities (PLCs)
1b. Transitional Kindergarten (TK)
1c. Workplace Readiness (Career Pathways and Exploration)
1d. Mathematics

Goal 2: Student Intervention
2a. Inclusion
2b. Alternative Learning Opportunities
2c. English Learners

Goal 3: Professional Growth
3a. Classified Employee Professional Growth
3b. Certificated Employee Professional Growth
3c. Administrative and Management Professional Growth

Goal 4: Climate and Culture
4a. Multi-Tiered System of Support
4b. Student Engagement
4c. Student Attendance
4c. Family Engagement

Reflections: Annual Performance

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

SUCCESSES
Murrieta Valley USD has demonstrated the greatest success in English Language Arts performance, Mathematics performance, and graduation rates as described below.

All Students

All Students | State

Green

16.1 points above standard

Maintained -0.8 Points
Number of Students: 11,296
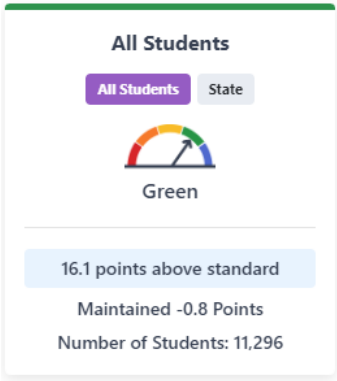
English Language Arts performance is a success for the district. On the CA School Dashboard it is categorized by the CDE as Green, with the district scoring 16.1 points above the standard, a data point which was maintained from the previous year. The Filipino student group is categorized as Blue, and the Asian, Two or More Races, Pacific Islander, Socioeconomically Disadvantaged, and White student groups are categorized as Green. The American Indian, Hispanic, and Homeless student groups are categorized as Yellow. Local data, such as iReady, Reading Inventory, and Imagine Math, supports the dashboard data with the majority of grade levels trending in a positive direction.

Despite this success, two student groups within our schools are in the Red category for English Language Arts performance. This included English Learners at Avaxat and Students with Disabilities at Alta Murrieta, Avaxat, Buchanan, Lisa J. Mails, Monte Vista, Murrieta Canyon Academy, Murrieta Elementary, Rail Ranch, and Shivela. The district will continue to build on our success in English Language Arts Performance, while addressing the identified needs of these student groups, through our focus on professional learning teams who are looking at common assessment data and developing ways to respond when students are not learning. Additionally, the district's continued focus on early literacy instruction, inclusion, and English learner support will address these needs. Finally, to address continued support at Avaxat, in all metrics, the district has invested in their status as an AVID school. This focus is still being revived after the pandemic, but we believe it has the potential to improve the school's various challenges as identified in the data.

All Students

[All Students] [State]

Green

22.2 points below standard

Increased 4.1 Points ⊕

Number of Students: 11,205
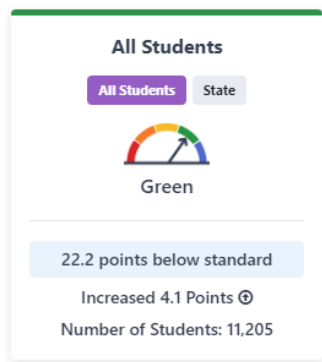
Mathematics performance is also a success for the district. On the CA School Dashboard it is categorized by the CDE as Green, with the district scoring 22.2 points below the standard, an increase of 4.1 points from the prior year. The Asian, Filipino, and White student groups are categorized as Green. The Hispanic, Two or More Races, Pacific Islander, and Socioeconomically Disadvantaged student groups are categorized as Yellow. Local data, such as iReady, Reading Inventory, and Imagine Math, supports the dashboard data with the majority of grade levels trending in a positive direction.

Despite this success, one school and multiple student groups within our schools are in the Red category for Mathematics performance. This includes Murrieta Canyon Academy overall, as well as Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White student groups at Murrieta Canyon Academy. It also includes Students with Disabilities at Avaxat, Rail Ranch, Shivela, and Warm Springs, as well as English Learners at Thompson. The district will continue to build on our success in Mathematics performance, while addressing the identified need of these students groups, through our focus on professional learning teams. The district has also identified mathematics as a goal in our Board of Education's Annual Goals and Directions. Professional development, coaching, and new curricular/intervention materials will be in place to address this identified need for these student groups. Finally, the district will collaborate with Murrieta Canyon Academy to identify root causes and provide support to address these needs, including the Learn at Home Program which is part of this school.

All Students

[All Students] [State]

Blue

96.7% graduated

Maintained 0.3%

Number of Students: 2,035
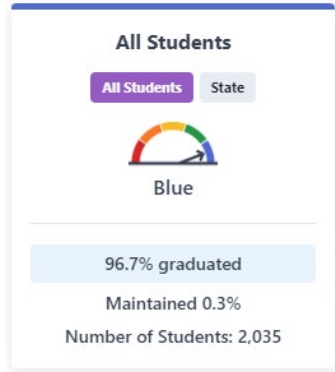
Graduations Rates are a success for the district. On the CA School Dashboard it is categorized by the CDE as Blue, with a district graduation rate of 96.7% which was maintained from the prior year. The following student groups are categorized as Blue: African American, Asian,

Filipino, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, and White. English Learners and Students with Disabilities are categorized as Green. The district does not have any student groups categorized as yellow, orange, or red for Graduation Rates, nor are there any schools or students groups characterized as Red.

The district will build on the success with our graduation rates by continuing our current counseling monitoring practices which have had a great impact on this success. We will also continue to offer credit recovery opportunities, as well as enhance our communication around CTE pathways which can engage more students in their high school experience.

CHALLENGES

Murrieta Valley USD has identified the need for significant improvement in English Learner Progress and Suspension Rates, as well as the need for some improvement in Chronic Absenteeism and College/Career Readiness.
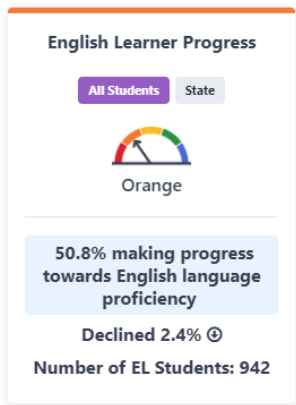
English Learner Progress is a significant, identified need for the district. On the CA School Dashboard it is categorized as Orange, with 50.8% making progress towards English language proficiency which represents a decline of 2.4% from the prior year. In addition to this overall need for our district, English Learner Progress is characterized as Red for Avaxat Elementary and Murrieta Valley High School. Local data, such as iReady, Reading Inventory, and Imagine Math, supports this identified need with a discrepancy noted between the outcomes of English Learners and all students.

Our LCAP has specific actions to directly support English Learner Progress, and English Learners are now included as a key goal in our Board of Education's Annual Goals and Directions. The district has focused on professional development for teachers and plans to provide further training to teachers and administrators this summer. There are plans in place to address the needs of Long-term English Learners at the High School level, as well as to improve practices for supporting dually identified (Special Education and English learner) students. English Learner progress continues to be a priority for our district.

All Students

All Students | State

Orange

2.9% suspended at least one day

Increased 0.3% ⊕

Number of Students: 23,411
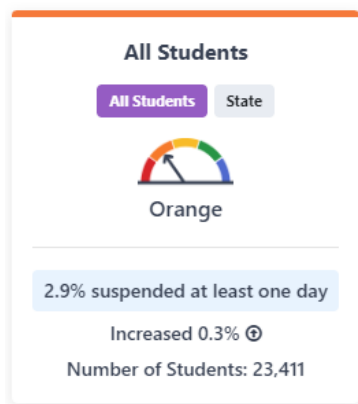
Suspension Rates are also a significant, identified need for the district. On the CA School Dashboard it is categorized as Orange, with 2.9% of students suspended at least one day, a rate that increased .3% from the prior year. The Suspension Rate for Foster Youth is characterized as Red, and the following students groups have Suspension Rates that are characterized as Orange: American Indian, Homeless, Two or More Races, Pacific Islander, Students with Disabilities, and White students. Additionally, a number of student groups at specific schools have been characterized as Red for Suspension Rates. This includes Students with Disabilities at Antelope Hills, Monte Vista, and Rail Ranch; Socioeconomically Disadvantaged students at Murrieta Canyon Academy; African American students at Murrieta Canyon Academy and Rail Ranch; and Multiple Race students at Murrieta Valley High School. While local suspension data (mid-year) demonstrates a decline in overall suspension rates, there continues to be a discrepancy between the rates of all students and that of specific student groups, particularly Foster Youth, Students with Disabilities, and African American students.

The district will address the overall identified needs and the needs of these student groups through a continued focus on MTSS and positive behavioral supports. We have built a foundation for this work and will continue to engage site teams in building a robust, tiered system of support for students. Next year, we will be addressing Tier 2 supports, providing targeted training for administrators to build their capacity to lead this work, and training classroom-based staff on providing tiered behavior support within the classroom setting. Additionally, our LCAP has specific actions to directly support Foster Youth. One of the planned actions in the coming year includes social workers meeting with Foster Students as a group to build communities of support for these students. Finally, our district is providing professional development to administrators in alternatives to suspension and other means of correction, which is also intended to positively impact our suspension rates, including those of specific student groups.

All Students

All Students | State

Yellow

23.4% chronically absent

Declined 7.4% ⊕

Number of Students: 14,704
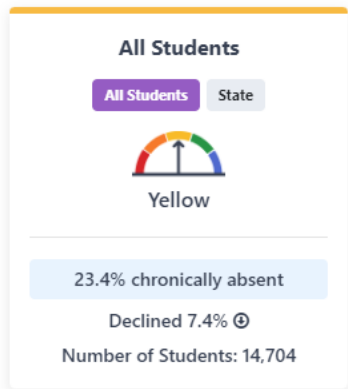
While the district has had some success with Chronic Absenteeism, it continues to be an identified need. On the CA School Dashboard it is categorized as Yellow with 23.4% of students chronically absent, a percentage that has declined by 7.4% from the year prior. All of our student groups are categorized as Orange (American Indian, Foster Youth, Pacific Islander) or Yellow. While the district does not have any student groups that are categorized as Red, one of our schools (Murrieta Canyon Academy) is categorized as Red overall with the following students groups also categorized as Red: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students. Additionally, a number of student groups from specific schools are categorized as Red, including English Learners at Antelope Hills, Dorothy McElhinney, and Tovashal; Asian students at Monte Vista; African American Students at Murrieta El; and White students at Rail Ranch. Local data is showing that chronic absenteeism continues to exceed pre-pandemic levels in our district, but it is definitely trending in the right direction, at a strong pace, including all student groups. Foster Youth and Students with Disabilities have chronic absenteeism rates that are much higher than that of all students.

The district will address the overall identified needs and the needs of these student groups through a continued focus on attendance. Attendance has been identified as a new goal in the Board of Education's Annual Goals and Directions. Our Attendance Coordinator is currently working closely with our MTSS staff to begin to integrate attendance monitoring and response into the district's MTSS focus area. In the coming year, site teams will be asked to include attendance conversations in their monthly meetings and to brainstorm interventions when Tier 1 efforts are not working for particular students or groups of students. The district also plans to continue attendance incentives for teachers and schools at the elementary level and begin piloting an incentive model at the secondary level. The district will be rolling out a monthly targeted attendance information campaign for all levels next school year. Finally, the district will collaborate with Murrieta Canyon Academy to identify root causes and provide support to address these needs, including the Learn at Home Program which is part of this school.

All Students

All Students | State

Medium

53.7% prepared

Number of Students: 2,031
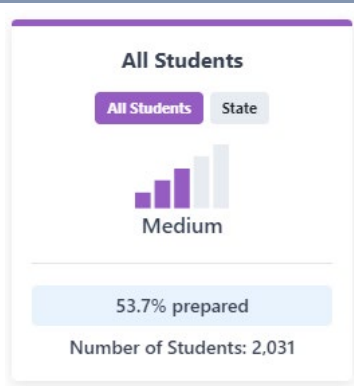
The district considers our College/Career Indicator an identified need. On the CA School Dashboard it is categorized as Medium with 53.7% of seniors considered to be prepared for college and career. There are not any student groups categorized as Very Low, but English Learners and Students with Disabilities are characterized as Low, and African American, Hispanic, Homeless, and Socioeconomically Disadvantaged students are categorized as Medium. Additionally, three student groups at two of our high schools have been characterized as Very Low: Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS. Local data indicates that a focus for the district is moving our A-G rate back to pre-pandemic levels, as well as promoting advanced coursework and CTE pathways to ensure that more students meet the college career indicator in the future. Local data supports the importance of improving math performance and ensuring that more students progress to at least Math III by their junior year.

The district will address the overall identified needs and the needs of these student groups through the PLT initiative, the Profile of a Graduate, and the work of our counselors. The district's focus on professional learning teams, who are looking at common assessment data and developing ways to respond when students are not learning, will ensure that more students meet proficiency in English Language Arts and Mathematics. Additionally, the implementation of interventions through elementary intervention teachers, additional sections for the secondary schools, and office hours will complement the PLT work. Our district's recently adopted Profile of a Graduate will also impact this metric as it provides a new focus for our staff and helps our students understand the outcome of their learning experience in our schools. Our counselors will also be key in helping more of our students meet the CCI. Their work to assure students make progress in their A-G coursework, to monitor and support CTE pathway completion, and to ensure more students complete World Languages coursework to achieve the Seal of Biliteracy will help address our needs in this area.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Councils: District English Learner Advisory Council, Special Education Parent Advisory Council (and SELPA), African American Parent Advisory Council, Latino Parent Advisory Council	District staff attend all district Parent Advisory Council meetings. At a spring meeting of each council, they facilitated a discussion about the LCAP, sharing current goals and actions. Staff asked for feedback regarding these goals and actions, as well as the overall current strengths and needs of the district based on their experiences. District staff sat with individuals to listen to their feedback, and all discussions resulted in documentation that was synthesized and used to inform our new LCAP. Meeting dates for this formal conversation were as follows: DELAC (February 21, 2024) LPAC (March 19, 2024) AAPAC (March 26, 2024) SEPAC (May 1, 2024) Note: SEPAC leaders consulted with SELPA and provided feedback on the LCAP to the district throughout the school year and at the May 1st meeting.
LCAP Surveys: Secondary Students (6-12), Parents/Family Members, District Staff, Site Classified Staff, Site Teaching/Certificated Staff	Our district's annual LCAP survey was available for feedback from March 11th - 22nd. The district and school sites provided multiple notices to all educational partners about the survey and encouraged everyone's participation. Members of the Partnership for Thriving Students and Families (PTSF) assisted the district in revising the Parents/Family Members survey to be streamlined and focused. Panorama staff provided this team, as well as members of Senior

	Staff and Educational Services, a debrief session on the results of the Parents/Family Members survey, helping us understand trends and areas of need which could be used to inform our LCAP. The district had the following participation in this year's survey: Secondary Students (6-12) 3,148 Parents/Family Members 1,932 District Staff 128 Site Classified Staff 279 Site Teaching/Certificated Staff 489
School Site Councils: Parents, Site Administrators, Site Classified Staff, Site Certificated/Teaching Staff	This year, our district added an additional type of LCAP feedback by attending Site Council meetings. District staff facilitated a discussion about the LCAP, sharing current goals and actions. They asked for feedback regarding these goals and actions, as well as the overall current strengths and needs of their sites based on their experiences. District staff listened to their feedback and all discussions resulted in documentation that was synthesized and used to inform our new LCAP. These engagement sessions gave district staff a better understanding of each site, how the LCAP affects them, and their specific needs at this time. The district was not able to schedule visits for all schools, but we did visit almost half of the school sites. We plan to make this a regular process so that all schools are visited at least every other year. This year, the following Site Councils took part in this process on the dates indicated below: Cole Canyon Elementary School (January 18, 2024) Murrieta Mesa High School (February 7, 2024) Rail Ranch (February 8, 2024) Antelope Hills Elementary School (February 20, 2024) Buchanan Elementary School (March 12, 2024) Avaxat Elementary School (March 14, 2024) Murrieta Canyon Academy (March 20, 2024) Thompson Middle School (March 27, 2024) Lisa J. Mails Elementary School (March 28, 2024)

Partnership for Thriving Students and Families (PTSF): Parents, Site Administrators, District Staff, Site Classified Staff, Site Certificated/Teaching Staff, Students, Community Members, Murrieta Educators Association (MEA), California School Employees Association (CSEA)	This year, our district merged our LCAP Advisory with the Partnership for Thriving Students and Families (PTSF) to engage one representative group around the topic of family engagement and the development of the LCAP, as well as other district initiatives. This was a diverse group which brought together a variety of perspectives and led to thoughtful reflections about how to support our families, students, and classrooms. This team met five times throughout this year on September 6th, November 14th, December 12th, January 24th, March 13th, and May 15th.
LCAP Student Advisories	Our district's Coordinator of Equity and Engagement, along with site administrators, meets quarterly with secondary students who are from unduplicated or other focus student groups to gather feedback regarding their school and individual needs. Some of the topics this year included site Panorama data, school culture and climate, teacher/student relationships, and academic supports. The feedback received from students during these meetings allows our coordinator and site administrators to identify next steps at the site and district levels. Input is integrated into the overall data and informs the development of the LCAP.

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

Murrieta Valley USD is committed to an authentic LCAP engagement process, as demonstrated by our multiple methods for garnering input, as well as our efforts to continue improving these methods. In particular, this year the district made an intentional decision to merge two advisories to more effectively gain feedback from a variety of voices. Additionally, we expanded our opportunities for feedback by visiting school site councils and gaining input within the context of specific sites. Both of these initiatives were robust opportunities for us to strengthen our current feedback systems and further our understanding of our district's needs.

This year's engagement process was centered on our development of a new three-year LCAP. Knowing that many of our current actions are tied to ongoing programs and personnel, we sought to understand the impact of these actions on our students and school communities, from the point of view of our educational partners. We wanted to validate the actions before determining that they should be continued and also gather specific information that might impact our implementation of those actions.

The following actions, identified by goal, were validated and/or influenced by the feedback provided by educational partners:
Goal 1:

1.1 Additional teachers at the K-3 level: This action was strongly validated by feedback. Educational partners spoke to the impact smaller class sizes have on students feeling safe and connected, as well as on teachers being able to meet individual learning needs.

1.2 Elementary, middle, and high school counseling services: This action was strongly validated by feedback. Educational partners spoke about the continued mental health needs of students and shared stories about the difference counselors were making for individuals. They also spoke about the need for continued communication and support for students in determining educational pathways and opportunities. Feedback will influence the implementation of this action in the following ways: we will work with elementary counselors to increase supports for behavior and MTSS, we will work with secondary counselors to improve communication with students and families about learning pathways, including CTE, and we will work with all counselors to support transitions from one level (elementary/middle/high) to the next.

1.4 AVID Program: This action was validated by teachers, as well as by students who had participated in it. It was identified as a key academic support for students who fall within the unduplicated student groups. Avaxat Elementary shared their intention to renew their commitment to school-wide AVID and work to engage staff in key practices to impact student engagement and achievement.

1.5 CTE pathways: This action was strongly validated by feedback. Educational partners want to see our CTE program enhanced, and they support the district's focus on career readiness for all. Feedback will influence the implementation of this action in several ways. Educational partners definitely believe that an early exposure to the pathways will be positive for students, so the district will work on the implementation of elective wheels at the middle school level as a way to provide that exposure. Additionally, the district will look at how we can better market our pathways and make sure students and families know about the offerings early enough to take advantage of them. Finally, we will continue to explore how special education students can take part in CTE and ensure families are aware of these opportunities.

Goal 2:

2.1 Elementary intervention teachers: This action was strongly validated by feedback. Educational partners spoke to the value these teachers bring and the growth in student achievement as a result of students working with intervention teachers. Sites felt that the district needs to consider the size of the school when allocating support, which we have done thus far.

2.3 English Learner program support: This action was validated by feedback. Educational partners spoke to the need for continued support for students, including Newcomers and Long-term English Learners. They appreciated the resources that have been provided for classrooms and students (iPads, Imagine Learning program) as well as the support of the bilingual aides that are funded out of Title III. It was also noted that there is appreciation for the intentional engagement of English Learner families. This action will be influenced by educational partner feedback, as we will be adding specific actions to support Long-term English Learners. Additionally, we will be exploring some of the ideas offered such as peer support and enrichment for English Learners as a group.

2.4 Intervention programs and support: This action was validated by feedback. Specifically, educational partners spoke about the Read 180 program and that it continues to be a strong support for struggling readers. Another consistent piece of feedback was support for the office hours model which is being implemented at most secondary school sites.

Goal 3:

3.1 Instructional coaching support: This action was validated by feedback. Teachers expressed appreciation for this support. They shared that they like how the support model of the coaches has evolved, and they appreciate the ease of communication with this team. Administrators feel that these coaches are supports to them as well, both as resources and to provide training to staff when requested.

3.2 Induction program: This action was strongly validated by feedback. Teachers spoke to the benefit of having a mentor on campus, someone who could help support them every step of the way as they enter the teaching profession in our district. They also validated the training that was part of induction, sharing that it was engaging and beneficial.

Goal 4:

4.1 Training in equity, equitable practice, and cultural proficiency: This action was validated by feedback. Educational partners, particular from our PACs, expressed the importance of providing more training in this area. They also shared that there is evidence of more cultural events and support on campuses, as well as more of an inclusive mindset overall, possibly stemming from our district's focus on this work. They expressed the importance of ensuring there is cultural representation within our staff as well. This action will be influenced by parent input as we will ensure that parent advisory leads are included in equity training.

4.2 Authentic engagement of educational partners: This action was strongly validated by feedback, both in terms of student engagement and family engagement. Educational partners spoke of their appreciate of the enrichment activities for students, including intramurals, ELOP, and extended day. They shared how much these activities connect and engage their students and how much they support families, especially working families. They provided feedback for the district to look at after school opportunities for middle school, as well, which can be integrated into the ELOP plans. Educational partners also spoke about the importance of family engagement, with strong support of the district PACs and interest in developing more site-based PACs. They expressed the need for more parent education in the form of parenting classes and other direct skill building, including opportunities for parents to learn how to support their students' learning. This action will be influenced by parent input, as we will add support for site PACs and use the development of a new parent center as an opportunity to explore parent education on a larger level.

4.3 Services to support mental health/social emotional well-being and support for MTSS, PBIS, and student safety: This action was strongly validated by feedback. Educational partners spoke of the continued mental health needs of student and the positive impact of social workers at the secondary level, as well as the mental health team at the district. Staff also shared that they appreciated the work on MTSS and the ability to make the model work to fit their site's needs. Educational partners consistently expressed that the district needed to maintain a focus on safety, particularly in relation to student behavior. This action will be influenced by educational partner input, as the district will be focusing upcoming training to support teachers in integrating positive behavioral intervention systems into their classrooms. Additionally, based on educational partner input, the district will work to expand training for teachers and classified staff in responding to student behavior, particularly addressing behavior of young students and students with disabilities. Finally, the district will be providing additional behavior support staff at each elementary school to respond to educational partner feedback regarding student behavioral needs.

4.4 Services for foster/homeless youth: This action was validated by feedback. Educational partners appreciate that there is targeted support for these students and spoke about the positive impact of home visits.

4.5 Support for attendance: This action was validated by feedback. Educational partners spoke to the need to address attendance for special education students and those exhibiting chronic absenteeism. They also expressed the need to rethink how we address attendance and commit to finding out barriers for individual students and working to address those barriers with families.

4.6 Transportation services: This action was validated by feedback. Educational partners spoke to the importance of offering this service to families who need it. Schools shared specific needs based on their populations and were appreciative when efforts have been made to think out-of-the-box to target needs.

In addition to our current actions, the following feedback was provided by educational partners as significant areas that should be included in the LCAP.

* District focus on inclusion: Educational partners value this focus in our district and would like to see it reflected in our goals and actions. This feedback will influence Goal 4, Action 1 so that inclusion is noted and addressed in our plan.

* Professional development for classified staff: Educational partners identified this as a continued need, particularly for those working directly, in instructional or playground settings, with students. This feedback will influence Goal 4, Action 3 (Mental Health Supports and MTSS) so

that intentional plans are in place to train classified staff in addressing and supporting student behavior. It will also impact professional development planning that falls outside of the LCAP.

* Math support: Educational partners identified this as a continued need. There is concern about student achievement in math and the ability for students to get support when they fall behind. Math has been added to our Board of Education's Annual Goals and Directions. While no actions will be added for math in the LCAP, several of the current actions will support this need, including but not limited to: Goal 2 Action 1 (Intervention Teachers), Goal 2 Action 2 (Intervention Sections), Goal 3 Action 1 (Instructional Coaches), and Goal 3 Action 4 (Outsourced Data and Assessment Programs).

Finally, Educational Partners shared that the data within our plan is lengthy and often challenging to digest. In response to this feedback, we plan to streamline the data in our LCAP in order to make it more user-friendly.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Learning and Achievement: Ensure all students have equitable access to high quality actions and services that increase student learning, academic achievement, and college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Student learning and achievement is at the core of what we do as a district. Murrieta Valley USD is committed to ensuring high levels of learning for all students. Based on an analysis of our academic achievement data, there is a continued need to keep our focus on this goal.

Performance in English Language Arts and Mathematics is a success based on the 2023 California Dashboard with both classified as Green, but there is a need for continued improvement. English Language Arts scores are 16.1 points above the standard, but scores maintained this year rather than increasing. Additionally, two student groups at specific schools in our district are identified as Red: English Learners and Students with Disabilities. Mathematics scores increased 4.1 points from the previous year, but overall we are scoring 22.2 points below the standard. Additionally, one school and multiple student groups at specific schools in our district are identified as Red.

Through the implementation of Goal 1 actions (additional teachers for smaller class sizes K-3, additional counselors K-12, coordinators and PLT leads, Advancement Via Individual Determination (AVID) program, Career Technical Education, and college/career readiness), we expect to see growth in student learning and achievement as evidenced by Goal 1 metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	iReady K - 3 (% at grade level) Increase % at grade level by 2% annually for all grade levels and student groups Source: Power BI	December 2023 ELA Kinder 60.0% 1st Grade 39.8% 2nd Grade 58.4% 3rd Grade 68.1% All (K-3) 56.9% EL 32.8% SED 49.0% SWD 33.2% AA 54.5% HI 51.7% FY 43.9% Math Kinder 38.5% 1st Grade 24.8% 2nd Grade 32.6% 3rd Grade 37.8% All (K-3) 33.5% EL 16.4% SED 25.9% SWD 22.4% AA 26.4% HI 27.7% FY 17.1%			December 2026 ELA Kinder 66.0% 1st Grade 45.8% 2nd Grade 64.4% 3rd Grade 74.1% All (K-3) 62.9% EL 38.8% SED 55.0% SWD 39.2% AA 60.5% HI 57.7% FY 49.9% Math Kinder 44.5% 1st Grade 30.8% 2nd Grade 38.6% 3rd Grade 43.8% All (K-3) 39.5% EL 22.4% SED 31.9% SWD 28.4% AA 32.4% HI 33.7% FY 23.1%	
1.2	CAASPP Grade 3 (% meets/ exceeds standard) Increase % meets/exceeds standard by 2% annually overall and for all student groups	Spring 2023 ELA ALL 49.2% EL 20.6% SED 41.7% SWD 26.7% AA 36.0% HI 42.5% FY NA			Spring 2026 ELA ALL 55.2% EL 26.6% SED 47.7% SWD 32.7% AA 42.0% HI 48.5% FY NA	

	Source: DataQuest	Math ALL 52.0% EL 28.7% SED 43.8% SWD 31.3% AA 23.0% HI 44.8% FY NA			Math ALL 58.0% EL 34.7% SED 49.8% SWD 37.3% AA 29.0% HI 50.8% FY NA	
1.3	A-G Requirements Increase % meeting A-G requirements by 2% annually overall and for all student groups Source: Dashboard	2023 Cohort ALL 57.0% EL 31.0% SED 48.3% SWD 13.0% AA 55.0% HI 50.9% FY NA			2026 Cohort ALL 63.0% EL 37.0% SED 54.3% SWD 19.0% AA 61.0% HI 56.9% FY NA	
1.4	A-G Requirements + CTE Pathway Completion Increase % meeting A-G requirements and completing CTE pathway by 2% annually overall and for all student groups Source: Dashboard	2023 Cohort ALL 7.4% EL 3.4% SED 5.3% SWD 1.6% AA 5.4% HI 6.2% FY NA			2026 Cohort ALL 13.4% EL 9.4% SED 11.3% SWD 7.6% AA 11.4% HI 12.2% FY NA	
1.5	CTE Pathway Completion Increase % completing a CTE pathway by 1%	2023 Cohort ALL 9.1% EL 6.9% SED 7.0% SWD 3.8%			2026 Cohort ALL 12.1% EL 9.9% SED 10.0% SWD 6.8%	

	annually overall and for all student groups Source: Dashboard	AA 7.8% HI 7.8% FY NA			AA 10.8% HI 10.8% FY NA	
1.6	CCI Rate Increase % meeting college and career indicator by 2% annually overall and for all student groups Source: Dashboard	2023 Cohort ALL 53.7% EL 26.4% SED 44.7% SWD 11.5% AA 42.6% HI 46.0% FY NA			2026 Cohort ALL 59.7% EL 32.4% SED 50.7% SWD 17.5% AA 48.6% HI 52.0% FY NA	
1.7	CAASPP (% meets/ exceeds standard) Increase % meets/exceeds standard by 2% annually for all grade levels and student groups Source: DataQuest	Spring 2023 5th Grade ELA ALL 53.7% EL 13.5% SED 46.7% SWD 20.5% AA 32.9% HI 42.0% FY NA 5th Grade Math ALL 42.4% EL 11.5% SED 35.4% SWD 13.8% AA 20.0% HI 28.4% FY NA 8th Grade ELA ALL 58.1% EL 11.1% SED 50.4% SWD 15.8%			Spring 2026 5th Grade ELA ALL 59.7% EL 19.5% SED 52.7% SWD 26.5% AA 38.9% HI 48.0% FY NA 5th Grade Math ALL 48.4% EL 17.5% SED 41.4% SWD 19.8% AA 26.0% HI 34.4% FY NA 8th Grade ELA ALL 64.1% EL 17.1% SED 56.4% SWD 21.8%	

		AA 44.0% HI 51.8% FY NA 8th Grade Math ALL 41.9% EL 7.9% SED 35.1% SWD 12.1% AA 29.3% HI 34.2% FY NA 11th Grade ELA ALL 72.5% EL 12.9% SED 64.4% SWD 34.1% AA 67.5% HI 66.8% FY NA 11th Grade Math All 38.1% EL 1.4% SED 28.8% SWD 8.3% AA 20.0% HI 29.2% FY NA			AA 50.0% HI 57.8% FY NA 8th Grade Math ALL 47.9% EL 13.9% SED 41.1% SWD 18.1% AA 35.3% HI 40.2% FY NA 11th Grade ELA ALL 78.5% EL 18.9% SED 70.4% SWD 40.1% AA 73.5% HI 72.8% FY NA 11th Grade Math All 44.1% EL 7.4% SED 34.8% SWD 14.3% AA 26.0% HI 35.2% FY NA	
1.8	CAST (% meets/ exceeds standard) Increase % meets/exceeds standard by 2% annually for all grade levels and student groups	Spring 2023 5th Grade ALL 38.8% EL 4.9% SED 31.7% SWD 13.7% AA 25.8% HI 30.5%			Spring 2026 5th Grade ALL 44.8% EL 10.9% SED 37.7% SWD 19.7% AA 31.8% HI 36.5%	

	Source: DataQuest	FY NA 8th Grade ALL 39.2% EL 1.5% SED 31.7% SWD 10.3% AA 27.1% HI 31.3% FY NA 11th Grade ALL 46.5% EL1.5% SED 37.7% SWD 17.3% AA 28.4% HI 37.9% FY NA			FY NA 8th Grade ALL 45.2% EL 7.5% SED 37.7% SWD 16.3% AA 33.1% HI 37.3% FY NA 11th Grade ALL 52.5% EL7.5% SED 43.7% SWD 23.3% AA 34.4% HI 43.9% FY NA	
1.9	Avaxat CAASPP, CAST, Chronic Absenteeism Increase % meets/exceeds standard by 2% annually (CAASPP and CAST) overall and for all student groups Source: DataQuest Decrease % chronic absenteeism rate by 2% annually (Chronic Absenteeism) overall and for all student groups Source: Dashboard	Spring 2023 CAASPP ELA ALL 37.8% EL 4.7% SED 34.4% SWD 14.3% AA 30.8% HI 33.7% FY NA CAASPP Math ALL 31.6% EL 7.0% SED 25.8% SWD 13.1% AA 11.5% HI 27.7% FY NA			Spring 2026 CAASPP ELA ALL 43.8% EL 10.7% SED 40.4% SWD 20.3% AA 36.8% HI 39.7% FY NA CAASPP Math ALL 37.6% EL 13.0% SED 31.8% SWD 19.1% AA 17.5% HI 33.7% FY NA	

		CAST ALL 28.7% EL 11.1% SED 27.5% SWD 12.0% AA 15.4% HI 22.0% Foster NA Chronic Absenteeism ALL 34.0% EL 28.9% SED 37.1% SWD 47.0% AA 38.3% HI 34.2% FY NA			CAST ALL 34.7% EL 17.1% SED 33.5% SWD 18.0% AA 21.4% HI 28.0% Foster NA Chronic Absenteeism ALL 28.0% EL 22.9% SED 31.1% SWD 41.0% AA 32.3% HI 28.2% FY NA	
1.10	AVID Participation Increase AVID school-wide participation rates by 1% annually overall and maintain current representation levels within AVID for all student groups Source: Power BI	January 2024 Middle School ALL 12.8% EL 2.8% SED 72.1% SWD 4.1% AA 9.0% HI 57.8% FY 0.6% High School ALL 11.9% EL 4.3% SED 70.0% SWD 4.3% AA 7.8% HI 62.9% FY 0.4%			January 2027 Middle School ALL 15.8% EL 8.8% SED 79.1% SWD 10.1% AA 15.0% HI 63.8% FY 6.6% High School ALL 14.9% EL 10.3% SED 76.0% SWD 10.3% AA 13.8% HI 68.9% FY 6.4%	

1.11	AVID Retention High School Increase AVID retention rate by 2% annually overall and at each high school Source: Power BI	2023 Cohort ALL 50.0% MMHS 45.7% MVHS 49.3% VMHS 55.9%			2026 Cohort ALL 56.0% MMHS 51.7% MVHS 55.3% VMHS 61.9%	
1.12	AVID GPA Middle and High School Increase % of AVID at or above 2.5 GPA by 2% annually at each middle and high school Source: Power BI	December 2023 DMMS 92.1% SMS 64.7% TMS 74.7% WSMS 90.6% MMHS 74.5% MVHS 76.0% VMHS 84.3%			December 2026 DMMS 98.1% SMS 70.7% TMS 80.7% WSMS 96.6% MMHS 80.5% MVHS 82.0% VMHS 90.3%	
1.13	Early Academic Preparedness (EAP) Rate Increase EAP "Fully Prepared" rates in ELA and Math by 2% annually overall and for all student groups Source: DataQuest	Spring 2023 ELA ALL 38.5% EL 0.0% SED 29.8% SWD 10.7% AA 27.2% HI 29.4% FY NA All 14.6% EL 0.0% SED 8.0% SWD 1.1% AA 2.6% HI 8.9% FY NA			Spring 2026 ELA ALL 44.5% EL 6.0% SED 35.8% SWD 16.7% AA 33.2% HI 35.4% FY NA All 20.6% EL 6.0% SED 14.0% SWD 7.1% AA 8.6% HI 14.9% FY NA	

1.14	AP Pass Rate Increase % of students completing AP exams with a score of 3 or higher by 2% annually overall and for all student groups Source: College Board and Power BI	Spring 2023 ALL 65.8% EL NA SED 52.8% SWD NA AA 54.7% HI 63.3% FY NA			Spring 2026 ALL 71.8% EL NA SED 58.8% SWD NA AA 60.7% HI 69.3% FY NA	
1.15	AP Participation Rate Increase % participation of students in SED and Hispanic student group 2% annually to align with proportionality data Source: Power BI	2022-23 School Year EL 1.0% SED 40.9% SWD 2.1% AA 7.1% HI 36.5% FY 0.0%			2025-26 School Year EL 1.0% SED 46.9% SWD 2.1% AA 7.1% HI 42.5% FY 0.0%	
1.16	Standards-aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials Source: Destiny	2023-24 School Year 100% of students in the school district have access to the standards-aligned instructional materials.			2026-27 School Year 100% of students in the school district have access to the standards-aligned instructional materials.	
1.17	CA Dashboard Local Indicators Priority 2 Reflection Tool, Question 2	Spring 2024 LEA instructional materials aligned with standards and/or			Spring 2027 LEA instructional materials aligned with standards	

| | Attain and/or Maintain a score of 4 or higher for all subject areas

Source: Local Indicator Self-Reflection Tool | curriculum frameworks (1-5)

ELA (4)
ELD (3)
Mathematics (1)
NGSS (4)
Social Science (4) | | | and/or curriculum frameworks (1-5)

ELA (5)
ELD (4)
Mathematics (4)
NGSS (5)
Social Science (5) | |

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Additional Teachers for Smaller Class Sizes K - 3	Additional teachers at the K-3 level for all elementary schools will provide teachers with a greater opportunity to differentiate instruction to meet the specific learning needs of students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth) to ensure	$2,532,534.00	Yes

		they meet grade level standards. This action will also be directed towards the English Learner and Students with Disabilities groups, at specific elementary schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Students with Disabilities, at specific elementary schools, who are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.		
1.2	Additional Counselors TK - 12	Additional counselors at the elementary, middle, and high school levels will ensure students' social emotional well-being and college/career readiness, with a focus on providing services and support to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS that are characterized as Very Low on the College/Career Indicator on the 2023 Dashboard.	$2,913,950.00	Yes
1.3	Coordinators and PLT Leads	Coordinators will support student learning by providing services in areas such as data disaggregation and analysis, curriculum and standards implementation, instructional technology and computer science, college/career readiness, and visual/performing arts, with a focus on providing services and support to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.	$1,343,457.00	Yes
1.4	Advancement Via Individual Determination (AVID) Program	The AVID program at Avaxat Elementary School and all Secondary Schools will provide students with academic support including organizational tools, academic planning/monitoring, tutoring, and college/career awareness with a focus on providing services and support to first generation college students and students in unduplicated student	$2,386,017.00	Yes

		groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth).		
1.5	Career Technical Education (CTE)	Career Technical Education will provide students with opportunities to gain industry experience in a career pathway to prepare them for high wage, high skill, and high demand careers, with a focus on promoting these programs to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS that are characterized as Very Low on the College/Career Indicator on the 2023 Dashboard.	$3,386,310.00	Yes
1.6	College/Career Readiness	The College/Career Readiness action will provide supplemental supports to promote post high school awareness, exploration, and preparation, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth) in this area. This action will also be directed towards the Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS that are characterized as Very Low on the College/Career Indicator on the 2023 Dashboard.	$187,881.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Intervention: Provide high quality early intervention actions and services to close achievement gaps and ensure high levels of learning for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Intervention actions and services ensure all students receive targeted supports to enable them to achieve the standards. Based on an analysis of our academic achievement data, there is a continued need to have an intentional focus on intervention efforts to close achievement gaps for students in unduplicated student groups. The CA Dashboard data illustrates this need, as performance in English Language Arts is characterized as Green, but a number of student groups are not, including English Learners and Foster Youth who are characterized as Orange. In Mathematics the district is also characterized as Green, but most student groups are not, including Socioeconomically Disadvantaged which is Yellow and English Learners and Foster Youth students which are Orange. Additionally, the district is characterized as Orange when it comes to the English Learner Progress Indicator, with 50.8% of students making progress towards English language proficiency, a rate that declined 2.4% from the prior year.

Through the implementation of the Goal 2 actions (elementary intervention teachers, additional secondary sections for intervention, English Learner program support, intervention programs and support, and Long-term English Learner supports), we expect to see improved student learning and achievement as evidenced by Goal 2 metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	iReady K - 5 (% at grade level)	December 2023			December 2026	

	Increase % at grade level by 2% annually for all grade levels and student groups Source: Power BI	ELA Kinder 60.0% 1st Grade 39.8% 2nd Grade 58.4% 3rd Grade 68.1% 4th Grade 51.4% 5th Grade 49.6% ALL 54.6% EL 26.4% SED 46.5% SWD 29.9% AA 49.6% HI 48.3% FY 31.6% Math Kinder 38.5% 1st Grade 24.8% 2nd Grade 32.7% 3rd Grade 37.9% 4th Grade 44.9% 5th Grade 47.8% ALL 38.2% EL 17.4% SED 30.6% SWD 23.2% AA 29.5% HI 31.6% FY 15.8%			ELA Kinder 66.0% 1st Grade 45.8% 2nd Grade 64.4% 3rd Grade 74.1% 4th Grade 57.4% 5th Grade 55.6% ALL 60.6% EL 32.4% SED 52.5% SWD 35.9% AA 55.6% HI 54.3% FY 37.6% Math Kinder 44.5% 1st Grade 30.8% 2nd Grade 38.7% 3rd Grade 43.9% 4th Grade 50.9% 5th Grade 53.8% ALL 44.2% EL 23.4% SED 36.6% SWD 29.2% AA 35.5% HI 37.6% FY 21.8%	
2.2	CAASPP (% meets/ exceeds standard) Increase % meets/exceeds standard by 2% annually for all grade levels and student groups	Spring 2023 5th Grade ELA ALL 53.7% EL 13.5% SED 46.7% SWD 20.5% AA 32.9%			Spring 2026 5th Grade ELA ALL 59.7% EL 19.5% SED 52.7% SWD 26.5% AA 38.9%	

	Source: DataQuest	HI 42.0% FY NA 5th Grade Math ALL 42.4% EL 11.5% SED 35.4% SWD 13.8% AA 20.0% HI 28.4% FY NA 8th Grade ELA ALL 58.1% EL 11.1% SED 50.4% SWD 15.8% AA 44.0% HI 51.8% FY NA 8th Grade Math ALL 41.9% EL 7.9% SED 35.1% SWD 12.1% AA 29.3% HI 34.2% FY NA 11th Grade ELA ALL 72.5% EL 12.9% SED 64.4% SWD 34.1% AA 67.5% HI 66.8% FY NA 11th Grade Math			HI 48.0% FY NA 5th Grade Math ALL 48.4% EL 17.5% SED 41.4% SWD 19.8% AA 26.0% HI 34.4% FY NA 8th Grade ELA ALL 64.1% EL 17.1% SED 56.4% SWD 21.8% AA 50.0% HI 57.8% FY NA 8th Grade Math ALL 47.9% EL 13.9% SED 41.1% SWD 18.1% AA 35.3% HI 40.2% FY NA 11th Grade ELA ALL 78.5% EL 18.9% SED 70.4% SWD 40.1% AA 73.5% HI 72.8% FY NA 11th Grade Math

		All 38.1% EL 1.4% SED 28.8% SWD 8.3% AA 20.0% HI 29.2% FY NA			All 44.1% EL 7.4% SED 34.8% SWD 14.3% AA 26.0% HI 35.2% FY NA	
2.3	2+ F Rate Decrease the % of students receiving 2+ F's by .5 annually for all grade levels and student groups Source: Power BI	January 2024 (1st Semester) Middle School By Grade Level 6th 2.6% 7th 5.0% 8th 4.4% Middle School by Student Group ALL 4.0% EL 7.1% SED 5.2% SWD 6.0% AA 6.1% HI 4.7% FY 13.8% High School by Grade Level 9th 9.2% 10th 10.0% 11th 5.3% 12th 1.6% High School by Student Group ALL 6.5% EL 14.7% SED 7.0% SWD 8.9%			January 2027 (1st Semester) Middle School By Grade Level 6th 1.1% 7th 3.5% 8th 2.9% Middle School by Student Group ALL 2.5% EL 5.6% SED 3.7% SWD 4.5% AA 4.6% HI 3.2% FY 12.3% High School by Grade Level 9th 7.7% 10th 8.5% 11th 3.8% 12th 0.1% High School by Student Group ALL 5.0% EL 13.2% SED 5.5% SWD 7.4%	

		AA 9.0% HI 7.9% FY 24.2% FY 24.2%			AA 7.5% HI 6.4% FY 22.7%	
2.4	English Learner Progress Indicator (ELPI) Increase the ELPI by 2% annually Source: Dashboard	2023-24 School Year 50.8%			2026-27 School Year 56.8%	
2.5	English Learner Reclassification Rate Increase the EL Reclassification Rate by 2% annually Source: Aeries	2023-24 School Year 14.6%			2026-27 School Year 20.6%	
2.6	Long-term English Learners (LTELs) Decrease the percent of LTELs by 2% annually Source: DataQuest	2023-24 School Year 19.0%			2026-27 School Year 13.0%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Elementary Intervention Teachers	Elementary Intervention Teachers will provide direction intervention services for elementary students who have academic gaps in English Language Arts and Mathematics, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific elementary schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Students with Disabilities, at specific elementary schools, who are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.	$5,057,756.00	Yes

2.2	Additional Secondary Sections for Intervention	Additional sections at the secondary level (6-12) for intervention and acceleration will enable schools to provide direction intervention services for middle and high school students who have academic gaps in English Language Arts and Mathematics, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Students with Disabilities, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.	$960,447.00	Yes
2.3	English Learner Program Support	The English Learner Program support will provide our English Learners with additional resources and interventions to assist them in meeting English language proficiency which will support their achievement of the academic standards. This action will also be directed towards English Learners at Avaxat Elementary and Murrieta Valley High School which are characterized as Red on the 2023 Dashboard.	$1,138,286.00	Yes
2.4	Intervention Programs and Support	The Intervention Programs and Support action will provide our schools with intervention programs, such as Read 180 and STAR/Freckle, and other resources to serve students who have academic gaps in English Language Arts and Mathematics, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.	$479,908.00	Yes
2.5	Long-term English Learner Supports	The Long-term English Learner (LTEL) Supports action will provide our sites with resources to support English Learners who have not reclassified over six school years, including additional sections for classes specifically targeting the language needs of LTEL and curriculum to support this	$104,328.00	Yes

		instruction. This action will also be directed towards English Learners at Avaxat Elementary and Murrieta Valley High School which are characterized as Red on the 2023 Dashboard.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Professional Development: Ensure classroom teachers, instructional support staff, and school administrators are trained in key areas that will support them in meeting the needs of all students, including research-based instructional practices, standards-aligned curriculum and assessments, the implementation of professional learning teams, positive behavioral support systems, and strategies for addressing the needs of all learners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Murrieta Valley USD values continuous learning for all, particularly for staff who work directly with students. Based on an analysis of our district's data, there is a continued need for professional development for our staff to meet all students' needs, and particularly those in our unduplicated student groups.

The CA Dashboard illustrates the need for continued instructional training. Performance in English Language Arts is characterized as Green, but a number of student groups are not, including English Learners (EL) and Foster Youth (FY) who are characterized as Orange. In Mathematics the district is also characterized as Green, but most student groups are not, including Socioeconomically Disadvantaged (SED) students which are Yellow and English Learners and Foster Youth students which are Orange. Local data aligns with these needs and highlights Mathematics instruction as an area that needs further attention. Additionally, other metrics demonstrate the need for professional development in engaging and supporting student behavior. For example, Chronic Absenteeism is characterized as Yellow with 23.4% of students chronically absent, and ELs and SED students are also yellow, with FY characterized as Orange. The Suspension Rate is characterized as Orange with 2.9% of students suspended at least one day. SED students are characterized as Yellow for Suspension Rate, and FY are Red.

Through the implementation of the Goal 3 actions (instructional coaching, the induction program, curriculum work teams, and data and assessment programs), we expect to see improved student learning and engagement as evidenced by Goal 3 metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Clear FTE Rate (Teacher Assignment Monitoring Outcomes) Increase % of clear FTE by 2% annually Source: DataQuest	2021-22 School Year 88.3% Clear FTE			2024-25 School Year 94.3% Clear FTE	
3.2	iReady K - 5 (% at grade level) Increase % at grade level by 2% annually for all grade levels and student groups Source: Power BI	December 2023 ELA Kinder 60.0% 1st Grade 39.8% 2nd Grade 58.4% 3rd Grade 68.1% 4th Grade 51.4% 5th Grade 49.6% ALL 54.6% EL 26.4% SED 46.5% SWD 29.9% AA 49.6% HI 48.3% FY 31.6% Math Kinder 38.5% 1st Grade 24.8% 2nd Grade 32.7% 3rd Grade 37.9% 4th Grade 44.9% 5th Grade 47.8%			December 2026 ELA Kinder 66.0% 1st Grade 45.8% 2nd Grade 64.4% 3rd Grade 74.1% 4th Grade 57.4% 5th Grade 55.6% ALL 60.6% EL 32.4% SED 52.5% SWD 35.9% AA 55.6% HI 54.3% FY 37.6% Math Kinder 44.5% 1st Grade 30.8% 2nd Grade 38.7% 3rd Grade 43.9% 4th Grade 50.9% 5th Grade 53.8%	

		ALL 38.2% EL 17.4% SED 30.6% SWD 23.2% AA 29.5% HI 31.6% FY 15.8%			ALL 44.2% EL 23.4% SED 36.6% SWD 29.2% AA 35.5% HI 37.6% FY 21.8%	
3.3	Chronic Absenteeism K-8 Decrease % of chronically absent students at each grade level by 2% annually overall and for all student groups Source: Dashboard	2022-23 School Year All 23.4% EL 26.8% SED 29.3% SWD 30.8% AA 23.4% HI 26.4% FY 40.2%			2025-26 School Year All 17.4% EL 20.8% SED 23.3% SWD 24.8% AA 17.4% HI 20.4% FY 34.2%	
3.4	CAASPP (% meets/ exceeds standard) Increase % meets/exceeds standard by 2% annually for all grade levels and student groups Source: DataQuest	Spring 2023 5th Grade ELA ALL 53.7% EL 13.5% SED 46.7% SWD 20.5% AA 32.9% HI 42.0% FY NA 5th Grade Math ALL 42.4% EL 11.5% SED 35.4% SWD 13.8% AA 20.0% HI 28.4% FY NA			Spring 2026 5th Grade ELA ALL 59.7% EL 19.5% SED 52.7% SWD 26.5% AA 38.9% HI 48.0% FY NA 5th Grade Math ALL 48.4% EL 17.5% SED 41.4% SWD 19.8% AA 26.0% HI 34.4% FY NA	

		8th Grade ELA ALL 58.1% EL 11.1% SED 50.4% SWD 15.8% AA 44.0% HI 51.8% FY NA 8th Grade Math ALL 41.9% EL 7.9% SED 35.1% SWD 12.1% AA 29.3% HI 34.2% FY NA 11th Grade ELA ALL 72.5% EL 12.9% SED 64.4% SWD 34.1% AA 67.5% HI 66.8% FY NA 11th Grade Math All 38.1% EL 1.4% SED 28.8% SWD 8.3% AA 20.0% HI 29.2% FY NA			8th Grade ELA ALL 64.1% EL 17.1% SED 56.4% SWD 21.8% AA 50.0% HI 57.8% FY NA 8th Grade Math ALL 47.9% EL 13.9% SED 41.1% SWD 18.1% AA 35.3% HI 40.2% FY NA 11th Grade ELA ALL 78.5% EL 18.9% SED 70.4% SWD 40.1% AA 73.5% HI 72.8% FY NA 11th Grade Math All 44.1% EL 7.4% SED 34.8% SWD 14.3% AA 26.0% HI 35.2% FY NA	
3.5	Induction Program	2023-24 School Year			2026-27 School Year	

	* Maintain 100% participation of qualifying teachers in the Induction Program * Maintain 98% or greater recommendation rate for a clear credential for teachers who participated in the Induction Program * Maintain 98% or higher retention rate for teachers who completed the Induction Program Source: Induction Leads	* 100% of qualifying teachers participated in the Induction Program * 100% of teachers who participated in the Induction Program were recommended for a clear credential * District retained 98.6% of teachers who completed the Induction Program			* 100% of qualifying teachers participated in the Induction Program * At least 98% of teachers who participated in the Induction Program were recommended for a clear credential * District retained at least 98% of teachers who completed the Induction Program	
3.6	2+ F Rate Decrease the % of students receiving 2+ F's by .5 annually for all grade levels and student group Source: Power BI	January 2024 (1st Semester) Middle School By Grade Level 6th 2.6% 7th 5.0% 8th 4.4% Middle School by Student Group ALL 4.0% EL 7.1% SED 5.2% SWD 6.0% AA 6.1% HI 4.7% FY 13.8% High School by Grade Level 9th 9.2%			January 2027 (1st Semester) Middle School By Grade Level 6th 1.1% 7th 3.5% 8th 2.9% Middle School by Student Group ALL 2.5% EL 5.6% SED 3.7% SWD 4.5% AA 4.6% HI 3.2% FY 12.3% High School by Grade Level 9th 7.7%	

		10th 10.0% 11th 5.3% 12th 1.6% High School by Student Group ALL 6.5% EL 14.7% SED 7.0% SWD 8.9% AA 9.0% HI 7.9% FY 24.2%		10th 8.5% 11th 3.8% 12th 0.1% High School by Student Group ALL 5.0% EL 13.2% SED 5.5% SWD 7.4% AA 7.5% HI 6.4% FY 22.7%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Instructional Coaches	Instructional coaches will provide training and support to elementary teachers in key areas such as research-based instructional practices, standards-aligned curriculum and assessments, the implementation of professional learning teams, positive behavioral support systems, and strategies for addressing the needs of all learners, particularly students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific elementary schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Students with Disabilities, at specific elementary schools, who are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.	$490,167.00	Yes
3.2	Induction Program	The Induction Program will provide new teachers with the support, training, and mentoring necessary to allow them to effectively enter the teaching profession equipped to meet the needs of all students, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth).	$332,518.00	Yes
3.3	Curriculum Work Teams	Curriculum Work Teams will provide teachers with time for training and collaboration in key areas such as research-based instructional practices, standards-aligned curriculum and assessments, the implementation of professional learning teams, positive behavioral support systems, and strategies for addressing the needs of all learners, particularly students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Students with Disabilities, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.	$173,312.00	Yes
3.4	Data and Assessment Programs	Data and Assessment Programs will enable teachers and staff to collaborate around student learning and engagement as part of the professional learning community model, with a focus on meeting the academic needs of all students, particularly those in unduplicated student	$342,445.00	Yes

| | | groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary. | | |

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Engagement and School Culture: Ensure all school sites develop positive environments where students, staff, and families feel connected and valued and where the needs of the whole child are prioritized as a fundamental part of student growth and achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district is committed to ensuring that a positive school culture exists at each of our schools. We want students and families to view our schools as places in which they feel safe and supported, where they are connected and embraced for who they are and valued as an important part of the school community.

The CA Dashboard illustrates the need for increased efforts in the area of student engagement and school climate. The district's Chronic Absenteeism is characterized as Yellow with 23.4% of students chronically absent. ELs and SED students are also characterized as Yellow, and Foster Youth are Orange. Similarly, the district's Suspension Rate is characterized as Orange with 2.9% of students suspended at least one day, a metric that has increased 0.3% from the prior year. Our SED students are characterized as Yellow and Foster Youth are in Red.

Educational partner input emphasizes the need to address student behavior on our campuses, as well as to promote student engagement and connectedness. Additionally, the district continues to receive feedback regarding the importance of the Parent Advisory Councils and the need to remain focused on authentic family engagement efforts.

Through the implementation of the Goal 4 actions (equity and inclusive practices, educational partner engagement, mental health supports and Multi-Tiered Systems of Support (MTSS), Foster Youth support services, and attendance supports), we expect to see improved school cultures and higher levels of student engagement and connectedness as evidenced by Goal 4 metrics. The district believes that improvement in this goal will lead to improved academic outcomes as well.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism K-8 Decrease % chronically absent students by 2% annually overall and for all student groups Source: Dashboard	2022-23 School Year All 23.4% EL 26.8% SED 29.3% SWD 30.8% AA 23.4% HI 26.4% FY 40.2%			2025-26 School Year All 17.4% EL 20.8% SED 23.3% SWD 24.8% AA 17.4% HI 20.4% FY 34.2%	
4.2	ADA K-8 Attain and/or Maintain 94% ADA or greater for overall and for all student groups Source: Power BI	2023-24 School Year (P2) All 93.5% EL 92.7% SED 92.8% SWD 91.3% AA 93.7% HI 93.2% FY 89.0%			2026-27 School Year (P2) All 94.0% EL 94.0% SED 94.0% SWD 94.0% AA 94.0% HI 94.0% FY 94.0%	
4.3	High School Cohort Graduation Rate Attain and/or Maintain 95% or greater graduation rate for all students and student groups Source: Dashboard	2022-23 School Year All 96.7% EL 93.1% SED 95.6% SWD 86.7% AA 97.7% HI 96.0% FY NA			2025-26 School Year All 96.7% EL 95.0% SED 95.6% SWD 95.0% AA 97.7% HI 96.0% FY NA	

4.4	High School Dropout Rate Attain and/or Maintain 2% or less dropout rate for all students and student groups Source: DataQuest	2022-23 School Year All 1.2% EL 2.3% SED 1.7% SWD 2.9% AA 0.8% HI 1.8% FY NA			2025-26 School Year All 1.2% EL 2.0% SED 1.7% SWD 2.0% AA 0.8% HI 1.8% FY NA	
4.5	Middle School Dropouts Attain and maintain 0 middle school dropouts Source: CALPADS	2022-23 School Year 4 students			2025-26 School Year 0 students	
4.6	Suspension Rates Attain and maintain a suspension rate of 2.5% or lower for all students and student groups Source: Dashboard Source: Dashboard	2022-23 School Year All 2.9% EL 2.9% SED 3.8% SWD 5.2% AA 4.8% HI 2.9% FY 13.2%			2025-26 School Year All 2.5% EL 2.5% SED 2.5% SWD 2.5% AA 2.5% HI 2.5% FY 2.5%	
4.7	Expulsions Maintain 5 expulsions or less per year for all students and student groups Source: DataQuest	2022-23 School Year All 5 EL 0 SED 3 SWD 3 AA 1 HI 3 FY 0			2025-26 School Year All 5 EL 0 SED 3 SWD 3 AA 1 HI 3 FY 0	

4.8	Tiered Fidelity Inventory Attain 100% of schools scoring 70% or higher on Tier 1 (eligible for silver CA PBIS state recognition) Source: MTSS Leads	2023-24 School Year 5 out of 22 (23%) schools have scored 70% or higher on Tier 1			2026-27 School Year 100% of schools will score 70% or higher on Tier 1	
4.9	Number of Facilities Meeting "Good Repair" status in Facility Inspection Tool (FIT) reports Maintain 100% of schools rated as "Good Repair" status or higher Source: FIT (Facility Inspection Tool) Evaluation	2023-24 School Year 100% of schools are rated as "Good Repair" status or higher			2026-27 100% of schools are rated as "Good Repair" status or higher	
4.10	CA Dashboard Local Indicators Priority 3 (Parental Involvement and Family Engagement) Increase each rating by at least one level Source: Local Indicator Self-Reflection Tool	2023-24 School Year 1-5 Rating * LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families All (3) Unduplicated (2) SWD (4) * LEA's progress in supporting staff to learn			2026-27 School Year 1-5 Rating * LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families All (4) Unduplicated (3) SWD (5)	

		about each family's strengths, cultures, languages, and goals for their children All (2) Unduplicated (2) SWD (2) * LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making All (3) Unduplicated (3) SWD (3) * LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making All (3) Unduplicated (3) SWD (3)			* LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children All (3) Unduplicated (3) SWD (3) * LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making All (4) Unduplicated (4) SWD (4) * LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making All (4) Unduplicated (4) SWD (4)	
4.11	Local School Climate Survey - Panorama LCAP Survey	Spring 2024 Parent Survey			Spring 2027 Parent Survey	

	Increase percentage of positive response by 1% annually for each question Source: Panorama	* Overall, how satisfied are your with your student's school - 76% * How comfortable do you feel communicating with your student's school - 75% * How much do you feel the school values your opinion - 51% * To the best of your knowledge, how fairly do staff in your school community treat people of different backgrounds than themselves - 79% Student Survey (6-12) * How satisfied are you with your learning experience at school - 57% * How connected do you feel to the adults at your school this year - 38% * How connected do you feel to other students at your school this year - 54% * How fairly do you believe staff at your school treat people of different backgrounds than themselves - 62% Staff Survey (Classified/Certificated) * How satisfied are you with your school's			* Overall, how satisfied are your with your student's school - 79% * How comfortable to you feel communicating with your student's school - 78% * How much do you feel the school values your opinion - 54% * To the best of your knowledge, how fairly do staff in your school community treat people of different backgrounds than themselves - 82% Student Survey (6-12) * How satisfied are you with your learning experience at school - 60% * How connected do you feel to the adults at your school this year - 41% * How connected do you feel to other students at your school this year - 57%	

		campus as an environment for learning - 71%/73% * How fairly do you believe staff at your school treat people of different backgrounds than themselves - 80%/76% * Overall, how much do you feel like you belong at your school - 78%/74% * How easy is it to form relationships with students this year - 76%/79%			* How fairly do you believe staff at your school treat people of different backgrounds than themselves - 65% Staff Survey (Classified/Certificated) * How satisfied are you with your school's campus as an environment for learning - 74%/76% * How fairly do you believe staff at your school treat people of different backgrounds than themselves - 83%/79% * Overall, how much do you feel like you belong at your school - 81%/77% * How easy is it to form relationships with students this year - 79%/82%	
4.12	CAASPP (% meets/ exceeds standard) Increase % meets/exceeds standard by 2% annually for all	Spring 2023 5th Grade ELA ALL 53.7% EL 13.5% SED 46.7%			Spring 2026 5th Grade ELA ALL 59.7% EL 19.5% SED 52.7%	

grade levels and student groups Source: DataQuest	SWD 20.5% AA 32.9% HI 42.0% FY NA 5th Grade Math ALL 42.4% EL 11.5% SED 35.4% SWD 13.8% AA 20.0% HI 28.4% FY NA 8th Grade ELA ALL 58.1% EL 11.1% SED 50.4% SWD 15.8% AA 44.0% HI 51.8% FY NA 8th Grade Math ALL 41.9% EL 7.9% SED 35.1% SWD 12.1% AA 29.3% HI 34.2% FY NA 11th Grade ELA ALL 72.5% EL 12.9% SED 64.4% SWD 34.1% AA 67.5% HI 66.8% FY NA			SWD 26.5% AA 38.9% HI 48.0% FY NA 5th Grade Math ALL 48.4% EL 17.5% SED 41.4% SWD 19.8% AA 26.0% HI 34.4% FY NA 8th Grade ELA ALL 64.1% EL 17.1% SED 56.4% SWD 21.8% AA 50.0% HI 57.8% FY NA 8th Grade Math ALL 47.9% EL 13.9% SED 41.1% SWD 18.1% AA 35.3% HI 40.2% FY NA 11th Grade ELA ALL 78.5% EL 18.9% SED 70.4% SWD 40.1% AA 73.5% HI 72.8% FY NA	

| | | 11th Grade Math
All 38.1%
EL 1.4%
SED 28.8%
SWD 8.3%
AA 20.0%
HI 29.2%
FY NA | | | 11th Grade Math
All 44.1%
EL 7.4%
SED 34.8%
SWD 14.3%
AA 26.0%
HI 35.2%
FY NA | |

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Equitable and Inclusive Practices	Equitable and Inclusive Practices actions will provide educational partners with training in and resources to support equitable and inclusive practices in order to ensure our staff is prepared to meet the individual needs of the	$450,515.00	Yes

		students they serve, with a focus on providing services and support to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Foster Youth which has been characterized as Red for Suspension Rates on the 2023 Dashboard and Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and Multiple Race students, at specific schools, which are also characterized as Red for Suspension Rates on the 2023 Dashboard, as listed in the Plan Summary.		
4.2	Educational Partner Engagement	Educational Partner Engagement will provide opportunities for parents and students to engage with our district and schools in meaningful ways which promote connectedness, family education and input, and emotional well-being, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth).	$174,143.00	Yes
4.3	Mental Health Supports and Multi-Tiered Systems of Support (MTSS)	Mental Health Supports and Multi-Tiered Systems of Support (MTSS) will provide actions and services to address the social emotional well-being of students, as well as to develop systems at each school that support positive behavior, strong school cultures, and student safety, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Foster Youth which has been characterized as Red for Suspension Rates on the 2023 Dashboard and Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and Multiple Race students, at specific schools, which are also characterized as Red for Suspension Rates on the 2023 Dashboard, as listed in the Plan Summary.	$1,877,666.00	Yes
4.4	Foster Youth Support Services	Foster Youth Support Services will provide the necessary services to ensure improved attendance, engagement, social-emotional health, and academic achievement for our Foster Youth students. On the CA Dashboard, the FY group consistently demonstrates the most need of all of our students groups, as it is characterized as Red for Suspension Rate.	$283,632.00	Yes
4.5	Attendance Supports	Attendance supports will provide resources for schools for attendance monitoring, prevention, and response and supports for students and families, such as transportation at reduced cost, to improve attendance and decrease chronic absenteeism, with a focus on supporting students in	$1,670,923.00	Yes

| | | unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and English Learners, Asian students, African American students, and White students, at specific schools, that are characterized as Red for Chronic Absenteeism on the 2023 Dashboard, as listed in the Plan Summary. | | |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$24,962,949.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.417%	0.000%	$0.00	10.417%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Additional Teachers for Smaller Class Sizes K - 3 **Need:** The district's local assessment data (iReady) demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and	To address these academic needs, the district will continue to provide additional K-3 teachers to reduce class size beyond collectively bargained contract requirements. This will enable teachers to differentiate more effectively and to more easily provide integrated and designated supports to meet English Learners' needs. These supports will improve ELA and math achievement for our foster youth, English Learners, and socioeconomically disadvantaged students on the CAASPP	The district will monitor this action using local iReady diagnostic data for grades K - 3 (metric 1.1), as well as CAASPP data for grade 3 (metric 1.2). The district will look at these data points specifically for unduplicated student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Mathematics at the K-3 level. Despite all students scoring 56.9% proficient in ELA, 32.8% of ELs, 49.0% of SED students, and 43.9% of FY are scoring proficient. Similarly, 33.5% of all students are proficient in Math, and only 16.4% of ELs, 25.9% of SED students, and 17.1% of FY are proficient in Math. The district has room to grow in overall achievement levels, as well as in closing achievement gaps for unduplicated students. **Scope:** LEA-wide	assessment which will be reflected on the state's dashboard. This action will benefit all K-3 students across the district, but it has been implemented specifically to impact the achievement of these targeted student groups. It is principally directed to and most effective in meeting the needs of unduplicated students. Funds directed towards smaller class sizes K-3 provide opportunities for more robust Tier I support of all students. They are principally directed to our unduplicated students, including English Learners, to allow for differentiation, as well as the use of integrated supports within the classroom. From the Harvard Magazine and research study: "After four years, it was clear that smaller classes did bring substantial improvement in early learning in cognitive subjects such as reading and arithmetic. Following the groups further, the Lasting Benefits Study demonstrated that the positive effects persisted into grades 4, 5, 6, and 7, so that students who had originally been enrolled in smaller classes continued to perform better than their grade mates who had started in larger classes" (Harvard Magazine, August 28, 2019). This research is encouraging as it speaks specifically to the district's purpose in providing additional teachers at the primary grades at our elementary schools to allow teachers to more effectively meet the learning needs of our unduplicated student groups. Because smaller class sizes allow teachers to more easily differentiate instruction to meet the needs of our unduplicated students, because teachers believe that smaller class sizes enable	groups to assess whether the identified needs are being addressed.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		them to more effectively engage and meet the academic needs of all students, and because current research indicates that smaller class size positively impacts student learning, particularly for the students with the greatest needs, we conclude this is the most effective use of these resources.	
1.2	**Action:** Additional Counselors TK - 12 **Need:** The district's A-G and CCI data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students' college/career readiness. The district's overall A-G rate was 57.0%, while our EL student group had a rate 31.0% and our SED student group had a rate of 48.3%. Similarly, the district's overall CCI rate was 53.7%, while our EL student group had a rate of 26.4% and our SED student group had a rate 44.7%. Our FY student group was not big enough to have a reported A-G or CCI rate. The district has room to grow in overall A-G and CCI rates, as well as in closing gaps in these rates for unduplicated students. **Scope:** LEA-wide	To address these needs, the district will support our English Learners, foster youth, and socioeconomically disadvantaged students through additional counseling services at each of our school levels. These services will provide targeted academic guidance and resources, as well as mental health support and social emotional learning. Counselors will focus on preparing students for middle school, high school, and post-secondary college and career opportunities. Additionally, the coordinator of counseling will ensure that consistent and impactful practices are in place district-wide to serve our unduplicated student groups, as well as our entire student population. The district expects that A-G and CCI rates will increase for our foster youth, socioeconomically disadvantaged students, and English Learners as a result of the additional targeted counseling services. This counseling services action will benefit all students district-wide, but it has been implemented specifically to impact the achievement of these student groups. It is principally directed to and most effective in meeting the needs of unduplicated students. An ASCA Empirical Research Study, Supporting the Value of School Counseling-Comprehensive School Counseling in Rhode Island, Dimmitt, C., & Wilkerson, B. 2012, explored relationships among	The district will monitor this action using A-G completion rates (metric 1.3) and College and Career Indicator (CCI) data (metric 1.6). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		school counseling practices, secondary school demographics, and student outcomes in the state of Rhode Island during a two-year period. The takeaway from this research study was that the presence of comprehensive school counseling programs is linked to an array of positive student outcomes ranging from better attendance to a stronger sense of connection to school. Another ASCA study focused on elementary counseling, comprehensive school counseling programs, and student achievement outcomes: A comparative analysis of Recognized ASCA Model Program (RAMP) versus non-RAMP schools, Wilkerson, K., Perusse, R., & Hughes, A. (2013). Findings indicated that school-wide proficiency rates in English/Language Arts and Math are significantly higher in RAMP designated elementary schools compared to elementary controls. The takeaway from this research is that there is strong evidence that elementary schools with comprehensive, data-driven school counseling programs display higher academic outcomes compared to schools without such programs.

Because our foster youth, socioeconomically disadvantaged students, and English Learners will receive increased and targeted counseling services, which provide early intervention, academic and mental health support, and college/career guidance, and because research indicates that comprehensive counseling programs are linked to an array of positive student outcomes, we conclude that this is the most effective use of these resources. | |
| 1.3 | **Action:**
Coordinators and PLT Leads | To address these needs, the district will provide coordinators to support our school staff's work in professional learning teams (PLTs) with a focus on | The district will monitor this action using CAASPP data in English Language |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The district's dashboard data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics. Despite the district being categorized as Green overall in English Language Arts, our EL and FY student groups are characterized as Orange. In Mathematics, the district is also categorized as Green, but our SED student group is characterized as Yellow, and our EL and FY student groups are characterized as Orange. **Scope:** LEA-wide	the use of data to improve student learning and achievement for our foster youth, socioeconomically disadvantaged students, and English Learners. Additionally, the district will provide stipends for PLT leads for each grade level and course in the district in order to ensure our teams focus on the key components of effective PLTs. The PLT work will improve instructional and assessment practices by aligning pacing, curriculum, and assessments. The PLTs will develop strategies and interventions that support all learners' needs, especially our foster youth, socioeconomically disadvantaged students, and English Learners. With district coordinators and PLT leads supporting PLTs, the district expects that achievement, as measured by CAASPP data and dashboard indicators, will increase at a greater rate for our foster youth, socioeconomically disadvantaged students, and English Learners than for our overall student population. The coordinators' and PLT leads' oversight of this work ensures that consistent and impactful practices are in place district-wide. Their support of PLTs will benefit all students district-wide, but this action is principally directed to and most effective in meeting the needs of unduplicated students. In a review of research on the impact of professional learning communities on teaching practice and student learning, Vescio, V., Ross, D., & Adams, A. 2007., there is clear evidence that the PLC model shifts teachers' habits of mind and creates cultures of teaching that engage educators in enhancing teacher and student learning. Additionally, in those studies where the work of PLCs is linked to student achievement, the	Arts and Mathematics (metric 1.7), as well as CAST data (metric 1.8). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

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		research clearly demonstrates a strong positive connection. In each of these cases, the key was collaboration with a clear and persistent focus on data about student learning. This finding is consistent with the findings of other researchers who have reviewed literature about the importance of a focus on student learning and the analysis of student work (Guskey, 1997; Little, Gearhart, Curry, & Kafka, 2003). The studies in this review documented changes in student achievement over time, in some cases up to 5 years. What these studies show is that working collaboratively is the process, not the goal, of a PLC. The goal is enhanced student achievement. Because our unduplicated students, especially our foster youth, socioeconomically disadvantaged students, and English Learners are receiving increased academic supports due to teacher collaboration in PLTs, because coordinators are in place to provide resources and guidance for this initiative, and because research indicates that the work of PLCs is linked to increased student achievement, this is the most effective use of these resources.	
1.4	**Action:** Advancement Via Individual Determination (AVID) Program **Need:** The district's A-G and CCI data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students' college/career readiness. The district's overall A-G rate was 57.0%, while our EL student group had a rate 31.0% and our SED student group had a rate	To address this need, the AVID program will provide students support in attaining college readiness. The AVID program is specifically designed to serve our low-income, first-generation, college-bound students to ensure college readiness upon graduation. The AVID program is offered at all secondary schools district-wide and at Avaxat Elementary School. The district expects to see increased A-G rates and CCI rates for students as a result of the continued implementation of the AVID program.	The district will monitor this action using A-G completion rates (metric 1.3) and College and Career Indicator (CCI) data (metric 1.6), as well as AVID participation, retention, and GPA data (metrics 1.10 - 1.12). Effectiveness at Avaxat will be monitored using CAASPP, CAST, and

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	of 48.3%. Similarly, the district's overall CCI rate was 53.7%, while our EL student group had a rate of 26.4% and our SED student group had a rate 44.7%. Our FY student group was not big enough to have a reported A-G or CCI rate. The district has room to grow in overall A-G and CCI rates, as well as in closing gaps in these rates for unduplicated students. **Scope:** LEA-wide	Additionally, we expect to see improved CAASPP, CAST and Chronic Absenteeism data for students at Avaxat Elementary school. This action will benefit all secondary students who meet AVID criteria and participate in the program, as well as all students at Avaxat Elementary, but it is in place to primarily impact socioeconomically disadvantaged students, as the program promotes increased college readiness for low-income, first-generation students. Therefore, this action is principally directed to and most effective in meeting the needs of unduplicated students. The research shows AVID is a "Best Practice in Innovative Programming" (Hanover Research, December 2012). Specifically, the findings show, "Advancement Via Individual Determination (AVID), a college readiness program aimed at disadvantaged students of moderate academic ability, boasts significant graduation and college attendance rates for program participants. In a study of 'best practices' AVID schools, researchers identified several aspects central to program success. These included targeted recruitment efforts and the identification and retention of qualified tutors. Nearly every 'best practice' school examined in the study employed AVID graduates as tutors, as these individuals were widely considered to be most knowledgeable on students' attitudes and needs" (Best Practices in Innovative Programming, December 2012). Our district continues to adhere to the AVID prescribed implementation guidance and, as a result, we continue to achieve strong outcomes for our AVID participants. Because our unduplicated students, especially socioeconomically disadvantaged students,	Chronic Absenteeism data (metric 1.9). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

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		demonstrate a need for improved A-G rates, and because the AVID program focuses on supporting this group of students in college readiness, and because research indicates that AVID programs can contribute to significant graduation and college attendance rates for program participants, this is the most effective use of these resources.	
1.5	**Action:** Career Technical Education (CTE) **Need:** The district's CCI data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students' college/career readiness. The district's overall CCI rate was 53.7%, while our EL student group had a rate of 26.4% and our SED student group had a rate 44.7%. Our FY student group was not big enough to have a reported CCI rate. The district has room to grow in our overall CCI rate, as well as in closing gaps for unduplicated students. **Scope:** LEA-wide	To address this need, the district will continue to provide targeted recruitment for our unduplicated students to enroll in Career Technical Education (CTE) courses and pathways. We will continue to promote the three-course sequence pathways to students and families so they are aware of certifications and/or pathways to community colleges, technical colleges, 4-year universities, the workplace, or the military. The district expects to see increased engagement in learning and school, as well as enhanced planning for post high school opportunities, due to having CTE opportunities for our unduplicated student groups. These efforts align with the additional counseling supports for academic planning which will result in increased A-G rates and increased college and career indicator rates. CTE programs will positively impact all students, but this action is principally directed to and most effective in meeting the needs of unduplicated students. CTE programs have an impact on graduation rates. Research studies have shown that there is a ninety percent CTE student graduation rate in high school versus the seventy-five percent average nationwide graduation rate (U.S. Department of Education 2007-2008 data, National Association of State Directors of Career Technical Education	The district will monitor this action using College Career Indicator (CCI) data (metric 1.6), as well as CTE Pathway Completion data (metric 1.5). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

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		Consortium). Additionally, CTE programs support retention rates for at-risk students. High–risk students are eight to ten times less likely to drop out in the 11th and 12th grades if they enroll in a CTE program (Kulik, "Curriculum Tracks and High School Vocational Studies," University of Michigan, 1998). CTE has increased school connectedness, reduced behavioral problems related to suspensions and expulsions, and reduced dropouts in all student groups, but especially among students who are at highest risk of dropping out (Op. Cite, University of Memphis, 2004). Because our College and Career Indicator data indicates a need to focus on connecting all students to school and post-secondary options, and because research indicates that taking CTE courses results in a higher graduation rate, particularly for at-risk students, and because research indicates that CTE increases connectedness and reduces dropouts in all student groups, this is the most effective use of these resources.	
1.6	**Action:** College/Career Readiness **Need:** The district's A-G and CCI data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students' college/career readiness. The district's overall A-G rate was 57.0%, while our EL student group had a rate 31.0% and our SED student group had a rate of 48.3%. Similarly, the district's overall CCI rate was 53.7%, while our EL student group	To address this need, the district will take intentional steps to prepare unduplicated students for high school and post-secondary planning, as well as promote and support advanced coursework options with these student groups. These efforts will include High School Kick-off events, AP/IB exam fee waivers, summer follow-up and support for high school graduates, college field trips, and Profile of a Graduate planning and implementation. The district expects to see an increase in A-G and CCI rates for foster youth, socioeconomically	The district will monitor this action using EAP rates (metric 1.13), A-G completion rates (metric 1.3), A-G + CTE Pathway Completion rates (metric 1.4), AP Participation and Pass Rates (metrics 1.14 and 1.15), and College and Career Indicator (CCI) data (metric 1.6). The district will look at these data points specifically for

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	had a rate of 26.4% and our SED student group had a rate 44.7%. Our FY student group was not big enough to have a reported A-G or CCI rate. The district has room to grow in overall A-G and CCI rates, as well as in closing gaps in these rates for unduplicated students. **Scope:** LEA-wide	disadvantaged students, and English Learners, as well as increased AP enrollment for socioeconomically disadvantaged students. These efforts align with the additional counseling support for academic planning, resulting in increased college readiness. This action will support all students, but it is principally directed to and most effective in meeting the needs of unduplicated students. According to National Council Access Network (NCAN), the following are barriers to students attending college: they are not academically prepared, they do not understand options for college, they don't understand the importance of college entrance exams, they are not involved in extra-curricular activities, and/or they come from families who are unfamiliar with higher education. The programs and supports that we are putting in place to promote college/career readiness help to eliminate these barriers for unduplicated students. In a study by Tomas Rivera Policy Institute, "findings indicate that access to AP courses remains an unlikely opportunity for Black and Latino students and many low-income/rural students regardless of ethnicity and that AP courses continue to be an inequitable sorting mechanism that limits some groups' college preparation opportunities" (Gaining or Losing Ground? Equity in Offering Advanced Placement Courses in California High Schools 1997-2003, Zarate, Maria Estela; Pachon, Harry P., 2006). Additionally, research shows that students who take AP courses and exams are much more likely than their peers to complete a college degree on time—which means they avoid paying for a fifth year of tuition. Most colleges and universities nationwide offer college credit, advanced	unduplicated student groups to assess whether the identified needs are being addressed.

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		placement, or both for qualifying AP Exam scores. This can mean fulfilling graduation requirements early and skipping introductory courses or required general-education courses (AP Central at https://apcentral.collegeboard.org/about-ap/discover-benefits). Because our A-G and AP enrollment rates indicate a need to promote college/career readiness, and because research supports intentional efforts to provide college/career readiness activities for unduplicated students, especially socioeconomically disadvantaged students, English Learners, and identified student groups who are not likely to matriculate into post-secondary education, these efforts are the most effective use of the funds.	
2.1	**Action:** Elementary Intervention Teachers **Need:** The district's local assessment data (iReady) demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics at the elementary level. Despite all students scoring 56.9% proficient in ELA, 32.8% of ELs, 49.0% of SED students, and 43.9% of FY are scoring proficient. Similarly, 33.5% of all students are proficient in Math, and only 16.4% of ELs, 25.9% of SED students, and 17.1% of FY are proficient in Math. The district has room to grow in overall achievement levels, as well as in closing achievement gaps for unduplicated students.	To address these academic needs, the district will offer full-time intervention teachers at each elementary site to address the reading and math needs of socioeconomically disadvantaged students, foster youth, and English Learners. This intentional intervention for our unduplicated students will provide supplemental, targeted support leading to higher achievement as evidenced by CAASPP scores and the local iReady assessment data. This action will benefit all elementary students who qualify for intervention, but this action is principally directed to and most effective in meeting the needs of our unduplicated students. Murrieta Valley USD will provide an elementary intervention teacher at each of our eleven elementary schools. Two teachers will be in place at schools that are over 1000 students. These teachers will support students who are not meeting	The district will monitor this action using local iReady diagnostic data for grades K - 5 (metric 2.1). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

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	Scope: LEA-wide	standards on local and state assessments. Intervention teachers use research-based programs and practices to close the achievement gap both in push-in and pull-out service delivery models. They are an integral part of the development of universal access programs and support teachers in analyzing and responding to student achievement data in PLTs. A 2015 research study states there were positive effects of small group instruction on student learning even though all students did not reach grade-level proficiency in reading by the end of the school year. By providing the intervention class, students identified as at-risk learners received a more individualized and differentiated type of daily instruction than what is provided in a traditional classroom setting (A Case Study of the Impact of Reading Intervention in Early Elementary School Grade Levels, Smith, Bonnie S., Gardner-Webb University, 2015). Burns et al. (2008) conducted research to identify the key components of quality interventions including: (a) highly targeted, (b) provides an appropriate level of challenge for the individual student, (c) explicitly teaches a specific skill, (d) allows many opportunities to respond, and (e) provides immediate corrective feedback for an individual student. Because our local iReady assessment scores indicate a need for providing academic support for our elementary foster youth, socioeconomically disadvantaged students, and English Learners, and because research supports targeted, small group intervention efforts with specific components, and because our intervention teachers provide support which aligns to these	

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		identified components, the intervention teacher support is the most effective use of the funds.	
2.2	**Action:** Additional Secondary Sections for Intervention **Need:** The district's CAASPP data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics at the secondary level. Despite a proficiency rate of 58.1% in ELA for all students in 8th grade, our ELs scored at 11.1% and our SED students scored at 50.4%. In math at 8th grade, all students scored at 41.9% proficiency, while our ELs scored at 7.9% and our SED at 35.1%. There is a similar pattern of proficiency at 11th grade with overall ELA proficiency at 72.5% and ELs at 12.9% and SED students at 64.4%. In math, 38.1% are proficient at 11th grade, with 1.4% of ELs and 28.8% of SED. Our FY student group was not big enough to have a reported score. The district has room to grow in overall achievement levels, as well as in closing achievement gaps for unduplicated students, particularly for our English Learners. **Scope:** LEA-wide	To address this need, the district will continue to provide our socioeconomically disadvantaged students, foster youth, and English Learners with academic support and credit recovery opportunities by offering additional sections at the secondary schools that support students' achievement in literacy and math, as well as improve their grades in core classes. The additional intervention sections provide our socioeconomically disadvantaged students, foster youth, and English Learners with focused support in math and ELA, as well as in other core classes. The district expects to see an increase in CAASPP scores in English Language Arts and Mathematics at the secondary schools, overall and for socioeconomically disadvantaged students, foster youth, and English Learners, due to the increased sections for intervention support. Next year, we will be using a new local assessment at the secondary level, STAR, and will also use this data to monitor this action. This action will benefit all secondary students who are in need of credit recovery and intervention, but it is principally directed to and most effective in meeting the needs of unduplicated students. From research and a panel paper on credit recovery, findings indicate students who take credit recovery courses are more likely to graduate from high school and less likely to drop out than students who repeat courses traditionally. Credit recovery is a particularly effective strategy to prevent Black, Hispanic, and economically disadvantaged students from dropping out and for	The district will monitor this action using CAASPP data (metric 2.2), as well as local data from a new assessment tool which will be in place next school year. The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

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		increasing the likelihood of graduating from high school for economically disadvantaged students (Panel Paper: An Evaluation of Credit Recovery As an Intervention for Students who Fail Courses, Samantha L. Viano, UCONN Department of Public Policy, November 10, 2018). In The Benefits of In-School Intervention (enrichingstudents.com), the authors state that, "The best option would be to create a time during the day for intervention, and other opportunities. This would help students not to miss out on class time, and avoid the embarrassment and stigma that may come with being pulled out of class. During-school intervention also gets students while they are at school. You don't have to worry about extending teacher hours or getting students a ride. It also provides the extra instruction in real-time. Students can take what they learn in intervention to their next class." This aligns with the district's intention with this action which is to provide opportunities, during the school day, for students to receive support in their academic skills in core areas, particularly English Language Arts and Math. Because our CAASPP ELA and Math scores indicate a need to support our socioeconomically disadvantaged students, foster youth, and English Learners in all coursework, and because the research indicates that intervention and credit recovery positively impact student learning and graduation rates, we conclude this is the most effective use of funds.	
2.4	**Action:** Intervention Programs and Support **Need:**	To address these academic needs, the district will continue to provide intervention programs to support the learning needs of our English Learners, foster youth, and socioeconomically disadvantaged students in both English Language	The district will monitor this action using local assessment (metric 2.1) and CAASPP data (metric 2.2). The district will look

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	The district's dashboard data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics. Despite the district being categorized as Green overall in English Language Arts, our EL and FY student groups are characterized as Orange. In Mathematics, the district is also categorized as Green, but our SED student group is characterized as Yellow, and our EL and FY student groups are characterized as Orange. There is a need to provide additional support to close academic achievement gaps. **Scope:** LEA-wide	Arts and Math. Programs used to provide this support will include Read 180 and Star/Freckle, which build skills that lead to reading and math proficiency. The EduClimber program will be used to ensure there is collaboration amongst staff and families around interventions to support students who need them. The CAASPP scores and local assessment data are expected to increase for our English Learners, foster youth, and socioeconomically disadvantaged students as a result of the use of intervention programs. This action will benefit all students who need intervention, but it is principally directed to and most effective in meeting the needs of unduplicated students. There is research demonstrating the effectiveness and potential impact on student achievement for the district's intervention programs. For example, the What Works Clearinghouse found that READ 180 was found to have positive effects on comprehension and general literacy achievement (2016) and in a study of Freckle for Math and Freckle for ELA by Renaissance (published 2024), "Practice with Freckle was associated with a greater percentage of students meeting Star proficiency benchmarks at the end of the year compared to the beginning of the year, and higher levels of growth in general math or reading ability." Research states, "If addressed early, Tier 2 interventions can prevent further disengagement - which often results in chronic or more serious behaviors and academic failure" (New Hampshire Center for Effective Behavioral Interventions and Supports, November 2010).	at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

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		Because the district's dashboard indicates a need to support English Learners, foster youth, and socioeconomically disadvantaged students in both English Language Arts and Mathematics, and because the district is providing intervention using research-based practices, and because research indicates that among the students with the greatest needs, Tier 2 interventions positively impact student learning, we conclude this is the most effective use of funds.	
3.1	**Action:** Instructional Coaches **Need:** The district's local assessment data (iReady) demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics at the elementary level. Despite all students scoring 56.9% proficient in ELA, 32.8% of ELs, 49.0% of SED students, and 43.9% of FY are scoring proficient. Similarly, 33.5% of all students are proficient in Math, and only 16.4% of ELs, 25.9% of SED students, and 17.1% of FY are proficient in Math. The district has room to grow in overall achievement levels, as well as in closing achievement gaps for unduplicated students. **Scope:** LEA-wide	To address these academic needs, the district will provide instructional coaching to support teacher training at the elementary level. This action provides an array of supports to our staff and enables them to more effectively meet the needs of our unduplicated students. This includes instructional coaching of individuals and grade level teams, professional development for teachers, support of the implementation of teacher-developed pacing guides and assessments, and assistance in using data to support the work of PLTs. The district expects to see improved student achievement in English Language Arts and Math as measured by CAASPP scores and local iReady data. This action will benefit all students across the district, but it is principally directed to and most effective in meeting the needs of English Learners, foster youth, and socioeconomically disadvantaged students. This action contributes to supporting teacher growth in meeting the needs of every learner in their classroom, specifically the students with the greatest needs, our English Learners, socioeconomically disadvantaged students, and	The district will monitor this action using local iReady diagnostic data for grades K - 5 (metric 3.2). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

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		foster youth. Research has found that instructional coaching improves both instructional practice and student achievement—more so than other professional development and school-based interventions. In fact, the quality of teachers' instruction improves by as much as—or even more than—the difference in effectiveness between a new teacher and one with five to ten years of experience, the research shows (Instructional Coaching Works, Says a New Analysis. But There's a Catch, Will, M. Education Week, July 2018). Because CAASPP data indicates a need for growth in both English Language Arts and Math for our socioeconomically disadvantaged students, foster youth, and English Learners, and because research supports the positive impact of instructional coaching on student achievement, we conclude that this is the most effective use of funds.	
3.2	**Action:** Induction Program **Need:** The district's dashboard data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics. Despite the district being categorized as Green overall in English Language Arts, our EL and FY student groups are characterized as Orange. In Mathematics, the district is also categorized as Green, but our SED student group is characterized as Yellow, and our EL and FY student groups are characterized as Orange. There is a need to provide additional support	To address these academic needs, the district will provide an Induction Program to support new teachers as they enter the district and the teaching profession. This action provides an array of supports to our staff which enable them to more effectively meet the needs of our unduplicated students. This includes mentoring and professional development for new teachers to learn about the district, their professional duties, and best strategies for the instruction and engagement of students. The district expects to see improved student achievement in English Language Arts and Math as measured by CAASPP scores, as well as decreased chronic absenteeism due to greater engagement. This action will benefit all students	The district will monitor this action using CAASPP performance for English Language Arts and Mathematics (metric 3.4), as well as Chronic Absenteeism data (metric 3.3) and Induction Program data (metric 3.5). The district will look at the first two data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

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	to close academic achievement gaps. This need is also demonstrated in the district's academic engagement data, such as Chronic Absenteeism. All students are characterized as Yellow, including SED and FY, and Foster Youth is Orange. This demonstrates a need to support staff in developing strategies for engaging and building connections with students. **Scope:** 　LEA-wide	across the district, but it is principally directed to and most effective in meeting the needs of English Learners, foster youth, and socioeconomically disadvantaged students. This action contributes to supporting teacher growth in meeting the needs of every learner in their classroom, specifically the students with the greatest needs, our English Learners, socioeconomically disadvantaged students, and foster youth. Research supports the implementation of strong induction programs. In Examining the Effects of New Teacher Induction, Marjorie Wechsler finds, "New teachers are typically less effective than veteran teachers at improving student achievement, but induction and mentoring programs can help new teachers become more effective teachers more quickly than without the support (Menlo Park: SRI International, 2010). Because the dashboard data indicates a need for growth in English Language Arts and Math performance, as well as a need to reduce our chronic absenteeism rates for our socioeconomically disadvantaged students, foster youth, and English Learners, and because research supports the positive impact of induction programs, we conclude that this is the most effective use of funds.	
3.3	**Action:** Curriculum Work Teams **Need:** The district's CAASPP data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically	To address these academic needs, the district will implement curriculum work teams at the secondary level to bring teachers together to collaborate around and develop the infrastructure needed for PLTs. This action provides an array of supports to our staff which enable them to more effectively meet the needs of our unduplicated	The district will monitor this action using CAASPP data (metric 3.4), as well as local data from a new assessment tool which will be in place next school year. 2+ F data (metric

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	Disadvantaged (SED) students in both English Language Arts and Mathematics at the secondary level. Despite a proficiency rate of 58.1% in ELA for all students in 8th grade, our ELs scored at 11.1% and our SED students scored at 50.4%. In math at 8th grade, all students scored at 41.9% proficiency, while our ELs scored at 7.9% and our SED at 35.1%. There is a similar pattern of proficiency at 11th grade with overall ELA proficiency at 72.5% and ELs at 12.9% and SED students at 64.4%. In math, 38.1% are proficient at 11th grade, with 1.4% of ELs and 28.8% of SED. Our FY student group was not big enough to have a reported score. The district has room to grow in overall achievement levels, as well as in closing achievement gaps for unduplicated students, particularly for our English Learners. **Scope:** LEA-wide	students. This includes teacher-developed pacing guides and assessments, curriculum adoption, grade level projects aligned to the district's Profile of a Graduate, and new course development. The district expects to see improved student achievement in English Language Arts and Math as measured by CAASPP scores, as well as a decline in F rates. This action will benefit all students across the district, but it is principally directed to and most effective in meeting the needs of English Learners, foster youth, and socioeconomically disadvantaged students. This action contributes to supporting teacher collaboration and proficiency in meeting the needs of every learner in their classroom, specifically the students with the greatest needs, our English Learners, socioeconomically disadvantaged students, and foster youth. The curriculum work teams contribute to the district's work in developing effective PLCs, which have been shown to significantly improve student achievement. "PLCs engaged in high-level learning, intensive collaboration, and exchange of knowledge are, in turn, highly likely to positively impact student achievement" (Basileo, Lindsey Devers, PhD, Did You Know? Your School's PLCs Have a Major Impact, Learning Science International, 2016). Because dashboard data indicates a need for growth in English Language Arts and Math performance, as well as a need to reduce our F rates for our socioeconomically disadvantaged students, foster youth, and English Learners, and because research supports the positive impact of PLCs on student achievement, and because the curriculum work teams directly impact the	3.6) will also be used to monitor this action. The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		effectiveness of our PLCs, we conclude that this is the most effective use of funds.	
3.4	**Action:** Data and Assessment Programs **Need:** The district's dashboard data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics. Despite the district being categorized as Green overall in English Language Arts, our EL and FY student groups are characterized as Orange. In Mathematics, the district is also categorized as Green, but our SED student group is characterized as Yellow, and our EL and FY student groups are characterized as Orange. There is a need for staff to analyze data to inform instruction and to develop interventions or supports for students who are not meeting standards. **Scope:** LEA-wide	To address these academic needs, the district will provide outsourced data and assessment programs to aid our PLC focus. This action provides a support to our staff which enables them to more effectively meet the needs of our unduplicated students. This includes academic and school climate data to support the work of PLCs. The district expects to see improved student achievement in English Language Arts and Math as measured by CAASPP scores and local data, such as iReady. This action will benefit all students across the district, but it is principally directed to and most effective in meeting the needs of English Learners, foster youth, and socioeconomically disadvantaged students. This action contributes to supporting teacher collaboration and proficiency in meeting the needs of every learner in their classroom, specifically the students with the greatest needs, our English Learners, socioeconomically disadvantaged students, and foster youth. Outsourced data and assessment programs contribute to the district's work in developing effective PLCs, which have been shown to significantly improve student achievement. "PLCs engaged in high-level learning, intensive collaboration, and exchange of knowledge are, in turn, highly likely to positively impact student achievement." (Basileo, Lindsey Devers, PhD, Did You Know? Your School's PLCs Have a Major Impact, Learning Science International, 2016)	The district will monitor this action using using local assessment (metric 3.2) and CAASPP data (metric 3.4). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

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		Because CAASPP data indicates a need for growth in both English Language Arts and math for our socioeconomically disadvantaged students, foster youth, and English Learners, and because research supports the positive impact of PLCs on student achievement, and because the outsourced data and assessment systems directly impact the effectiveness of our PLCs, we conclude that this is the most effective use of funds.	
4.1	**Action:** Equitable and Inclusive Practices **Need:** The district's dashboard data demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in both English Language Arts and Mathematics. Despite the district being categorized as Green overall in English Language Arts, our EL and FY student groups are characterized as Orange. In Mathematics, the district is also categorized as Green, but our SED student group is characterized as Yellow, and our EL and FY student groups are characterized as Orange. There is a need to provide additional support to teachers to build their mindset and capacity for closing academic achievement gaps. In addition to this academic achievement data, the climate data, such as Suspension Rates, also demonstrates a need for this focus. While our EL student group is Green, our SED students are Yellow, all students are Orange, and Foster Youth are Red. This illustrates a need to support staff in developing strategies for engaging and building connections with students.	To address these needs, the district will provide training on equitable and inclusive practices for staff, as well as connect key district initiatives to equity work. As a result of this action, academic achievement will increase and suspension rates will decrease for our unduplicated students. This action will benefit all students across the district who will be positively impacted by a continued focus on building our staff's understanding of the role of equity and inclusion in educational practice, but it is principally directed to and most effective in meeting the needs of unduplicated students. Equity work is a process. "Before people can conceive of the how, they must first understand the why. That is, to figure out how to address inequity, we must understand why inequity exists - what we are doing or not doing that keeps it alive" (Community: The Structure of Belonging, P. Block, 2008). Our district is dedicated to helping all educational partners understand the importance of equity work through professional development, collaboration, and capacity building. We have a commitment to sending staff to learning opportunities that engage them in thinking about equity and how it plays a role in their daily work, such as RCOE's Excellence through Equity conference. Additionally, we are now making	The district will monitor this action using CAASPP (metric 4.12) and Suspension Rate data (metric 4.6), graduation and dropout rates (metrics 4.3 - 4.5), and input from our educational partners on the LCAP survey (metric 4.11). The district will look at these data points specifically for unduplicated student groups, when data is available, to assess whether the identified needs are being addressed.

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	Scope: LEA-wide	explicit connections for our staff to help them understand the impact that our key educational initiatives have on developing equitable learning environments for all. The district understands how complex this work is, but we are dedicated to a continued emphasis on equity-aligned practices and building our educational partners' awareness of what inclusion can look like in our schools. "Ensuring that all students are enabled to reach their full potential is a complex task. As part of our collective work within this space, we must all recognize that there will be a continuous need for future research, discussion, policy change, collaborations, and resources. Admittedly, the journey, once begun, will never quite be complete – but we believe this is the best sort of challenge. The pursuit of equity will always require the creativity, dedication, and persistence of all those who take on this challenge. Though this is a difficult undertaking, it is an exciting one, because we have seen that it is possible to empower every learner and every teacher to surpass expectations, through determination in applying research-based best practices over time. In turn, the benefits of this life-changing shift in education has the potential to positively influence not only today's generation of young learners, but countless generations to come" (Guiding Principles for Equity in Education, Snyder, A., Trowery, L., McGrath, K., McGraw Hill, July 2019). In Excellence through Equity, authors Alan M. Blankstein and Pedro Noguera warn of the impact of not "addressing the profound inequities in education." They pose a shift from a one-size-fits-all factory model, "to a system that celebrates individual differences and serves the needs of	

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		every student," one in which, "Instead of being defined by their behavior (e.g. hyperactive, disruptive, etc.), labeled because of their needs (e.g. slow, insolent, etc.), and discarded, all children must be served by schools that are organized to meet their needs." Because the data indicates a need for growth in both ELA and math for our socioeconomically disadvantaged students, foster youth, and English Learners, and because the data indicates a need to improve suspension rates for foster youth and socioeconomically disadvantaged students, and because research supports the importance of building staff's understanding of equity and inclusion issues, and because these efforts align with the LCAP's goals of meeting the needs of all learners, we conclude these actions are the most effective use of funds.	
4.2	**Action:** Educational Partner Engagement **Need:** Family input on the LCAP survey indicates that while families are satisfied with their students' schools (76%) and the communication from the schools (75%), there is a discrepancy in the percentage of families who feel the school strongly values their opinion (51%). This indicates a continued need to build partnerships and trust with our families. Educational partner input tells us that these partnerships are harder to develop and maintain for our families that represent unduplicated students groups, including English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED),	To address this need, the district will support student and family engagement through our many advisory groups. The feedback from families at the various meetings helps us understand and address the needs of our students and families. Our families appreciate the opportunity to share and are supportive of our LCAP's four goals, especially Goal 4 Actions 1 and 2 which specifically support equity/inclusion and family engagement. Based on our advisory group's feedback, the district has provided training for staff, tutoring and extra supports at all schools, social emotional supports, family informational sessions, and cultural events. Efforts are being made to implement site-based advisory councils, implement new opportunities for engaging families (parent liaisons and a family center), and promote family engagement practices with our site leaders	The district will monitor this action using LCAP survey data (metric 4.11) and the Local Indicator Self-Reflection Tool - Priority 3 (metric 4.10). The district will look at these data points specifically for unduplicated student groups, when data is available, to assess whether the identified needs are being addressed.

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	demonstrating a need to strengthen our efforts with these focus groups. **Scope:** LEA-wide	as we participate in the Community Engagement Initiative. The district expects to see a positive increase in our LCAP survey results due to continued educational partner engagement. We expect to see greater engagement of all families, but this action is principally directed to and most effective in meeting the needs of our unduplicated students' families. The district continues to make intentional efforts to authentically engage our educational partners through quality and meaningful engagement activities which is critical to the successful implementation of the programs and services principally directed towards our unduplicated students. There are a number of educational partner groups, many of which represent the needs of specific student groups. These include, but are not limited to: Partnership for Thriving Students and Families (PTSF), District and Site-based English Learner Parent Advisory, Latino Parent Advisory, African American Parent Advisory, Special Education Parent Advisory, PTAs, School Site Councils, and secondary Student LCAP Advisories. These groups provide great insight into the effectiveness of the various actions and services provided through the LCAP, as well as share continued needs for the district to consider. Feedback from educational partners and advisory groups indicates appreciation for the engagement efforts and a desire to have a continued voice in the district's decision making. Research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades	

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		and test scores, have better social skills, and show improved behavior (National Educators' Association). "Stakeholder engagement is about ensuring that the ideas and concerns of all relevant educational partners are well represented throughout a more collaborative and transparent decision-making process. When done right, stakeholder engagement yields specific benefits including: • Better insight into stakeholders' views and opinions • The ability to make big decisions more quickly and at reduced cost Greater buy-in from stakeholders, who played a larger role throughout the decision-making process • Stronger likelihood of positive outcome thanks to access to more ideas and broader awareness of the decision made • Greater trust for education leaders among stakeholders" (Five Criteria for Effective Stakeholder Engagement in Education, Thought Exchange, 2018) Because family survey data indicates a continued need to involve families and demonstrate that the district values their opinions, and because the district has experienced success in past educational partner engagement and hopes to build on this foundation, and because research supports the involvement of families and the impact it will have on student achievement and wellness, and because research supports the positive impact of family engagement on district decision making, we conclude that educational partner engagement actions and services are the	

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		most effective use of the funds.	
4.3	**Action:** Mental Health Supports and Multi-Tiered Systems of Support (MTSS) **Need:** The district's Chronic Absenteeism and Suspension Rates demonstrate a need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in school connectedness and positive behavior. The overall Chronic Absenteeism Rate for the district is 23.4%, while that for ELs is 26.8%, SED students is 29.3%, and FY is 40.2%. Similarly, the overall district suspension rate is 2.9%. While that of our ELs is also 2.9%, that of our SED students is 3.8% and that of our FY is 13.2%. The discrepancies in these rates indicate a need for continued work in this area, specifically providing supports that promote mental wellness, school connectedness, and positive student behavior. **Scope:** LEA-wide	To address these needs, the district will continue to provide mental health and social emotional supports, as well as continue to develop Multi-Tiered Systems of Support (MTSS) with a focus on positive behavior intervention at our school sites. These intentional services for socioeconomically disadvantaged students, foster youth, and English Learners will decrease suspension and chronic absenteeism rates by increasing student well-being and readiness for learning. Our schools continue to see increased needs in the area of behavior and mental health, and this is validated by educational partner input. This action will benefit all students across the district, but it is principally directed to and most effective in meeting the needs of unduplicated students. Mentally healthy children are more successful in school and life. Research demonstrates that students who receive social–emotional and mental health support achieve better academically. School climate, classroom behavior, on-task learning, and students' sense of connectedness and well-being all improve as well. According to the U.S. Department of Health and Human Services, one in five children and adolescents experience a mental health problem during their school years. Examples include stress, anxiety, bullying, family problems, depression, and alcohol and substance abuse. Serious mental health problems, such as self-injurious behaviors and suicide, are on the rise, particularly among youth. Unfortunately, it is estimated that up to 60% of students do not receive the treatment they need due to stigma and lack of access to services. Of those who do get help, nearly two thirds do so only	This district will monitor this metric using Chronic Absenteeism (metric 4.1), Suspension and Expulsion Rates (metrics 4.6 and 4.7), as well as results from the LCAP survey (metric 4.11). We will also monitor progress on the Tiered Fidelity Inventory (metric 4.8). The district will look at these data points specifically for unduplicated student groups, when data is available, to assess whether the identified needs are being addressed.

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		in school (School-Based Mental Health Services: Improving Student Learning and Well-Being, National Association of School Psychologists, 2016).	
		Across the country, local school districts, particularly those challenged by often long-standing achievement gaps and higher mandated standards for student performance, are increasingly turning to tiered system of support frameworks such as Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI). They are finding that MTSS and RTI provide an effective framework for turning around schools, reforming curricula to better meet student learning needs, and improving outcomes for all students—including those from culturally and linguistically diverse backgrounds. With a focus on improving outcomes for all students especially those who have been historically underserved, ESSA suggests that schools and districts implement a tiered system of support and allow states flexibility in developing their MTSS model for both behavior and academic needs (ESSA: Multi-Tiered Systems of Support (formerly RTI) American Institutes for Research, June 2018).	
		The mental health services, MTSS implementation, and elementary behavioral support aides will assist school sites in developing systematic services for all students, as well as allow them to provide direct group and individual services for our at-risk students with a focus on our unduplicated students.	
		Because the suspension data indicates a need to support English Learners, socioeconomically disadvantaged students, and foster youth in	

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		behavior and well-being, and because research supports the positive impact of mental health services on students in schools, and because the research indicates that the MTSS framework is key to improving outcomes for those who have been historically underserved, we conclude these efforts represent the most effective use of the funds.	
4.5	**Action:** Attendance Supports **Need:** The district's Chronic Absenteeism data reflected on the CA Dashboard demonstrates the need to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in daily school engagement. The district is characterized as Yellow overall, with 23.4% of students chronically absent. While this number has declined from the previous year, it is still very high and much higher than pre-pandemic levels. Our ELs and SED students are also characterized as Yellow, and our FY are characterized as Orange. This illustrates a need to identify barriers for students and collaborate with families to ensure students are present at school daily to maximize learning. **Scope:** LEA-wide	To address the attendance needs of socioeconomically disadvantaged students, foster youth, and English Learners, the district will provide intentional attendance efforts led by the attendance coordinator. These efforts include an attendance program for communicating concerns with families, as well as regular meetings with school site teams to address efforts to build attendance awareness and provide interventions for students who have high absenteeism. These teams will meet with families to help increase student attendance, as well as to offer supports for social-emotional well-being and school involvement, resulting in increased student learning and academic achievement. As part of these attendance efforts, the district will address attendance gaps for our unduplicated students by providing transportation to and from school to students with minimal to no fees, based on low-income eligibility. This service will focus on TK - 6 grade students from low-income families, students experiencing homelessness, and foster youth. Transportation to and from school will assist families in maintaining strong attendance by providing an integral support service to access our educational program. The attendance rates are expected to increase,	The district will monitor this metric using Attendance (metric 4.2) and Chronic Absenteeism data (metric 4.1). The district will look at these data points specifically for unduplicated student groups to assess whether the identified needs are being addressed.

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		and chronic absenteeism rates are expected to decrease, for socioeconomically disadvantaged students, foster youth, and English Learners as a result of the intentional supports for students and families who have high absenteeism rates, as well as the transportation services offered to TK-6 grade students. Post-pandemic, overall attendance rates are still impacted so these actions will benefit all students across the district, but they are principally directed to and most effective in meeting the needs of our unduplicated students. You might have heard the saying, "80% of success is showing up." While that might be a high estimate of the impact of student attendance, research does tell us that attendance in school is one critical factor for success. Researchers who have studied early warning factors, or factors that can help us to predict a student's likelihood to graduate from high school, have noted the importance of looking at GPA, courses failed, and attendance. A student attending school less than 80% of the time, beginning in 6th grade, can impact later outcomes, including graduation from high school. Some of the key research findings include the following: • Poor attendance in kindergarten and first grade can predict whether or not students can read on grade level in 3rd grade. • By middle school, chronic attendance problems can predict whether or not a student will graduate. • Students who miss more than 2 days in the first month of school are likely to go	

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		on to miss enough days to equal an entire month of school.	
		• When students miss 10% of the instructional year (18 days in a 180-day school year), achievement and progress are impacted.	
		• While most school systems only have consequences or interventions that begin when students miss unexcused days, the impact is the same even when the absences are excused. The impact is also the same when the students are suspended from school.	
		There are three relatively simple interventions that schools can implement immediately to address students with chronic attendance issues and disengagement.	
		1. Encourage all students to become involved in the school through extracurricular activities and clubs.	
		2. Create a non-academic student attendance incentive: Connect all students in the school to a caring adult or mentor.	
		3. Ensure that students see the relevance of what they are learning to the real-world and to their future aspirations and goals. (Success Begins with Showing Up: The Impact of Attendance on Academic Performance, Sailors, A., Life Plan Labs, October 2017)	
		The National Center for Research on Education Access and Choice provides some important research on the impact of transportation on student outcomes:	
		• School bus eligibility increases attendance rates for economically disadvantaged students by 0.63 percentage points	

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		(approximately a 1 day increase in a 180-day school year). • School bus eligibility decreases the probability of being chronically absent (missing more than 10% of school days) for economically disadvantaged students by 3.8 percentage points (an approximate 20%-25% reduction). Overall, the findings indicate that bus eligibility can help put vulnerable student populations less at risk of missing a significant amount of time in the classroom. (How Does School Bus Transportation Affect Student Achievement and Attendance?, Edwards, Danielle Sanderson, July 19, 2022) Because the data indicates a need to improve the attendance of our socioeconomically disadvantaged students, foster youth, and English Learners, and because the research supports interventions for attendance to impact wellbeing and achievement, and because the research supports transportation to and from school as positively affecting student attendance for vulnerable student populations, we conclude these efforts represent the most effective use of the funds.	

Limited Actions

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

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2.3	**Action:** English Learner Program Support **Need:** The district's English Learner Progress Indicator (ELPI) rate and other California Dashboard data metrics demonstrate the need to support our English Learner students in attaining English proficiency. Our ELPI status is Orange with 50.8% of students making progress towards English language proficiency, a decline of 2.4% from the prior year. In both English Language Arts and Math achievement, our English Learners are characterized as Orange. There is a need to improve the rate of language acquisition for our English Learners in order to positively impact their academic achievement. **Scope:** Limited to Unduplicated Student Group(s)	To address these needs, the district will provide our English Learner students with access to supplemental supports, including language acquisition programs, curriculum and materials, integrated and designated resources, secondary classes for designated instruction and support in core classes, and family engagement opportunities at the school site and at a district level. Additionally, the district will finalize our EL Master Plan, enhance support for newcomers and LTELs, and provide professional development for teachers to help them meet the needs of English Learners. The district expects to see an increase in the English Learner Progress Indicator (ELPI) and an increase in academic achievement as measured by CAASPP scores and local assessment data due to these actions and services. This action is principally directed to and most effective in meeting the needs of English Learner students. Regardless of the overall program structure, the Institute of Education Sciences, the Education Department's research agency, has identified rigorous evidence that the following teaching practices are effective in teaching academic content to ELLs: 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. 2. Integrate oral and written English language instruction into content-area teaching. 3. Provide regular, structured opportunities to develop written language skills. 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development (Helping Your English Learner Students Succeed: Evidence-Based Practices for Educators, Ostrow, L., Regional Educational	The district will monitor this action using English Learner Progress Indicator (ELPI) rates (metric 2.4), as well the performance of English learners on our local assessment tools and CAASPP (metrics 2.1 and 2.2).

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		Laboratory, 2019). Additionally, the organizations Unidos, The Education Trust, and Next100 collaborated around a series of recommendations for leveraging ESSER funding to accelerate learning for ELs. Here are their tips: • Engage linguistically diverse families and communities by eliminating communication barriers, partnering with community-based organizations, and conducting digital literacy training. • Accelerate learning for kids learning English with targeted supports, such as summer programming and supports extended throughout the year. • Provide social and emotional, physical, and mental health supports, including hiring multilingual counselors and mental health providers. • Ensure efforts are sustainable and support long-term improvements, such as investing in a well-trained, diverse workforce and developing systems to monitor the progress of ELs. By taking steps like these, education leaders will be going a long way toward helping ELs close existing opportunity gaps and ensuring they thrive in school and beyond (Katie Carroll, NWEA, March 25, 2022). Because data indicates a need to address the language acquisition and academic achievement of our English Learners, and because research supports specific teaching strategies and other high-leverage practices that align with the district's planned actions, we conclude this is the most	

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		effective use of funds.	
2.5	**Action:** Long-term English Learner Supports **Need:** The district has a significant number (215) of students classified as Long-term English Learners which represents 19.0% of the overall English Learner population. These students have specific needs, and the district recognizes that we need to provide services that address these needs above and beyond what we offer for all English Learners. The district's LTEL population impacts our progress with English Learners as a whole, as well. The CA Dashboard characterizes our district's English Learner Progress as Orange with 50.8% making progress towards English language proficiency, a percentage which has declined by 2.4% from the prior year. There is a need to address the specific needs of our LTEL students to help them achieve proficiency and reclassification. **Scope:** Limited to Unduplicated Student Group(s)	To address these needs, the district will provide our Long-term English Learner students with access to services beyond those offered to all EL students. This will include a course within the school day that will target their specific language needs and curriculum that will be implemented to provide this support. Additionally, the district will finalize our EL Master Plan, which will include our approach to enhancing support for LTELs, and we will provide professional development for teachers to help them meet the needs of Long-term English Learners. The district expects to see a decline in our percentage of Long-term English Learners, an increase in the English Learner Progress Indicator (ELPI), and an increase in academic achievement of English Learners as measured by CAASPP scores and local assessment data due to these actions and services. This action is principally directed to and most effective in meeting the needs of Long-term English Learner students. In a Hanover study entitled, "Effective Interventions for Long-Term English Learners," (July 2017) a number of key findings were identified, one of which was, "Despite proficiency in social English, LTELs typically lack proficiency in academic language and thus require dedicated support in developing vocabulary needed for academic settings." This is a specific focus of the district's plan for supporting LTELs. Specifically, the English 3D program includes eight evidence-based principles for language development including:	The district will monitor this action using LTEL data (metric 2.6) and the English Learner Progress Indicator (ELPI) rates (metric 2.4).

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		* Focus on English language development for long-term English language learners. * Utilize consistent instructional routines * Explicitly teach language elements. * Extend prior knowledge of language and content. * Model verbal and written academic English. * Orchestrate peer interactions with clear language targets. * Monitor language production conscientiously. * Provide timely, productive feedback on verbal items. For English language learners to advance in their education they require access to rigorous curricula at their grade levels in a way that supports English language development. Without explicit English language development, most English language learners will not gain proficiency in academic English (Olsen, 2010; Scarcella, 2003). Effective language teaching is not synonymous with effective content teaching. English language learners need dedicated time for second-language learning and practice (Kinsella, 2011; Gersten & Baker, 2000). Because data indicates a need to address language acquisition for our Long-term English Learners, and because research supports specific teaching strategies and other high-leverage practices that align with the district's planned actions, we conclude this is the most effective use of funds.	
4.4	**Action:** Foster Youth Support Services	In conducting a root cause analysis as part of the district's previous differentiated assistance designation, we have identified specific needs for	The district will monitor this metric using CAASPP (metric 4.12), Chronic

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	Need: While the district is pleased that we are no longer in Differentiated Assistance based on our Foster Youth (FY) metrics, we continue to recognize the need for supporting these students. On the CA Dashboard, the FY group consistently demonstrates the most need of all of our students groups, as it is characterized as Orange for English Language Arts performance, Math performance, and Chronic Absenteeism and Red for Suspension Rate. Because it is a small group, there are some indicators for which it does not have a reported color. Those that do, though, indicate a need for both academic and school engagement/climate supports to improve the success of Foster Youth in our district. **Scope:** Limited to Unduplicated Student Group(s)	foster youth, including academic tutoring, resources to support academics and daily living, activities to promote connections, and intensive case management and mental health support. This intentional support for Foster Youth includes a designated coordinator to monitor and address the needs of our Foster and McKinney Vento Youth, as well as a student support liaison to enroll Foster Youth students and to ensure we have all necessary documentation to support individual foster students as they transition into our schools. All dashboard metrics, including academic performance, graduation rate, chronic absenteeism, and suspension rate, are expected to improve as a result of the intentional supports for foster youth. Our Foster Youth were impacted tremendously by the pandemic, resulting in higher chronic absenteeism, greater mental health needs, and lower levels of engagement which have all negatively impacted student learning and achievement. This action is principally directed to and most effective in meeting the needs of Foster Youth. Murrieta Valley USD is in a unique position to provide public education to a high number of foster youth who reside in Short Term Residential Treatment Programs (STRTP). The STRTP program is designed to be short term and focus on stabilization. MVUSD recognizes that the needs of our foster youth in short-term programs will differ from that of other foster home placements, and interventions and supports should align with the needs of the specific foster youth. California students in the foster care system face more significant barriers during their transition	Absenteeism (metric 4.1), and Suspension Rate (metric 4.6) data.

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		from high school to college than their peers and require tailored supports to overcome them, according to a recent study from the Educational Results Partnership and California College Pathways. Authors of the study analyzed outcomes of more than 4,000 California foster youth and over 621,000 of their peers from their 2016–17 academic year high school cohort. Foster youth included in the study experienced lower rates of school attendance, higher rates of suspension or exclusion, a greater number of high schools attended, and less access to advanced placement courses, among other challenges. It's important that districts and practitioners working with foster youth focus on reducing school mobility to mitigate the impact regular moves have on academic outcomes. Developing cost-sharing agreements and transportation plan templates, as well as documenting processes for sending and receiving students between schools, can help ensure smoother transitions if a student does need to transfer schools. California Education Code has a robust set of protections aimed at helping foster youth maintain a stable school environment. Foster youth have the right to stay in their "school of origin," even after they have moved foster care placements, if that is in their best interest. If students cannot feasibly stay in their school of origin, foster students have a right to immediate school enrollment at a new school and the right to partial credits for high school students (Study Finds Foster Youth Face Significant Barriers in Transitions to College, Kirby, A., CSBA Blog, February 2020).

Providing students in foster care with targeted social, emotional, and academic services as part of a tiered system of support can help address the | |

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		range of challenges they face. Supports can include mental health services, support for transitions, timely assessment for academic needs, screening for special education, support for school engagement, and an evaluation of credits for high school students. Access to such a web of supports can help address academic and nonacademic barriers to student learning as well as make up for lost instructional time due to absences, exclusionary discipline, and school mobility, which the quantitative data show is an urgent concern for students in foster care. (California's Students in Foster Care: Challenges and Promising Practices, Dion Burns, Daniel Espinoza, Julie Adams, and Naomi Ondrasek, September 12, 2022) Because data indicates substantial needs for our foster students in multiple metrics (academic achievement, chronic absenteeism, and suspension rate), and because research studies reflect the unique needs and challenges of foster students, and because research demonstrates the positive impact that tiered and targeted supports can have on foster students' academic and nonacademic progress, we conclude that these are the most effective use of the funds.	

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

NA

Additional Concentration Grant Funding

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

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	239,631,207.00	24,962,949.00	10.417%	0.000%	10.417%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$26,286,195.00				$26,286,195.00	$22,695,080.00	$3,591,115.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Additional Teachers for Smaller Class Sizes K - 3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	K - 3 at All Elementary Schools	Ongoing	$2,532,534.00	$0.00	$2,532,534.00	$0.00	$0.00	$0.00	$2,532,534.00
1	1.2	Additional Counselors TK - 12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,913,950.00	$0.00	$2,913,950.00	$0.00	$0.00	$0.00	$2,913,950.00
1	1.3	Coordinators and PLT Leads	English Learners Foster Youth Low	Yes	LEA-wide	English Learners Foster Youth Low	All Schools	Ongoing	$1,343,457.00	$0.00	$1,343,457.00	$0.00	$0.00	$0.00	$1,343,457.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Income			Income									
1	1.4	Advancement Via Individual Determination (AVID) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Avaxat Elementary School All secondary (6-12) schools	Ongoing	$2,143,829.00	$242,188.00	$2,386,017.00	$0.00	$0.00	$0.00	$2,386,017.00
1	1.5	Career Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6 - 12	Ongoing	$3,023,731.00	$362,579.00	$3,386,310.00	$0.00	$0.00	$0.00	$3,386,310.00
1	1.6	College/Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6th - 12th Grade	Ongoing	$64,806.00	$123,075.00	$187,881.00	$0.00	$0.00	$0.00	$187,881.00
2	2.1	Elementary Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary (TK - 5)	Ongoing	$5,057,756.00	$0.00	$5,057,756.00	$0.00	$0.00	$0.00	$5,057,756.00
2	2.2	Additional Secondary Sections for Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary Schools (6-12)	Ongoing	$960,447.00	$0.00	$960,447.00	$0.00	$0.00	$0.00	$960,447.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	English Learner Program Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,031,754.00	$106,532.00	$1,138,286.00	$0.00	$0.00	$0.00	$1,138,286.00
2	2.4	Intervention Programs and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$479,908.00	$479,908.00	$0.00	$0.00	$0.00	$479,908.00
2	2.5	Long-term English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	High Schools (9-12)	Ongoing	$52,574.00	$51,754.00	$104,328.00	$0.00	$0.00	$0.00	$104,328.00
3	3.1	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary (TK - 5)	Ongoing	$490,167.00	$0.00	$490,167.00	$0.00	$0.00	$0.00	$490,167.00
3	3.2	Induction Program	English Learners Foster Youth Low	Yes	LEA-wide	English Learners Foster Youth Low	All Schools	Ongoing	$331,148.00	$1,370.00	$332,518.00	$0.00	$0.00	$0.00	$332,518.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Income			Income									
3	3.3	Curriculum Work Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary level (6 - 12)	Ongoing	$173,312.00	$0.00	$173,312.00	$0.00	$0.00	$0.00	$173,312.00
3	3.4	Data and Assessment Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$342,445.00	$342,445.00	$0.00	$0.00	$0.00	$342,445.00
4	4.1	Equitable and Inclusive Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$328,965.00	$121,550.00	$450,515.00	$0.00	$0.00	$0.00	$450,515.00
4	4.2	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$152,343.00	$21,800.00	$174,143.00	$0.00	$0.00	$0.00	$174,143.00
4	4.3	Mental Health Supports and Multi-Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,677,458.00	$200,208.00	$1,877,666.00	$0.00	$0.00	$0.00	$1,877,666.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.4	Foster Youth Support Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$213,132.00	$70,500.00	$283,632.00	$0.00	$0.00	$0.00	$283,632.00
4	4.5	Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$203,717.00	$1,467,206.00	$1,670,923.00	$0.00	$0.00	$0.00	$1,670,923.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
239,631,207.00	24,962,949.00	10.417%	0.000%	10.417%	$26,286,195.00	0.000%	10.969 %	**Total:**	$26,286,195.00
								LEA-wide Total:	$24,759,949.00
								Limited Total:	$1,526,246.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Additional Teachers for Smaller Class Sizes K - 3	Yes	LEA-wide	English Learners Foster Youth Low Income	K - 3 at All Elementary Schools	$2,532,534.00	
1	1.2	Additional Counselors TK - 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,913,950.00	
1	1.3	Coordinators and PLT Leads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,343,457.00	
1	1.4	Advancement Via Individual Determination (AVID) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Avaxat Elementary School All secondary (6-12) schools	$2,386,017.00	
1	1.5	Career Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	6 - 12	$3,386,310.00	
1	1.6	College/Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	6th -12th Grade	$187,881.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Elementary Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary (TK - 5)	$5,057,756.00	
2	2.2	Additional Secondary Sections for Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary Schools (6-12)	$960,447.00	
2	2.3	English Learner Program Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,138,286.00	
2	2.4	Intervention Programs and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$479,908.00	
2	2.5	Long-term English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	High Schools (9-12)	$104,328.00	
3	3.1	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary (TK - 5)	$490,167.00	
3	3.2	Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$332,518.00	
3	3.3	Curriculum Work Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary level (6 - 12)	$173,312.00	
3	3.4	Data and Assessment Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$342,445.00	
4	4.1	Equitable and Inclusive Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,515.00	
4	4.2	Educational Partner Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,143.00	
4	4.3	Mental Health Supports and Multi-Tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,877,666.00	
4	4.4	Foster Youth Support Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$283,632.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,670,923.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,828,180.00	$22,973,752.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Additional Teachers for Smaller Class Sizes K-3	Yes	$2,803,970.00	2,573,504.00
1	1.2	1.2 Counseling Support Services K-12	Yes	$2,750,937.00	2,746,076.00
1	1.3	1.3 Coordinators to Support Student Learning and Achievement	Yes	$889,338.00	886,471.00
1	1.4	1.4 Advancement Via Individual Determination (AVID)	Yes	$2,141,885.00	2,167,738.00
1	1.5	1.5 Career Technical Education (CTE)	Yes	$3,658,293.00	3,410,312.00
1	1.6	1.6 College/Career Readiness	Yes	$129,820.00	140,916.00
2	2.1	2.1 Elementary Intervention Teachers	Yes	$4,550,622.00	4,244,151.00
2	2.2	2.2 Additional Secondary Sections for Intervention/ Acceleration	Yes	$980,566.00	907,049.00
2	2.3	2.3 English Learner Program Support	Yes	$1,217,750.00	1,181,075.00
2	2.4	2.4 Intervention Programs and Support	Yes	$235,537.00	193,787.00
3	3.1	3.1 Instructional Coaching	Yes	$152,815.00	152,294.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	3.2 Induction Program	Yes	$294,551.00	278,318.00
3	3.3	3.3 Curriculum Work Teams	Yes	$106,680.00	106,511.00
3	3.4	3.4 Outsourced Data and Assessment Programs	Yes	$345,000.00	274,059.00
4	4.1	4.1 Equity and Equitable Practices	Yes	$419,817.00	343,716.00
4	4.2	4.2 Educational Partner Engagement	Yes	$77,532.00	62,863.00
4	4.3	4.3 Mental Health Supports and Multi-Tiered Systems of Support (MTSS)	Yes	$1,020,113.00	1,031,280.00
4	4.4	4.4 Foster and Homeless Youth Support Services	Yes	$379,234.00	298,367.00
4	4.5	4.5 Attendance Supports	Yes	$258,066.00	246,467.00
4	4.6	4.6 Transportation	Yes	$1,415,654.00	1,728,798.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
22,383,689	$23,828,180.00	$22,973,752.00	$854,428.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Additional Teachers for Smaller Class Sizes K-3	Yes	$2,803,970.00	2,573,504.00		
1	1.2	1.2 Counseling Support Services K-12	Yes	$2,750,937.00	2,746,076.00		
1	1.3	1.3 Coordinators to Support Student Learning and Achievement	Yes	$889,338.00	886,471.00		
1	1.4	1.4 Advancement Via Individual Determination (AVID)	Yes	$2,141,885.00	2,167,738.00		
1	1.5	1.5 Career Technical Education (CTE)	Yes	$3,658,293.00	3,410,312.00		
1	1.6	1.6 College/Career Readiness	Yes	$129,820.00	140,916.00		
2	2.1	2.1 Elementary Intervention Teachers	Yes	$4,550,622.00	4,244,151.00		
2	2.2	2.2 Additional Secondary Sections for Intervention/ Acceleration	Yes	$980,566.00	907,049.00		
2	2.3	2.3 English Learner Program Support	Yes	$1,217,750.00	1,181,075.00		
2	2.4	2.4 Intervention Programs and Support	Yes	$235,537.00	193,787.00		
3	3.1	3.1 Instructional Coaching	Yes	$152,815.00	152,294.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	3.2 Induction Program	Yes	$294,551.00	278,318.00		
3	3.3	3.3 Curriculum Work Teams	Yes	$106,680.00	106,511.00		
3	3.4	3.4 Outsourced Data and Assessment Programs	Yes	$345,000.00	274,059.00		
4	4.1	4.1 Equity and Equitable Practices	Yes	$419,817.00	343,716.00		
4	4.2	4.2 Educational Partner Engagement	Yes	$77,532.00	62,863.00		
4	4.3	4.3 Mental Health Supports and Multi-Tiered Systems of Support (MTSS)	Yes	$1,020,113.00	1,031,280.00		
4	4.4	4.4 Foster and Homeless Youth Support Services	Yes	$379,234.00	298,367.00		
4	4.5	4.5 Attendance Supports	Yes	$258,066.00	246,467.00		
4	4.6	4.6 Transportation	Yes	$1,415,654.00	1,728,798.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
242,234,776	22,383,689	0.000%	9.240%	$22,973,752.00	0.000%	9.484%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    o Indicate the school year to which the baseline data applies.

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

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

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

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

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

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

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

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

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