Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	$2,122,477
2022-23 Difference in Budgeted and Actual Expenditures	$2,143,857

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 budget also include operating expenditures such as utilities, debt service obligations, capital project expenditures, and materials/supplies to operate the school district.

LCFF Budget Overview for Parents

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

CDS Code: 3375200

School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $21,611,191 , 6%

All local funds, $27,156,061 , 8%

All other state funds, $28,183,211 , 8%

Total LCFF Funds , $263,800,988 , 78%

All Other LCFF funds, $242,095,285 , 71%

LCFF supplemental & concentration grants, $21,705,703 , 7%
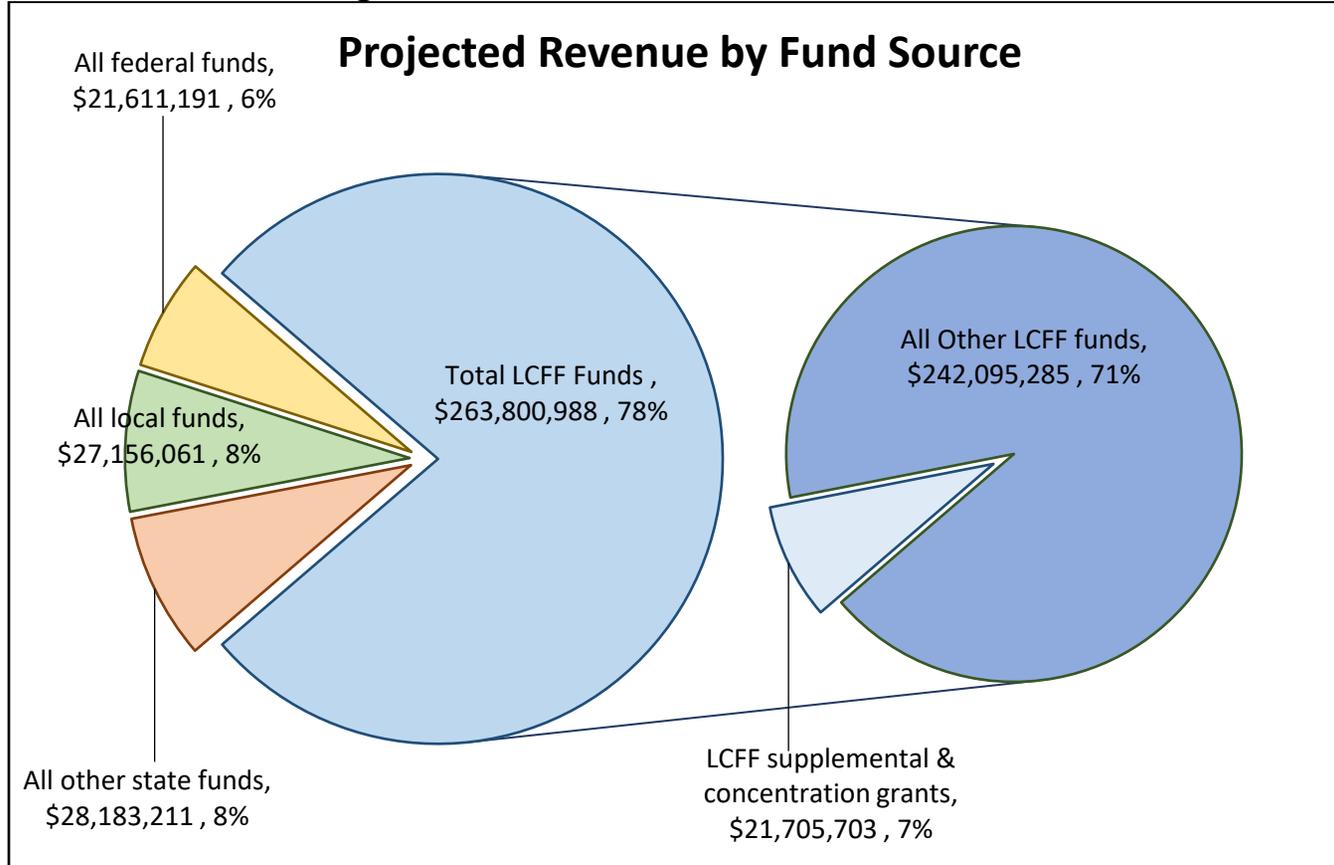
This chart shows the total general purpose revenue Murrieta Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Murrieta Valley Unified School District is $340,751,451 of which $263,800,988.00 is Local Control Funding Formula (LCFF), $28,183,211.00 is other state funds, $27,156,061.00 is local funds, and $21,611,191.00 is federal funds. Of the $263,800,988.00 in LCFF Funds, $21,705,703.00 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, $350,617,145

Total Budgeted Expenditures in the LCAP $23,828,180
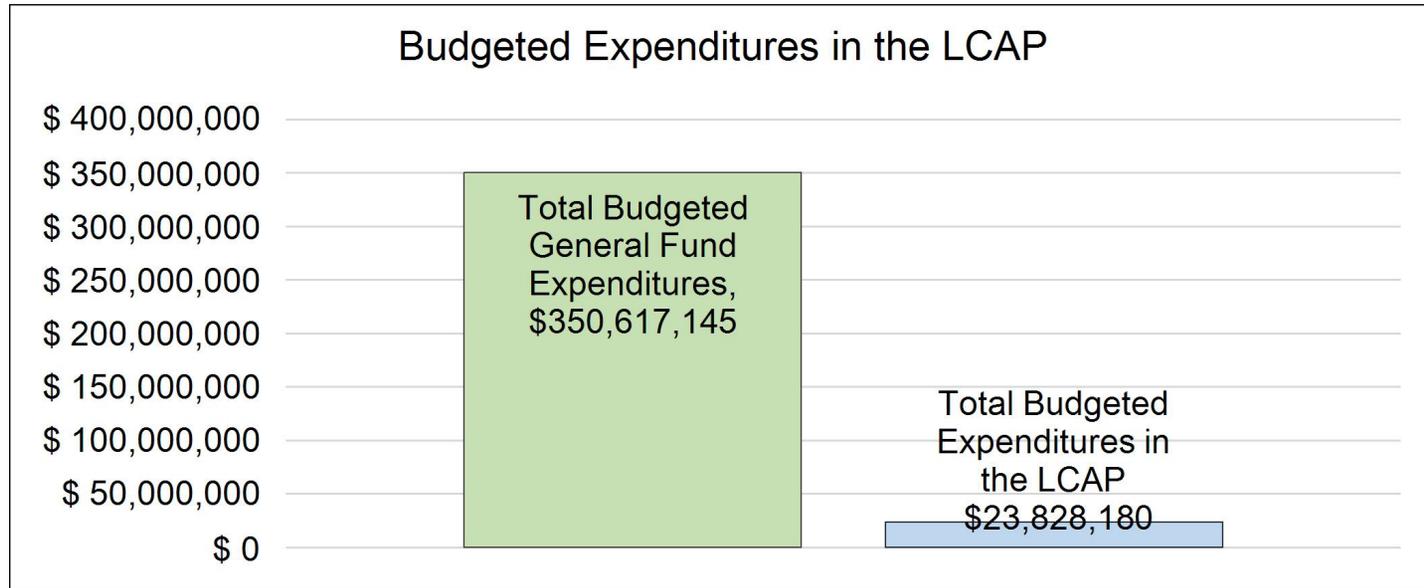
This chart provides a quick summary of how much Murrieta Valley Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Murrieta Valley Unified School District plans to spend $350,617,145.00 for the 2023-24 school year. Of that amount, $23,828,180.00 is tied to actions/services in the LCAP and $326,788,965 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 budget 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 2023-24 School Year

In 2023-24, Murrieta Valley Unified School District is projecting it will receive $21,705,703.00 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 $23,828,180.00 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 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$19,429,994
☐ Actual Expenditures for High Needs Students in LCAP	$21,573,851

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000 $ 25,000,000
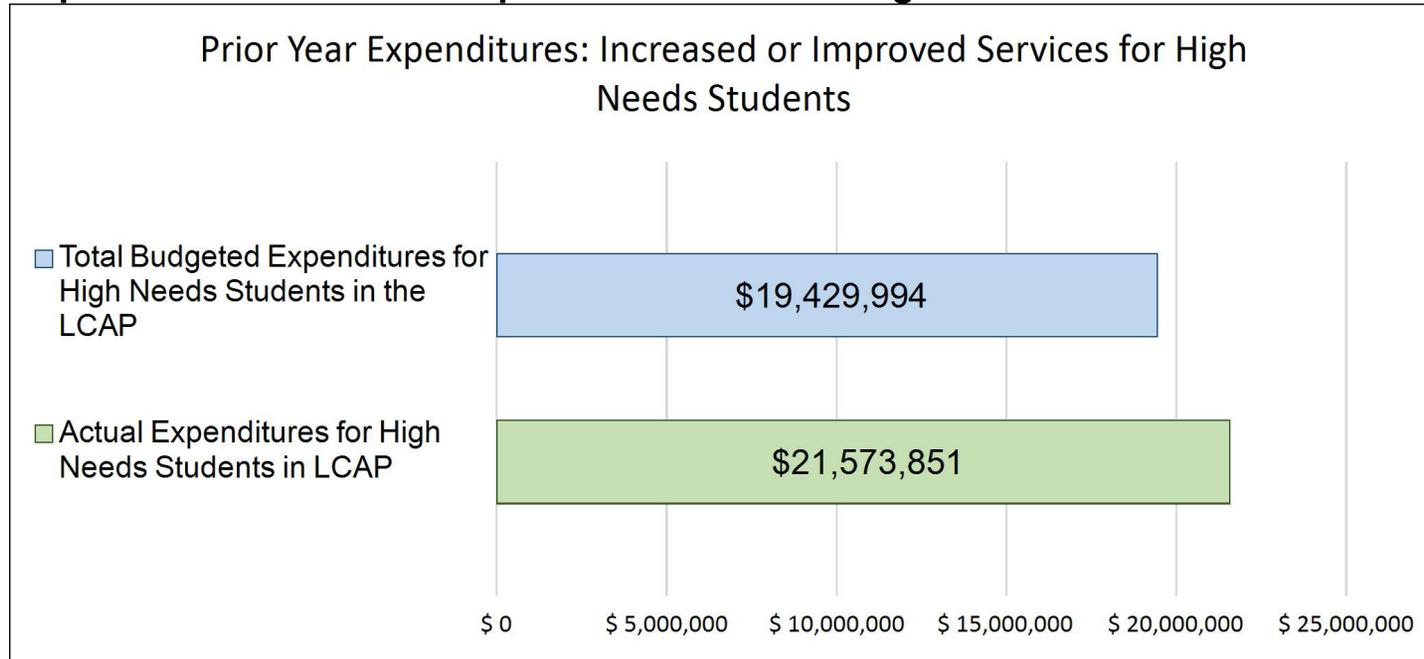
This chart compares what Murrieta Valley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Murrieta Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Murrieta Valley Unified School District's LCAP budgeted $19,429,994.00 for planned actions to increase or improve services for high needs students. Murrieta Valley Unified School District actually spent $21,573,851.00 for actions to increase or improve services for high needs students in 2022-23.

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 [2023-24]

General Information

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

Murrieta Valley Unified School District (MVUSD) educates 22,900 students from Preschool through our Adult Transition Program with excellent, comprehensive academic programs. Students participate in highly acclaimed visual and performing arts programs, championship interscholastic athletic programs, and nationally recognized student activities. Our student-centered educational program emphasizes a commitment to the academic success of each and every student. MVUSD is one of the highest performing districts in Riverside County with eleven California Distinguished Schools. Highly qualified teachers and staff provide a rigorous educational experience that integrates academics, co-curriculars, and career readiness to prepare students for future educational and professional opportunities.

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, homeschool, and virtual 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 range of ethnic backgrounds and 59 languages and dialects. We have eight Title I schools in our district. 5.1% of our students are English Learners, and 41.2% qualify for free or reduced lunches. Upon graduation, approximately 63.6% of our 2022 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 4%

Pacific Islander .6%
Filipino 3.7%
Hispanic or Latino 42.3%
African American 5.5%
White (not Hispanic) 33.8%
Multiple or No Response 8.8%

There was a sense of normalcy this school year as we continued to offer in-person learning with no health restrictions. Our community was excited for a return to a complete school experience with rich instructional and extracurricular activities back in place. Our district and schools are rebounding from the pandemic with a focus on implementing systems and procedures to effectively support students whose academics, behavior, and mental health are still impacted.

The district has new senior leadership and newly elected trustees. In February of 2023, 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 students.

Goal 1: Student Learning
1a. Profile of a Graduate
1b. Professional Learning Communities (PLCs)
1c. Transitional Kindergarten (TK)
1d. Career and Technical Education (CTE)

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

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. Family Engagement

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

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

ACADEMIC PERFORMANCE

English Language Arts

All Students   State

High

16.9 points above standard

English Language Arts performance is a success for the district. On the CA School Dashboard it is categorized by the CDE as High, with the district's students scoring 16.9 points above the standard. The Asian and Filipino student groups were categorized as Very High. The American Indian, Two or More Races, Pacific Islander, and White student groups were categorized as High. The Hispanic student group were categorized as Medium.

This success in English Language Arts will be further enhanced by our focus on reviving Professional Learning Communities in the district. As teachers become more comfortable with looking at common assessment data as a team and discussing ways to respond when students are not learning, even more students will meet success in reaching the standards. Additionally, the implementation of TK will allow our schools to provide an early start to literacy instruction for all students, which will impact later success. Finally, the inclusion of all students in core instruction will enable more of our students with disabilities to have access to learning experiences that will promote their success in meeting English Language Arts standards.

ACADEMIC ENGAGEMENT

Graduation Rate

All Students | State
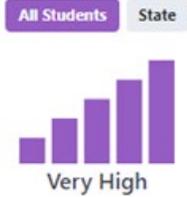
Very High

96.3% graduated

District graduation rates are also a success for the district. On the CA School Dashboard they are categorized by the CDE as Very High with an overall rate of 96.3%. All student groups are categorized as High or Very High for graduation rates, except for Students with Disabilities which is categorized as Medium.

Our strong graduation rate will be built upon with the district's Profile of a Graduate initiative. This document will be a guide for staff and the community, pointing everyone to the characteristics we hope our graduates will have when they move on to post high school opportunities. The profile will enhance the district's success with graduation rates by emphasizing the whole child and by identifying specific areas of focus as we prepare our graduates throughout their time with us. Likewise, the district's emphasis on Career and Technical Education will provide our students with more opportunities to engage in learning experiences that can impact future professional opportunities. This will appeal to a range of students and connect them to learning in meaningful ways, leading to even higher graduation rates for all student groups.

CONDITIONS AND CLIMATE

Suspension Rate

All Students | State

Low
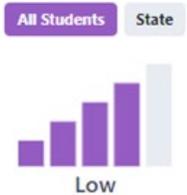
2.5% suspended at least one day

District suspension rates are also a success for the district. On the CA School Dashboard they are categorized by the CDE as Low with only 2.5% of students suspended for at least one day. The Filipino student group was categorized as Very Low for suspension rate. The Asian and White student groups were categorized as Low for suspension rate, and the following student groups were categorized as Medium for suspension rate: American Indian, English Learners, Hispanic, Homeless, Two or More Races, and Socioeconomically Disadvantaged.

The district will build upon our success with low suspension rates through our efforts to implement Multi-Tiered Systems of Support with a focus on behavior. Plans include developing site teams and providing training and coaching for staff to revisit and improve Tier 1 Positive Behavioral Interventions and Supports (PBIS) at all schools. This will enhance the cultures on our campuses and promote positive learning environments. Additionally, the district's focus on student engagement will connect students with activities that help them become positively involved in school which will lead to fewer behavioral issues.

Reflections: Identified Need

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

Murrieta Valley USD has identified the need for significant improvement in Mathematics performance, English Language Arts performance for specific student groups, English Learner performance, chronic absenteeism, graduation rates for specific student groups, and suspension rates for specific student groups, as described below.

ACADEMIC PERFORMANCE

Mathematics

All Students | State

Low

26.3 points below standard
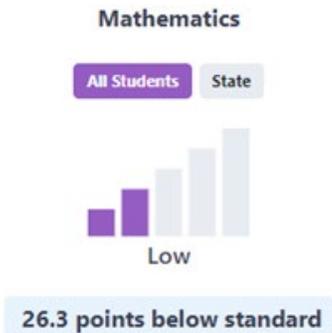
Mathematics performance is an identified need for the district. On the CA School Dashboard it is categorized as Low, with the district's students scoring 26.3 points below the standard. Foster Youth and Students with Disabilities were categorized as Very Low. The following student groups were categorized as Low: African American, American Indian, English Learners, Hispanic, Homeless, Pacific Islander, and Socioeconomically Disadvantaged. The Two or More Races student group and White student group were categorized as Medium.

The identified need in mathematics will be addressed through the district's focus on rebuilding Professional Learning Communities. Professional Learning Team (PLT) Leads and administrators will take part in comprehensive training to optimize the work of their PLT and focus on supporting all students in meeting mathematics standards. Additionally, the district emphasis on inclusion will allow more students with disabilities to access core instruction from a general education instructor with appropriate support. Training opportunities will also be developed to help teachers meet the various needs of students within the classroom and to address best practices for math instruction.

English Language Arts

All Students | State

High

16.9 points above standard

EQUITY REPORT
Number of Student Groups in Each Level

1	5	1	4	2
Very Low	Low	Medium	High	Very High

While English Language Arts performance has been identified as a success for the district, many student groups are identified as needing more support. Foster Youth was categorized as Very Low, and the following groups were categorized as Low: African American, English Learners, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.

These identified needs will also be addressed by the enhancement of Professional Learning Communities and the inclusion of more students with disabilities in general education classes, as described above. Additionally, academic tutoring targeting Foster Youth and English Learners will be in place to provide another layer of support for these students.

**English Learner Progress**

All Students | State

Medium

53.3% making progress towards English language proficiency

The district continues to prioritize support for English Learners. Performance on the CA School Dashboard for English Learner Progress is Medium with 53.3% making progress toward English language proficiency. While this is in line with state results, our district would like to see continued and enhanced growth in the progress of our English Learners.

English Learner support is being addressed through the development of a comprehensive English Learner Master Plan which will be completed in the Spring of 2025. This plan will articulate the programs, procedures, and expectations around serving English Learners in our district. It will serve as a guide and a commitment to continually improving services to these students. Two areas of focus in the plan include stronger implementation of integrated and designated supports and more effectively addressing the language needs of students in English Learner courses at the middle and high school level, including Newcomers and Long-term English Learners (LTELs).

ACADEMIC ENGAGEMENT

Chronic Absenteeism

All Students | State

Very High

30.8% chronically absent
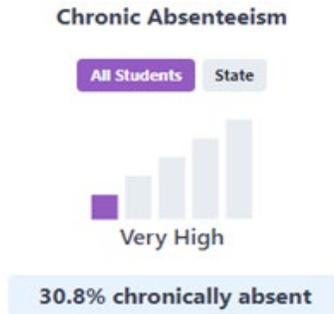
Chronic Absenteeism is identified as a need for the district. On the CA School Dashboard it is categorized as Very High, with 30.8% of the district's students qualifying as chronically absent. All student groups are identified as having Very High chronic absenteeism except for Asian students who are categorized as High.

Chronic Absenteeism rates were particularly high during the 2021-22 school year due to continued Covid rates and protocol for absences. We are seeing some decline in these rates for all students in mid-year, local data. The district will be addressing this need through Career and Technical Education and student engagement efforts, as both will connect students to school and promote better attendance. The district is also implementing Multi-Tiered Systems of Support with a focus on behaviors which will include school attendance. Initiatives will be in place next year to develop awareness around and provide incentives for attendance district wide. Additionally, the district will continue to offer opportunities for elementary age, low-income students to access transportation to and from school at little to no cost, a service that was started this year as part of the district's Transportation Services Plan.

Graduation Rate

All Students | State

Very High

96.3% graduated

EQUITY REPORT
Number of Student Groups in Each Level

0	0	1	3	6
Very Low	Low	Medium	High	Very High
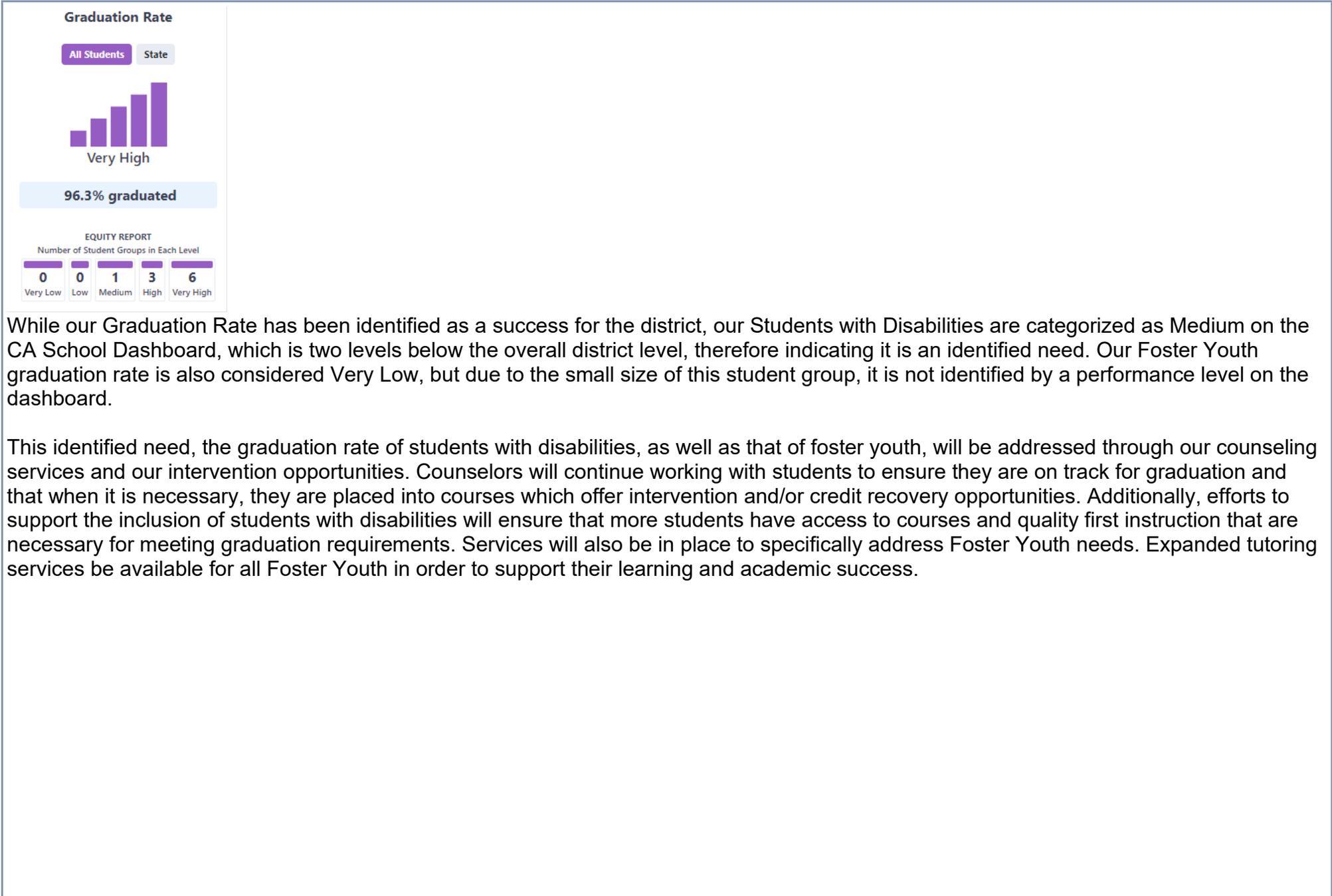
While our Graduation Rate has been identified as a success for the district, our Students with Disabilities are categorized as Medium on the CA School Dashboard, which is two levels below the overall district level, therefore indicating it is an identified need. Our Foster Youth graduation rate is also considered Very Low, but due to the small size of this student group, it is not identified by a performance level on the dashboard.

This identified need, the graduation rate of students with disabilities, as well as that of foster youth, will be addressed through our counseling services and our intervention opportunities. Counselors will continue working with students to ensure they are on track for graduation and that when it is necessary, they are placed into courses which offer intervention and/or credit recovery opportunities. Additionally, efforts to support the inclusion of students with disabilities will ensure that more students have access to courses and quality first instruction that are necessary for meeting graduation requirements. Services will also be in place to specifically address Foster Youth needs. Expanded tutoring services be available for all Foster Youth in order to support their learning and academic success.

CONDITIONS AND CLIMATE

Suspension Rate

All Students | State

Low
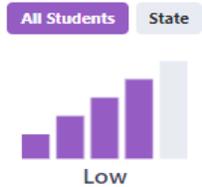
2.5% suspended at least one day

EQUITY REPORT
Number of Student Groups in Each Level

1	3	6	2	1
Very High	High	Medium	Low	Very Low

While our Suspension Rate has been identified as a success for the district, a number of student groups are identified as having higher rates. Foster Youth were categorized as Very High, and the following groups were categorized as High: African American, Pacific Islander, and Students with Disabilities.

The identified issue of suspension rates for specific student groups will be addressed in part by the efforts to promote positive behavior through a focus on Multi-Tiered Systems of Support. This will be in place to ensure that all schools have appropriate Tier 1 supports in place to maximize the impact on all students. Additionally, professional development for administrators will continue to emphasize the need to consider equity in discipline practices and to integrate restorative practices as part of the response to behavioral issues. Data for sites will be shared during trainings with site MTSS teams so that rates of discipline for specific student groups can be monitored and addressed when needed.

DIFFERENTIATED ASSISTANCE
The district was identified as eligible for Differentiated Assistance in the CA System of Support based on 2022 CA School Dashboard Outcomes for our Foster Youth student group. Areas of concern include:
- English Language Arts performance which was 16.9 points above the standard for all students and 79.6 points below the standard for Foster Youth
- Math performance which was 26.3 points below the standard for all students and 119.3 points below the standard for Foster Youth
- Graduation Rate which was 96.3% for all students and 63.6% for Foster Youth
- Chronic Absenteeism which was 30.8% for all students and 46.9% for Foster Youth
- Suspension Rate which was 2.5% for all students and 12.8% for Foster Youth

In conducting a root cause analysis, we have identified specific needs for Foster Youth, including academic tutoring, resources to support academics and daily living, activities to promote connections, and intensive case management and mental health support. These needs will be addressed by actions and services in Goal 4, Actions 3 and 4.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Murrieta Valley USD's 2023-24 LCAP builds upon our past strengths and addresses our key identified needs. It aligns with our Board of Education's annual goals for the school year, serving as a guide for our staff and leaders. The LCAP provides the means by which our district is fulfilling its commitment to serving all students and pursuing intentional strategies to serve students from the targeted student groups (English Learners, low-income students, and foster youth).

The following are the key features of MVUSD's 2023-24 LCAP:

Goal 1: Student Learning and Achievement
- Additional Teachers for Smaller Class Sizes K-3
- Counseling Support Services K-12
- Coordinators to Support Student Learning and Achievement
- Advancement Via Individualized Determination (AVID)
- Career Technical Education (CTE)
- College and Career Readiness

Goal 2: Prevention, Intervention, Acceleration
- Elementary Intervention Teachers
- Additional Secondary Sections for Intervention/Acceleration
- English Learner Program Support
- Intervention Programs and Support

Goal 3: Professional Development
- Instructional Coaching
- Induction Program
- Curriculum Work Teams
- Outsourced Data and Assessment Programs

Goal 4: Equity, Engagement, School Culture, and Climate
- Equity and Equitable Practices
- Educational Partner Engagement
- Mental Health Supports and Multi-Tiered Systems of Support

- Foster and Homeless Youth Support Services
- Attendance Supports
- Transportation Services

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.

Murrieta Valley Unified School District does not have any schools that qualify for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

Murrieta Valley USD places a high value on collaborating with our educational partners and gaining input from them as part of decision-making processes, including the development of the LCAP. Advisory groups have been created with this in mind and to enable systems of feedback to be in place throughout the school year.

Our educational partner groups include the District English Learner Advisory Council, Career Technical Education Advisory Council, Special Education Parent Advisory Council, African American Parent Advisory Council, Latino Parent Advisory Council, Council Parent Teacher Association, Partnership for Thriving Students and Families, LCAP Advisory Council, and our Student LCAP Advisories at each of our secondary sites. These educational partner groups meet approximately four times annually. Meeting information is posted on our district website and shared through social media and Parent Square communications.

All educational partner groups provide opportunities for input into the LCAP each year. The Partnership for Thriving Students and Families is a parent group that includes representatives from all of the parent advisory councils. Similarly, the LCAP Advisory Council has representation from all of the parent advisories, as well as members of our certificated and classified unions and administrators. Both groups included meeting agenda items and activities this year that would allow the district to garner in-depth feedback specific to the LCAP. This is a regular part of the LCAP Advisory's quarterly agenda.

Additionally, Murrieta Valley USD provides all educational partners with a survey to obtain feedback on a range of topics related to student, family, and staff needs. This input is reviewed by Educational Services staff for trends and key needs as we develop the LCAP.

Staff shares the final LCAP goals, actions, and services, as well as the LCFF Local Indicators and educational partner survey results with the LCAP Advisory Council in late spring. The Board of Education will receive a presentation and draft copies of the 2023-24 LCAP, LCFF Local Indicators, and the Budget Overview for Parents at the May 25th Board of Education meeting. A draft copy of the 2023-24 LCAP will be on display at the district office and posted on the district's website for review and comments. There will be a public hearing for the 2023-24 LCAP at the June 8th Board of Education meeting for community members to make public comments on the draft document. The 2023-24 LCAP will be presented for approval at the June 15th Board of Education meeting.

Educational Partners, including 2432 students, 78 district staff, 204 school staff, and 989 families, completed the Panorama LCAP Survey. After analyzing the feedback, major themes emerged from the data.

Key areas that received positive acknowledgement included:
- Positive experiences with teachers, counselors, and admin – including engagement with them and support from them
- Access to a variety of course options
- Extracurricular opportunities

- Office hours and other beneficial interventions
- Communication tools and quality of communication
- Support of students who have IEP's

Key areas that were identified as needing improvement included:
- Behaviors of students at school
- Concerns with student learning in math and parent ability to support this learning
- Need for more engaging instruction that promotes critical thinking
- Communication regarding assignments and the need keep communication tools updated
- Need to support high achieving students
- Concerns with homework
- Need for smaller class sizes
- Concern with over-reliance on technology and online programs
- Concern with high school start time
- Need for more diversity and SEL instruction

Our educational partner groups, comprised of parents/guardians, students, teachers, classified staff, administrators/principals, counselors, and district personnel, provided input into the four LCAP goals. Specific feedback is organized by educational partner group and goals below:

AAPAC
Goal 1:
- Support for lower class size in K – 3, AVID, and CTE
- Look at lowering class size at 4th and 5th
- Improve online grade reporting - not always accurate
- Need more college information/events for Black students
- Support for Learn@Home program
- Less online homework
- More African American history taught in classes
Goal 2:
- Support for Intervention teachers and EL Programs
- Need for math tutoring
- Need for support with math homework
- Need for additional support for African Americans in AP/Dual Enrollment courses
Goal 3:
- New teachers need a lot of observation time, especially with behavior strategies
- Improve teacher engagement in high school
- Think about your hiring of math teachers and coaches - these positions have a big impact on students
- Train aides in how to communicate to students of all backgrounds

- Diversify teaching staff

Goal 4:
- Add elementary behavior support room with a counselor or an aide
- Need transportation for before/after school events
- Look at adding a parent center
- Keep ELOP programs - these are helping students build friendships
- Care Solace should be increased to more in-person vs. phone
- Need for attendance support programs
- BSU needs better connection with school staff
- Need assistance with sports fees
- Anti-vaping efforts need to be stronger
- Partner with parents for behaviors
- Consider peer ethnic support groups at high school level
- Need for transportation and for zero period offerings
- Support for parent engagement efforts

CTE Advisory
Goal 1:
- Like projects where students collaborate (promotes workplace readiness)
- Like equipment in classrooms
- Need to meet more company specific needs
- Like seeing OSHA 10 certifications and other industry certifications
- Culinary classrooms – teaching tools need to be more contemporary

Goal 2:
- Continue the use of project-based learning in CTE with multiple opportunities for learning skills

Goal 3:
- Recommendations for industry-recognized conferences and validation of those we have gone to

Goal 4:
- Continue opportunities for recruiting students into CTE including BTSN and HS Kick-off
- Continue to reach out to recent graduates to see where they end up in the industry
- Build in more consistency with parent engagement

DELAC
Goal 1:
- Need more frequent communication to parents about student academic progress
- Need for bilingual education
- Would like college spotlight and field trips for English Learners – Adelante college field trip was done in the past
- Look into Avid Excel for Long term EL's – same strategies with language focus, maybe in place of English 3D

- Need more math support

Goal 2:
- EL Homework Club is helpful, students are coming to it regularly, think about adding this before school too
- Like the Imagine Learning program and Read Naturally
- Students quickly learned how to use iPads/translator
- Support for bilingual aides, need more of this to be able to push into more classes to support more students, need this at elementary level
- EL program is working well for foundational learning and there is a focus on trying to keep students connected to school
- Need more intervention teachers
- Office Hours and AVID are helpful
- Need assistance with newcomers – bilingual aide? Need 1:1

Goal 3:
- Need more training for teachers of EL students
- Need trauma training to help students that have experienced trauma in their lives.
- Could we get a person trained to show teachers how to translate on PowerPoint?

Goal 4:
- Parent meeting (ELAC) is positive
- Cultural day at Vista was really good, we need more communication about cultural events in the district
- Need to make activities fun for students

LCAP Advisory

Goal 1:
- Would like ideas for parents to help with reading, maybe games or other good activities as a family
- Student struggles in math are affecting performance in other classes and self-esteem

Goal 2:
- Special education supports are helping
- Need for bilingual classes
- Like that we you offer tutoring – many kids are still shy about asking for help
- Overall concern with academic needs of students after the pandemic

Goal 3:
- Training needed for behavior - overall concern with extreme behaviors of students, particularly at the elementary level

Goal 4:
- More mental health support, maybe even incorporated into the school day/week
- Need after school programs available for 6 – 8th grade, like the elementary have
- Workshops for parents are going well and helpful
- Kids are concerned about school safety when they hear about issues in the news
- Need more cultural inclusion

LPAC
Goal 1:
- Support small class size. Need more staff to implement small groups for learning – maybe roving support. Would like to see additional teachers/aides in the 4-5 level.
- Counselors need to work with students/families regarding mental health issues, especially with students/families impacted by pandemic
- Support for AVID, CTE, counseling services, college/career readiness

Goal 2:
- Support for English Learners programs. Questions regarding what parent engagement/support for English Learners looks like.

Goal 3:
- Provide training in culture and parity
- Highlight and promote staff that continue professional development and implement things learned
- Consider subcontracting out trainings so more students and staff can participate
- Support for Induction Program for new teachers

Goal 4:
- Want to see more cultural ELOP opportunities at all school sites
- Need additional support for PACs
- More follow up needed for mental health support
- How will transportation changes affect Special Education?
- Add reset room for elementary
- Continue after school programs and keep them consistent
- Keep ELOP programs – add them at middle school level
- Provide transportation for after school programs like homework club and tutoring, even counseling
- Concern about teacher absences and impact on students – need for quality subs
- Transportation needs to provide support for kids to access tutoring and before/after school programs
- Support of Mental Health services, training on engagement and equity, and services for foster/homeless youth

PTSF
Goal 1:
- Support of college/career readiness and CTE
- How do we support students struggling with LA and Math if there is not middle school summer school?
- We need AVID at all elementary sites
- Need more access to CTE
- College field trips in elementary
- Create a vocational fair for students

Goal 2:
- Need study skills classes for general education students, outside of advanced and AVID classes
- There is math intervention at HS but no English intervention – can it be added?

- Tutoring in person at school sites (elementary) funded by ELOP with outside company so not dependent on teacher availability

Goal 3:
- Train and support Math teachers in teaching Math multiple ways for students
- Training for support staff to handle mental health and behaviors outside of the specialists

Goal 4:
- Clubs before school at middle and elementary level for students who have to get dropped off early and wait for schools to open
- Transportation for students who stay after school for tutoring, clubs, etc.
- Funding to host community events, such as Dia del Nino
- Stress attendance for teachers as well
- Support of parent liaisons – would be helpful for students, not sure how that would look at the high school level
- Love the idea of a Family Center – would need to be located in an area of need, need to make sure it's cost effective and there is a true need for a physical space rather than at the school sites
- Parent University is a good idea but concerned that parents don't have time to participate – focus on career programs like GED, driving classes, English classes; build on the current Parent Resource Center

SELPA: The Murrieta Valley USD Special Education Department consults with the Riverside County SELPA administrators on the development of the LCAP. Murrieta Valley USD and SELPA staff collaborate on the development of LCAP goals aimed at raising outcomes for students with disabilities. As an example, in April 2023 CDE identified Murrieta Valley USD as a district that did not meet its inclusion target for preschool-age students. In addition, the district demonstrated disproportionality in the area of identifying African American students under the disability category of emotional disturbance. To improve in these two areas, the district consulted and collaborated with SELPA and comprised a Compliance Intervention Monitoring (CIM) team for the purpose of analyzing relevant data, determining root causes, and developing an action plan to improve outcomes for students with disabilities.

SEPAC
Goal 1:
- Support for additional teachers at the K – 3 level
- Support for CTE pathways
- Include students in special education in the CTE pathways

Goal 2:
- Support for extended learning outside of the school day
- Support for elementary intervention teachers
- Increase support of intervention to prevent need for special education services

Goal 3:
- Support for professional development, including curriculum teams and collaboration
- Aides need more training and better pay
- Support for induction program
- Better training needed for DIS/Sped substitutes

Goal 4:

- Everything in this goal is so important
- How does our mental health team support special education?

Student Advisories
Goal 1:
- Concern with time to complete homework
- Need better communication about class/course options throughout high school in relation to post-secondary goals
- Need more information shared about CTE options, bring more CTE to middle school level
- Need more information about how students receive academic honors at graduation

Goal 2:
- Office hours are very helpful, prefer less frequently but longer time period

Goal 3:
- Staff need to learn more about building connections in the classroom – teacher-to-student and student-to-student

Goal 4:
- Stress about keeping up with classwork while taking part in outside activities
- Need more support with peer interactions – still difficult for students to interact positively and respectfully
- A lot of student apathy still

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following areas of the 2023-24 LCAP were influenced by our educational partner group input.

Goal 1: Student Learning and Achievement
- Continued expansion of CTE programs
- Counselor focus on communication about high school opportunities, in relation to post-secondary goals, including CTE options
- Continued actions to support smaller class size and AVID

Goal 2: Prevention/Intervention/Acceleration
- Before and after school academic supports
- Continued focus on implementing office hours at the secondary levels
- Continued focus on EL support, including development of EL Master Plan, supporting Newcomers, and EL Homework Club
- Continued actions to support intervention teachers and sections

Goal 3: Professional Development
- Training in behavioral and engagement strategies for all staff
- Professional Development around PLC's
- Training for meeting the needs of English Learners
- Training for classified staff in supporting student behaviors

Goal 4: Equity, Engagement, School Culture, and Climate
- Focus on Tier 1 in MTSS to develop safe and positive school environments
- Attendance focus
- Family engagement efforts with a focus on partnering for academic support of students
- Continued support for mental health needs of students
- Focus on engaging extracurricular activities, including middle school intramurals
- Transportation for students, including efforts to support extended learning opportunities
- Parent liaisons as part of Family Engagement
- Continued focus on supporting foster/homeless students

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.

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. Based on an analysis of our academic achievement data, there is a continued need to keep our focus on this goal. The 2022 Dashboard illustrates this need, as performance in Mathematics is categorized as low with the majority of student groups scoring low or very low. While the district's performance in English Language Arts is categorized as high, a number of student groups are categorized as low, including English Learners, Homeless students, and Socioeconomically Disadvantaged students.

Through the implementation of the Goal 1 actions (additional teachers for smaller K-3 classes, counseling support services K-12, coordinators to support student learning, AVID program support, Career Technical Education, and college and career readiness), we expect to see improved student learning and achievement as evidenced by Goal 1 related metrics.

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)	1.1 Additional Teachers K-3 (Grade Span Adjustment)	1.1 Additional Teachers K-3 (Grade Span Adjustment) i-Ready (December 2021)	1.1 Additional Teachers K-3 (Grade Span Adjustment) i-Ready (December 2022)		1.1 Additional Teachers K-3 (Grade Span Adjustment)
Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation	Grade K ESGI 64% met or exceeded expectation	Grade K i-Ready • ELA 56% • Math 38% ESGI is being discontinued	Grade K i-Ready • ELA 56% • Math 37%		Grade K i-Ready • ELA 60% • Math 42%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 1ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI)	Grade 1 ESGI 64% met or exceeded expectation	Grade 1 i-Ready • ELA 38% • Math 26% ESGI is being discontinued	Grade 1 i-Ready • ELA 40% • Math 26%		Grade 1 i-Ready • ELA 42% • Math 30%
Grade 2 i-Ready Increase ELA and math proficiency by 6% (December results)	Grade 2 i-Ready • ELA 50% • Math 34%	Grade 2 i-Ready • ELA 49% • Math 30%	Grade 2 i-Ready • ELA 55% • Math 32%		Grade 2 i-Ready • ELA 56% • Math 40%
Grade 3 i-Ready Increase ELA and math proficiency by 6% (December results) (i-Ready)	Grade 3 i-Ready • ELA 66% • Math 32%	Grade 3 i-Ready • ELA 63% • Math 32%	Grade 3 i-Ready • ELA 67% • Math 34%		Grade 3 i-Ready • ELA 72% • Math 38%
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.	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	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	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		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

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	• 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 • LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1 Grade 3 CAASPP math rate 62.78% 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	• 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 • LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1 2019 Grade 3 CAASPP math rate 62.78% Met 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	• 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 • EHCES -19.5 • LJMES 4.4 • MVES -12.7 • MES -40.4 • RRES -4.4 • TES -7.4 2022 Grade 3 CAASPP math rate 52.71% Met 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		• 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 • LJMES 20.9 • MVES 15.2 • MES 33.5 • RRES 21.7 • TES 15.1 Grade 3 CAASPP math rate 65.78% Met 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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	• 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	• 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 • TES -0.3		• 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
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	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	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	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		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
metrics below 50% favorable responses by 10% (Panorama Education) Increase Elementary Attendance Rates by .3% (Aeries SIS)	confidence in doing well in school right now	their confidence in doing well in school right now	regarding their confidence in learning all the topics taught in their class		their confidence in learning all the topics taught in their class
	Student Engagement: • 54% of students responded favorably regarding trying hard on schoolwork • 55% of students responded favorably regarding staying focused on schoolwork	Student Engagement: • NA of students responded favorably regarding trying hard on schoolwork • NA of students responded favorably regarding staying focused on schoolwork	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 Engagement: • 57% of students responded favorably 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	Student Relationships: • NA of students responded	Student Relationships: • 87% of students responded		Student Relationships: • 88% of students responded

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)	favorably regarding the connections with adults at their school • 38% responded favorably regarding the connections with other students at school	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 Panorama Survey in June for Grades 3-5	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 school who they can count on to help them		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 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%	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%	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%		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• MVES 96.53% • MES 96.13% • RRES 95.95% • TES 96.67% Elementary 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% 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%	• MVES 92.41% • MES 91.2% • RRES 91.52% • TES 91.52% Elementary 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% 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 92.67% • MES 91.55% • RRES 92.00% • TES 92.37% Elementary Attendance Rates (First Semester 2022) • Preschool 87.52% • TK 89.86% • K 90.50% • 1st 91.83% • 2nd 92.50% • 3rd 92.66% • 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 96.83% • MES 96.43% • RRES 96.25% • TES 96.97% Elementary 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% 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• RRES 11.46% • TES 7.08%	• MVES 27.82% • MES 34.21% • RRES 32.5% • TES 31.98%	• MVES 26.78% • MES 32.39% • RRES 29.39% • TES 26.78%		• 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. 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)	Middle School High School Readiness (2020 baseline) • District 48.8% • SED NA • EL 2.0% • FY NA • AA 31.6% • 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%	Middle School High School Readiness (2021) • District 45.8% • SED 29.6% • EL 2.8% • FY NA • AA 37.5% • 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%	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 • SWD 13.6% • Multi-Race 11.5% • DMMS 51.9% • SMS 31.1% • TMS 25.9% • WSMS 33.9%		Middle School High School Readiness • District 51.8% • SED 24.3% • EL 15.6% • FY NA • AA 41.5% • Hispanic 46.8% • 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	Dropout Rate (Middle School) (2019-20) • District 0.0%	Dropout Rate (Middle School)(2020-21) • District 0.00%	Dropout Rate (Middle School)(2021-22) • District 0.00%		Dropout Rate (Middle School) • District 0.0%

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)	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%	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%	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% • Murrieta Options 80.6%		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% • Murrieta Options 81.6%
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	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%	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%	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%		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Dataquest)	• MVHS 65.8% • VMHS 72.6% • MCA 7.7%	• MVHS 64.6% • VMHS 66.2% • MCA 13.9%	• MVHS 68.0% • VMHS 63.7% • MCA /Options 11.1%		• 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)		A-G + CTE Completer rate • District 12.5% • MMHS 11.91% • MVHS 16.09% • VMHS 16.3%
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	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%	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%	EAP ELA rate (2022) • 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%		EAP ELA rate • 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Dataquest)	• VMHS 74.26% • MCA 44.32%	• VMHS 74.26% • MCA 44.32%	• MVHS 73.45% • VMHS 72.95% • MCA/Options 32.82%		• VMHS 77.26% • MCA/Options 47.32%
	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% • MVHS 45.94% • VMHS 50.86% • MCA 11.25%	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% • MVHS 45.94% • VMHS 50.86% • MCA 11.25%	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% • VMHS 38.08% • MCA/Options 7.82%		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% • MVHS 48.94% • VMHS 53.86% • MCA/Options 14.25%
Increase CCI Rate by 3% district-wide and at the comprehensive high schools.	CCI rate (2020) • District 60.1% • SED 51.2% • EL 27.8% • FY NA • AA 43.8%	CCI rate (2020) • District 60.1% • SED 51.2% • EL 27.8% • FY NA • AA 43.8%	CCI rate - Not available for 2022 • District NA • SED NA • EL NA • FY NA		CCI rate • District 63.1% • SED 57.2% • EL 33.8% • FY NA • AA 49.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 Decrease District High School Dropout Rate by .3% for the following students groups: SED, EL, FY, SWD (Dataquest)	• 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% 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%	• 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% 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% • Multi-Race 0.7%	• AA NA • Hispanic NA • Am Indian NA • SWD NA • Multi-Race NA • MMHS NA • MVHS NA • VMHS NA • MCA NA 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%		• 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% 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% • Multi-Race 0.6%
1.3 Coordinators to Support Student Learning and Achievement Elementary	1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST	1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST 2019	1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST 2022		1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST

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)	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	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	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		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 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	Middle School Refer to Middle 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	Middle School Refer to Middle 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	Middle School Refer to Middle 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		Middle School Refer to Middle 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
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 (Dataquest) Increase A-G Rate by 3% district-wide and at the comprehensive high schools.					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 Decrease District High School Dropout Rate by .3% for the following students groups: SED, EL, FY, SWD					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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 Grade 5 CAASPP math rate • AES -30.2 Avaxat Elementary	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 Grade 5 CAASPP math rate • AES -30.2 Avaxat Elementary	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 Grade 5 CAASPP math rate • AES -43.4 Avaxat Elementary		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 Grade 5 CAASPP math rate • AES -27.2 Avaxat Elementary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase grade level attendance rates by .3% (Aeries SIS)	School Attendance Rates Kindergarten: 97% 1st Grade: 97% 2nd Grade: 97.3% 3rd Grade: 97.5% 4th Grade: 97.5% 5th Grade: 97.9%	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%	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%		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 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)	Secondary 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%	Secondary 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%	Secondary 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%		Secondary 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 and for the student groups (2020-21 Data)	AVID non-Demo School participation was 9.4% • District 9.4% • SED 13.9% • EL 17.3% • FY 28.6% • AA 20.9%	AVID non-Demo School participation was 9.4% • District 9.4% • SED 10.7% • EL 13.1% • FY 10.2% • AA 12.5%	AVID non-Demo School participation • District 8.6% • SED 12.8% • EL 8.7% • FY 6.1% • AA 8.1%		AVID non-Demo participation • District 10.4% • SED 14.9% • EL 18.3% • FY 29.6% • AA 21.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Aeries SIS)	- Hispanic 18.2% - Am Indian 18.8% - Multi-Race 13.4%	- Hispanic 14.0% - Am Indian 15.2% - Multi-Race 9.3%	- Hispanic 12.8% - Am Indian 23.5% - Multi-Race 8.8%		- 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 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 DMMS and TMS by 3% (2019-20 data)	Middle School AVID Retention Rates Cohort 8th Grade Class of 2020 - District 67.2% (130/204) - DMMS 86.8% (46/53 2 yr) - SMS 52.8% (28/53 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% - WSMS 62.7%	Middle School AVID Retention Rates Cohort 8th Grade Class of 2022 - District 62.9% - DMMS 74.2% - SMS 31.7% - TMS 74.5% - WSMS 71.4%		Middle School AVID Retention Rates Cohort 8th Grade Class of 2023 - District 70.2% - DMMS 89.8% - SMS 58.8% - TMS 88.2% - WSMS 72.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Aeries SIS)	• TMS 85.2% (23/27 2 yr) • WSMS 56.3% (40/71 3 yr)				
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 • 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 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 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)	1.5 CTE Pathways CTE Participation • District 2380 (2020-21 Data) CTE Pathway Completion • District 178 9.3% (2021 Cohort Graduation Data)	1.5 CTE Pathways CTE Participation • District 2951 (2021-22 Data) CTE Pathway Completion • District 282 13.8%(2022 Cohort Graduation Data)		1.5 CTE Pathways CTE Participation • District 3300 CTE Pathway Completion • District 310

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.	CTE Certifications • 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.	CTE Certifications • 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)	CTE Certifications • 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)		CTE Certifications • 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)	1.6 College/Career Readiness Overall AP Course Enrollment rate was 24.4%. (Fall 2021)	1.6 College/Career Readiness Overall AP Course Enrollment rate was 25.3%. (Fall 2022)		1.6 College/Career Readiness Overall AP enrollment rate was 29.98%. (Fall 2020)

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)	• SED was 24.93% • 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%	• SED was 23.75% • 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%	• SED was 42.3% • 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%		• SED was 42.8% • 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 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%

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 Exam Participation based on Course Enrollment • District 81.2% • MMHS 70.7% • MVHS 84.3% • VMHS 87.4%	AP Exam Participation based on Course Enrollment • District 73.3% • MMHS 61.3% • MVHS 77.7% • VMHS 79.6%	AP Exam Participation based on Course Enrollment • District 80.8% • MMHS 72.7% • MVHS 79.5% • VMHS 87.2%		AP Exam Participation based on Course Enrollment • District 84.2% • MMHS 76.7% • MVHS 87.3% • VMHS 90.4%
AP Exams Passed with 3+ Increase AP Exam Pass Rate by 3% (College Board)	AP Exam Pass Rate (2020) • District 66.5% • MMHS 63.8% • MVHS 63.2% • VMHS 70.0%	AP Exam Pass Rate (2021) • District 53.4% • MMHS 52.4% • MVHS 50.4% • VMHS 55.3%	AP Exam Pass Rate (2022) • District 64.7% • MMHS 67.2% • MVHS 59.9% • VMHS 66.1%		AP Exam Pass Rate • District 69.5% • MMHS 68.2% • MVHS 66.2% • VMHS 73.0%
IB Exam Participation Increase IB Exam Participation by 3% at MVHS IB Exams Passed with 4+ Maintain IB Exam Pass Rate at MVHS (IBO) Baseline is Spring 2019 Data	IB Exam Participation based on Course Enrollment • MVHS 76.0% IB Exam Passed with 4+ • MVHS 82.0%	IB Exam Participation based on Course Enrollment • MVHS 55% IB Exam Passed with 4+ • MVHS 92.0%	IB Exam Participation based on Course Enrollment • MVHS 80% IB Exam Passed with 4+ • MVHS 81.0%		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
1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)	1.7 Site SPSA Support	1.7 Site SPSA Support	1.7 Site SPSA Support		1.7 Site SPSA Support
Increase Grade Level CAASPP percentage met in ELA and math by 3%	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 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%	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%		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		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% • 5th 53.94%	2019 CAASPP Math Percentage Met Math • 3rd 62.78% • 4th 61.29% • 5th 53.94%	2022 CAASPP Math Percentage Met Math • 3rd 52.71% • 4th 46.44% • 5th 39.10%		CAASPP Math Percentage Met Math • 3rd 65.78% • 4th 64.29% • 5th 56.94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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	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		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.	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
Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 6% for the student groups below the district-wide percentage	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
(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					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Murrieta Canyon Academy (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.					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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	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		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(Implementation of Academic Standards) and 7 (Access to a Broad Course of Study) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2022)	(Implementation of Academic Standards) and 7 (Access to a Broad Course of Study) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2023)		(Implementation of Academic Standards) and 7 (Access to a Broad Course of Study) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Additional Teachers for Smaller Class Sizes K-3	Maintain additional teachers at the K-3 level for all elementary schools in order to provide greater opportunity to differentiate instruction to meet the learning needs of students from unduplicated and identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD) to ensure academic achievement, meeting grade-level standards, and preparedness for the next grade level.	$2,803,970.00	Yes
1.2	1.2 Counseling Support Services K-12	Maintain additional elementary, middle, and high school counseling support services to ensure students' social emotional well-being, grade level preparedness, and college/career readiness upon graduation. Offer priority services to students from unduplicated and identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	$2,750,937.00	Yes
1.3	1.3 Coordinators to Support Student Learning and Achievement	Maintain coordinators to support student learning through data disaggregation and analysis, curriculum and standards implementation, instructional technology and computer science, secondary education and visual/performing arts. The focus of their services is on students from unduplicated and identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	$889,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	1.4 Advancement Via Individual Determination (AVID)	Maintain AVID program support at Avaxat Elementary and all Secondary Schools through AVID coordination, AVID sections, professional development, AVID tutors, instructional supplies, field trips, transportation, and AVID contract costs. Offer priority registration to students from unduplicated and identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	$2,141,885.00	Yes
1.5	1.5 Career Technical Education (CTE)	Support, expand, and enhance CTE pathways at the high schools and build courses at the middle schools to feed the high school pathways. Partially fund a CTE coordinator. Focus on recruitment of students from unduplicated and identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	$3,658,293.00	Yes
1.6	1.6 College/Career Readiness	Provide supplemental programs and supports to promote college/career readiness, including support for students to participate in advanced courses. Offer priority participation to students from unduplicated and identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	$129,820.00	Yes

Goal Analysis [2022-23]

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 is still impacted by 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 the development of a Profile of a Graduate, part of our college and career readiness efforts. This will serve as a guide to our schools and staff, and plans are in place to continue this work next year with opportunities for staff reflection and goal setting around the final profile document. Another success was in CTE, where we developed a new Education Pathway at one of the high schools and chose a career-focused curriculum for one of our high school course requirements. Finally, the work of our coordinators enabled the district to move forward with a focus on implementing Professional Learning Communities district-wide. The district faced some challenges with rebuilding AVID after the pandemic and will need to continue recruiting target students into the program and building in systems for student retention. Additionally, a new challenge with College/Career Readiness is the number of competing programs that students may choose from for advanced coursework, including AP, IB, and Dual Enrollment. While the range of options for students are positive, the district's AP rates have been impacted by students choosing other advanced coursework options.

All Goal 1 actions were implemented, but not all Action 1.6 college/career readiness activities were able to be fully implemented due to limited requests for AP waivers. At Murrieta Valley HS, AP participation is impacted by the competing International Baccalaureate program. District-wide, when we started offering Dual Enrollment with MSJC, including the Annex at Murrieta Valley in 2019, we have seen an increase in students participating in dual enrollment classes and a decrease in students participating in AP classes. Students also are able to opt out of AP testing in November, further decreasing the need for waivers and testing substitutes. Finally, AP enrollment has been impacted by the pandemic.

Other than Action 1.6, there were no other Goal 1 actions that had substantive differences between what was planned and what was implemented.

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 or below budget) to define a substantive difference.

Action 1.6 was fully implemented, but the expenditures reflect a decrease of 44% due to fewer requests for AP waivers and substitutes than planned for. This was due to the impact of the pandemic on AP enrollment, as well as the effect of other offerings, such as Dual Enrollment and International Baccalaureate, and the ability of students to opt out of AP testing.

Action 1.7 was fully implemented, and the expenditures reflect an increase of 55%. At the time of the adopted budget, sites budgeted based on current year allocations only. Since preparing the LCAP, sites have increased their services to utilize their site's prior year carryover, exceeding the estimated expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

1.1 K - 3 Grade Span Adjustment (GSA) was effective in improving student engagement and student learning. Educational partners agree that smaller class size is important at this time as we work to address the continued impacts of the pandemic. This intervention enables teachers to provide more individual and differentiated support to students, allowing them to address students where they are academically, socially, and behaviorally. While CAASPP scores are significantly below pre-pandemic levels, mid-year iReady scores demonstrate maintenance or growth in student achievement levels in both ELA and Math at most K - 3 grade levels. Teachers are able to more effectively address the specific learning needs of English Learners, low-income, Foster/Homeless students, and students with disabilities due to the lower class sizes. Additionally, teachers felt that smaller class sizes improved their ability to assess and monitor students' achievement, as well as provide feedback to support individual student needs.

1.2 Counseling services K - 12 were effective in meeting unduplicated and identified student groups' needs by providing additional counseling support services at all school levels. These additional services provided students with mental health and social emotional support, as well as academic guidance to help prepare students for decision making regarding middle and high school coursework and overall college and career readiness. The elementary counselors primarily focused on social emotional learning and behavioral supports, with an ability to

address Tier 2 needs with the implementation of the Second Step curriculum in classrooms. Secondary counselors had an academic focus, meeting individually with students to assist with academic planning and holding sessions for students and families on topics such as A-G coursework, college applications, FAFSA, and post-secondary plans. A number of metrics show progress due to this action, including a steady increase in attendance rates and a steady decrease in chronic absenteeism at the elementary level, as well as increases in secondary A-G + CTE Completer rates. EAP rates are approaching pre-pandemic numbers in ELA, but work needs to be done to improve EAP rates in Math. 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, and visual/performing arts. These coordinators were key in providing staff with opportunities to collaborate across sites in order to develop common pacing guides and assessments for all core areas. These structures directly supported the district's focus on professional learning communities and allowed staff to have meaningful conversations around learning and instruction. Other coordinator support enabled staff to develop TK - 12 instructional technology pacing guides and brought visual and performing art teachers together from across the district to collaborate around coursework and the potential impacts of Proposition 28. A number of metrics show progress due to this action. While CAASPP scores are 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. We saw increases in secondary A-G + CTE Completer rates. EAP rates are approaching pre-pandemic numbers in ELA, but work needs to be done to improve EAP rates in Math. Coordinators collaborate with school staff with an emphasis on addressing the learning needs of our unduplicated and identified student groups to increase preparation for the next grade and school level and to increase overall achievement.

1.4 The AVID program was effective in supporting our unduplicated and identified student groups in their academics. These groups were often targeted for participation in AVID, which promotes academic preparation for college readiness for students who come from families who do not have college experiences to draw from. AVID provided a class for students within the school day with college tutors and guidance in study skills, critical thinking, collaborative learning, and organization for academic success. AVID continued to be a core program in our district, serving all comprehensive secondary schools and one elementary school. We have one National Demonstration School and two Sites of Distinction. The pandemic has had an impact on the AVID program and metrics, affecting student achievement, participation, and retention rates. The district still 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 are in place to continue recruiting unduplicated and identified student groups into the program as we regrow the AVID programs across the district. We are also trying to build the program back stronger through program support and by promoting rigorous coursework and A-G completion for all students. This will be done through the enhancement of instruction and systems in AVID classrooms. 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. 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, the district has begun to look at new CTE opportunities, including an Educational Pathway,

expanding career awareness to middle schools, and a career-focused curriculum for a high school course that is a district graduation requirement. The district increased work-based learning site visits for students and held its first Job Fair for seniors this spring. Multiple metrics demonstrate progress in the area of CTE. We made great gains in the number of students participating in CTE, as well as the number of students completing pathways, receiving CTE certification, and earning college credit. 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 and advanced program support efforts were 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, high school kick-off events, a summer bridge program for incoming 9th grade students, and summer contact and guidance for recent high school graduates. This year, the district also embarked on a journey to develop a Profile of a Graduate. Community partners took part in a variety of opportunities to collaborate and provide input on the characteristics we want to see in our high school graduates. This final document will provide staff and families with a guide for supporting students and their learning throughout their TK - 12 experience and will form the basis of high school culminating projects that will be developed next school year. AP metrics aligned to this action showed growth, while still being significantly below pre-pandemic levels. AP course enrollment rates for the district and most student groups increased, and AP exam participation rate based on course enrollment increased. High school staff will continue to make intentional efforts to increase enrollment in advanced coursework and CTE courses for our unduplicated and identified student groups.

1.7 The school sites' LCAP funds for their School Plans for Student Achievement (SPSA) were moderately effective in meeting the needs of unduplicated and identified student groups in Goal 1 (Student Learning and Achievement) focus areas for their individual school sites. These funds allowed individual sites to look at their students' needs and plan actions and services that are unique to their school site. It enabled staff to come together to analyze site data and collaborate around effective means for supporting all students. Some common expenditures under this goal included supplementary curricular materials and resources, learning software licenses, and technology. Academic data is showing a negative impact after the pandemic, while there are some positive trends when we look at local, mid-year data. A number of metrics show progress due to this action, including increases in secondary A-G + CTE Completer rates. EAP rates are approaching pre-pandemic numbers in ELA, but work needs to be done to improve EAP rates in Math.

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.

Titles and Descriptions for Actions 1.1 - 1.6 were updated to provide additional clarity for educational partners.
1.1
Grade 3 2022 CAASPP Math Rate Scale Score (Distance from Met) - EHCES met 23-24 desired outcome so increased that outcome to 7.1

1.2
Panorama Survey Data - Survey questions changed from the baseline year (20-21) in 21-22 and again in 22-23. Similar, but new, questions were chosen for 22-23 school year (Year 2 Outcome) metrics. Desired outcomes were changed to reflect these new questions and outcomes based on an increase of 1% for 70%+ favorable responses and 2% for questions between 50% and 70% favorable responses.

Middle School High School Readiness (2022) - SED rates were not reported for the baseline year or desired outcome. With reported year 2 outcome of 22.3%, the 23-24 desired outcome was changed to 24.3%; EL met the 23-24 desired outcome so increased that outcome to 15.6%; SWD met the 23-24 desired outcome so increased that outcome to 15.6%

High School Cohort Graduation Rate - 4 year (2022) - EL met the 23-24 desired outcome so increased that outcome to 94.8%; MCA met the 23-24 desired outcome so increased that outcome to 91.1%; Added Murrieta Options to this metric with a reported year 2 outcome of 80.6% and a 23-24 desired outcome of 81.6%

A-G rate (2022) - Adjusted MCA to include Murrieta Options for year 2 outcome and desired outcome

A-G + CTE Completer rate (2022) - MMHS met the 23-24 desired outcome so increased that outcome to 11.91%

EAP ELA rate (2022) - Adjusted MCA to include Murrieta Options for year 2 outcome and desired outcome

EAP Math rate (2022) - Adjusted MCA to include Murrieta Options for year 2 outcome and desired outcome

Dropout Rate (High School) - Hispanic met 23-24 desired outcome so adjusted that outcome to maintain at 0.6%; Multi-Race met 23-24 desired outcome so adjusted that outcome to maintain at 0.6%

1.4

Avaxat Elementary School Attendance Rates - added TK to metric with a desired outcome of 86.9%

Secondary Schools - 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) - Year 1 Outcomes adjusted for the District and EL student groups to reflect updated data.

Secondary Schools - Increase AVID non-Demo School (All Other Secondary Schools) participation by 1% district-wide and for the student groups (2020-21 Data) - Year 1 Outcomes adjusted for the District, as well as SED, EL, FY, and Hispanic student groups to reflect updated data.

AVID Demo School participation - EL met 23-24 desired outcome so increased that outcome to 16.7%; Multi-Race met 23-24 desired outcome so increased that outcome to 14.1%

AVID non-Demo School participation - American Indian met 23-24 desired outcome so increased that outcome to 24.0%

Percentage of Students with GPA 2.5+ - VMHS met 23-24 desired outcome so increased that outcome to 80.7%

Middle School Retention Rates Cohort 8th Grade Class of 2022 - WSMS met 23-24 desired outcome so increased that outcome to 72.4%

1.5

CTE Pathway Completion - District met 23-24 desired outcome so increased that outcome to 310

CTE Certifications - District met 23-24 desired outcome so increased that outcome to 730

CTE - Students Recommended for College Credits - District has decided to discontinue this metric in favor of solely tracking students earning college credit. Students earning college credit is more accurate data point. Desired outcome will become NA as well.

1.6

AP Course Enrollment rate - SED met 23-24 desired outcome so increased that outcome to 42.8%; Hispanic met 23-24 desired outcome so increased that outcome to 37.3%

AP Exam Pass Rate (2022) - MMHS met 23-24 desired outcome so increased that outcome to 68.2%

IB Exam Participation based on Course Enrollment - MVHS met 23-24 desired outcome so increased that outcome to 81%

1.7

School site's LCFF Allocations tied to School Plans for Student Achievement (SPSA) will no longer be an action for the 23-24 LCAP. This decision was based on district analysis of how funds were used this year and in prior years. The district believes centralizing supplemental resources will provide more accountability and allow the district to better meet the needs of unduplicated pupils.

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.

An explanation of why the LEA has developed this goal.

Prevention, intervention, and acceleration efforts ensure all students receive targeted supports that meet their academic needs. Based on an analysis of our academic achievement data, there is a continued need to have an intentional focus on prevention, intervention, and acceleration efforts to address learning loss and close the achievement gap for the unduplicated and identified student groups. The 2022 Dashboard illustrates this need, as performance in Mathematics is categorized as low with the majority of student groups scoring low or very low. While the district's performance in English Language Arts is categorized as high, a number of student groups are categorized as low, including English Learners, Homeless students, and Socioeconomically Disadvantaged students.

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

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	2.1 Elementary Intervention Teachers Grade K ESGI 64% met or exceeded expectation	2.1 Elementary Intervention Teachers i-Ready (December 2021) Grade K i-Ready • ELA 56% • Math 38%	2.1 Elementary Intervention Teachers i-Ready (December 2022) Grade K i-Ready • ELA 56% • Math 37%		2.1 Elementary Intervention Teachers Grade K i-Ready • ELA 60% • Math 42%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 1ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI)	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 42% • Math 30%
Grade 2 i-Ready Increase ELA and math proficiency by 6% (December results)	Grade 2 i-Ready • ELA 50% • Math 34%	Grade 2 i-Ready • ELA 49% • Math 30%	Grade 2 i-Ready • ELA 55% • Math 32%		Grade 2 i-Ready • ELA 56% • Math 40%
Grade 3 i-Ready Increase ELA and math proficiency by 6% (December results)	Grade 3 i-Ready • ELA 66% • Math 32%	Grade 3 i-Ready • ELA 63% • Math 32%	Grade 3 i-Ready • ELA 67% • Math 34%		Grade 3 i-Ready • ELA 72% • Math 38%
Grades 4 & 5 i-Ready Increase ELA and math proficiency by 6% (December results) (i-Ready)	Grade 4 i-Ready • ELA 46% • Math 34% Grade 5 i-Ready • ELA 47% • Math 42%	Grade 4 i-Ready • ELA 47% • Math 35% Grade 5 i-Ready • ELA 45% • Math 39%	Grade 4 i-Ready • ELA 48% • Math 42% Grade 5 i-Ready • ELA 47% • Math 43%		Grade 4 i-Ready • ELA 52% • Math 44% Grade 5 i-Ready • ELA 53% • Math 48%
Increase Grade Level CAASPP ELA and math Percentage Met by 3%	CAASPP ELA Percentage Met ELA • 3rd 63.98% • 4th 63.61% • 5th 66.73%	2019 CAASPP ELA Percentage Met ELA • 3rd 63.98% • 4th 63.61% • 5th 66.73%	2022 CAASPP ELA Percentage Met ELA • 3rd 47.06% • 4th 50.83% • 5th 57.40%		CAASPP ELA Percentage Met ELA • 3rd 66.98% • 4th 66.61% • 5th 69.73%

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 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	CAASPP Math Percentage Met Math • 3rd 62.78% • 4th 61.29% • 5th 53.94% 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 • LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1 Grade 3 CAASPP math rate	2019 CAASPP Math Percentage Met Math • 3rd 62.78% • 4th 61.29% • 5th 53.94% 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 • EHCES -2.4 • LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1 Grade 3 2019 CAASPP math rate	2022 CAASPP Math Percentage Met Math • 3rd 52.71% • 4th 46.44% • 5th 39.10% 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 • EHCES -19.5 • LJMES 4.4 • MVES -12.7 • MES -40.4 • RRES -4.4 • TES -7.4 Grade 3 2022 CAASPP math rate		CAASPP Math Percentage Met Math • 3rd 65.78% • 4th 64.29% • 5th 56.94% 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 • LJMES 20.9 • MVES 15.2 • MES 33.5 • RRES 21.7 • TES 15.1 Grade 3 CAASPP math rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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	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 • TES -0.3		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
	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	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	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		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- 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	- 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	- 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		- 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 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	Grade 4 2019 CAASPP math rate Scale Score (Distance from Met) - 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	Grade 4 2022 CAASPP math rate Scale Score (Distance from Met) - 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		Grade 4 CAASPP math rate Scale Score (Distance from Met) - District 19.3 - 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• BES 6.6 • CCES 42.2 • EHCES 8.1 • LJMES 33.9 • MVES -21.3 • MES 13.5 • RRES 28.0 • TES 18.6	• BES 6.6 • CCES 42.2 • EHCES 8.1 • LJMES 33.9 • MVES -21.3 • MES 13.5 • RRES 28.0 • TES 18.6	• 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		• 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 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 • 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 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 • 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 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 • 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 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 • 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 • TES -1.3	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 • TES -1.3	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 • TES -6.9		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
2.2 Provide additional MS/HS Sections for Intervention/Acceleration Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive	2.2 Provide additional MS/HS Sections for Intervention/Acceleration High School Grade of "F" Rate (2 or more from 1st semester 2019)	2.2 Provide additional MS/HS Sections for Intervention/Acceleration High 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)		2.2 Provide additional MS/HS Sections for Intervention/Acceleration High School Grade of "F" Rate (2 or more from 1st semester)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
high schools and multi-race student group, student group rates by 1.5%, and MCA by 6% (Aeries SIS)	• 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%	• 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%	• 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%		• 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%
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)	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%	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%	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%		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Multi-Race 1.07% • DMMS 1.86% • SMS 3.72% • TMS 2.16% • WSMS 2.05%	• Multi-Race 5.14% • DMMS 2.04% • SMS 3.32% • TMS 6.52% • WSMS 3.55%	• Multi-Race 3.87% • DMMS 1.26% • SMS 4.12% • TMS 4.55% • WSMS 1.86% • L@H 12.37%		• 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		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
Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation 3% for the student	Cohort Graduation Rate - 4 year (2020) • District 96.9% • SED 95.5% • EL 90.1% • FY 84.6% • AA 97.5%	Cohort Graduation Rate - 4 year (2021) • District 96.3% • SED 93.9% • EL 91.3% • FY 91.7% • AA 95.3%	Cohort Graduation Rate - 4 year (2022) • District 96.3% • SED 94.7% • EL 93.8% • FY 63.6% • AA 96.0%		High School Cohort Graduation Rate - 4 year • District 96.9% • SED 98.5% • EL 94.8% • FY 87.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
groups below the district-wide percentage and at Murrieta Canyon Academy (Dataquest)	• 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%	• 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%	• 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%		• 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%	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%		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%
Maintain District Middle School Dropout Rate (Dataquest)	Middle School Dropout Rate (2019-20) • District 0.0%	Middle School Dropout Rate (2020-21) • District 0.00%	Middle School Dropout Rate (2021-22) • District 0.00%		Middle School Dropout Rate • District 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Baseline on Spring 2019 Data					
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 • 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%
ELPAC	ELPAC (2020-21) • Level 4 18.60%	ELPAC (2021-22) • Level 4 20.30%	ELPAC (2022-23) • Level 4 20.36%		ELPAC • Level 4 21.60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase level 3 and 4 by 3% and decrease level 1 and 2 by 3% (Dataquest)	• Level 3 40.60% • Level 2 26.82% • Level 1 13.98%	• Level 3 40.40% • Level 2 26.10% • Level 1 13.20%	• Level 3 40.03% • Level 2 26.26% • Level 1 13.34%		• 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 (Reading Inventory)	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 • Numbers 335 reclassified	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 • Numbers 192 reclassified	EL reclassification rate (2022) - Data not available (NA) on Dataquest for 2022. • District NA • AMES NA • AHES NA • AES NA • BES NA • CCES NA • EHCES NA • LJMES NA • MVES NA • MES NA • RRES NA • TES NA • DMMS NA • SMS NA • TMS NA • WSMS NA • MMHS NA • MVHS NA • VMHS NA • MCA NA • Numbers NA reclassified		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 • Numbers 345 reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	out of 1329 total	out of 1105 total	out of NA total		out of 1329 total
		K-2 i-Ready • District 47% • EL 26%	K-2 i-Ready • District 50% • EL 32%		K-2 i-Ready • District 51% • EL 34%
		3-5 i-Ready • District 52% • EL 18%	3-5 i-Ready • District 54% • EL 24%		3-5 i-Ready • District 56% • EL 26%
		Reading Inventory 6th Grade • District 53% • EL 8%	Reading Inventory 6th Grade • District 49% • EL 10%		Reading Inventory 6th Grade • District 52% • EL 12%
		7th Grade • District 55% • EL 12%	7th Grade • District 66% • EL 13%		7th Grade • District 67% • EL 16%
		8th Grade • District 58% • EL 2%	8th Grade • District 67% • EL 6%		8th Grade • District 68% • EL 8%
		9th Grade • District 70% • EL 13%	9th Grade • District 60% • EL 10%		9th Grade • District 72% • EL 17%
		10th Grade • District 75% • EL 17%	10th Grade • District 64% • EL 15%		10th Grade • District 77% • EL 21%
		11th Grade • District 66% • EL 10%	11th Grade • District 59% • EL 8%		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)	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)	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)		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)

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)	• Overall 57% • SED 47% • EL 8% • FY NA • AA 50% • Hispanic 48% • Am Indian NA • SWD 19% • Multi-Race 68% 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% 8th Grade Reading Inventory/Lexile (March 2021) • Overall 69% • SED 58% • EL 8% • FY NA • AA 59%	• Overall 53% • SED 43% • EL 8% • FY 13% • AA 35% • Hispanic 48% • Am Indian 56% • SWD 18% • Multi-Race 58% 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% 8th Grade Reading Inventory/Lexile (March 2022) • Overall 58% • SED 48% • EL 2% • FY 100% • AA 56%	• Overall 49% • SED 41% • EL 10% • FY 50% • AA 38% • Hispanic 44% • Am Indian 65% • SWD 18% • Multi-Race 57% 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% 8th Grade Reading Inventory/Lexile (March 2023) • Overall 67% • SED 61% • EL 6% • FY 67% • AA 56%		• Overall 60% • SED 53% • EL 14% • FY 51% • AA 53% • Hispanic 54% • Am Indian 66% • SWD 25% • Multi-Race 71% 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) • Overall 72% • SED 62% • EL 14% • FY 100% • AA 62%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic 64% • Am Indian NA • SWD 27% • Multi-Race 70%	• Hispanic 49% • Am Indian 50% • SWD 21% • Multi-Race 58%	• Hispanic 61% • Am Indian 75% • SWD 31% • Multi-Race 66%		• Hispanic 67% • Am Indian 76% • SWD 33% • Multi-Race 73%
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	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)	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)		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)

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)		- Overall 29% - SED 22% - EL 3% - FY 0% - AA 20% - 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%	- Overall 28% - SED 19% - EL 6% - FY 10% - AA 22% - 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%		- Overall 33% - SED 26% - EL 7% - FY 11% - AA 24% - 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%
Increase High School Imagine Learning/Math Programs overall grade level growth by 150 Quantile points (Imagine Math)	High School 9th Grade Reading Inventory/Lexile (March 2021) - Overall 75% - SED 67% - EL 18% - FY NA	High School 9th Grade Reading Inventory/Lexile (March 2022) - Overall 70% - SED 58% - EL 13% - FY 67%	High School 9th Grade Reading Inventory/Lexile (March 2023) - Overall 60% - SED 56% - EL 10% - FY 33%		High School 9th Grade Reading Inventory/Lexile (March) - Overall 78% - SED 70% - EL 24% - FY 69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• AA 69% • Hispanic 68% • Am Indian NA • SWD 45% • Multi-Race 79%	• AA 61% • Hispanic 64% • Am Indian 56% • SWD 37% • Multi-Race 72%	• AA 52% • Hispanic 54% • Am Indian 71% • SWD 25% • Multi-Race 70%		• AA 72% • Hispanic 71% • Am Indian 72% • SWD 51% • Multi-Race 82%
	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) • Overall 83% • SED 75% • EL 21% • FY 52% • AA 76% • Hispanic 79% • Am Indian 72% • SWD 51% • Multi-Race 84%
Increase APEX Programs course completion by 10% (APEX Learning) Increase the number of Summer School courses recovered by 10%	11th Grade Reading Inventory/Lexile (March 2021) • Overall 73% • SED 67% • EL 3% • FY NA • AA 64% • Hispanic 67% • Am Indian NA • SWD 35%	11th Grade Reading Inventory/Lexile (March 2022) • Overall 66% • SED 57% • EL 10% • FY 44% • AA 63% • Hispanic 60% • Am Indian 73% • SWD 32%	11th Grade Reading Inventory/Lexile (March 2023) • Overall 59% • SED 52% • EL 8% • FY 20% • AA 57% • Hispanic 52% • Am Indian 50% • SWD 30%		11th Grade Reading Inventory/Lexile (March) • Overall 76% • SED 70% • EL 14% • FY 48% • AA 67% • Hispanic 70% • Am Indian 75% • SWD 41%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Aeries SIS)	• Multi-Race 84% High School Overall Imagine Math/Quantile (February 2021) • 9th Grade - 905 • 10th Grade - 929	• Multi-Race 70% High School Overall Imagine Math/Quantile (February 2022) • 9th Grade 865 • 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%	• Multi-Race 65% High School Overall Imagine Math/Quantile (February 2023) • 9th Grade 881 • 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%		• Multi-Race 87% High School Overall Imagine Math/Quantile • 9th Grade - 1055 • 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• Hispanic 17% • Am Indian 9% • SWD <1% • Multi-Race 22% APEX Course Completions (2020) • District: 2614 • MCA: 1955 • MMHS: 256 • MVHS: 146 • VMHS: 257 Semester Courses Recovered (2020) • Summer School: 660	• Hispanic 9% • Am Indian 18% • SWD 2% • Multi-Race 13% APEX Course Completions (2021) • District: 1285 • MCA: 907 • MMHS: 70 • MVHS: 23 • VMHS: 285 Semester Courses Recovered (2021) • Summer School: 1563	• Hispanic 9% • Am Indian 18% • SWD 2% • Multi-Race 13% APEX Course Completions (2022) • District: 6169 • MCA Daily: 2802 • MCA Options: 117 • MMHS: 843 • MVHS: 1337 • VMHS: 1070 Semester Courses Recovered (2022) • Summer School: 1242		• Hispanic 21% • Am Indian 19% • SWD 4% • Multi-Race 26% APEX Course Completions • District: 6169 • MCA Daily: 2802 • MCA Options: 117 • MMHS: 843 • MVHS: 1337 • VMHS: 1070 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	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 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 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)					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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)	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
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) 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)					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Baseline on Spring 2019 Data					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Elementary Intervention Teachers	Maintain elementary intervention teachers to provide direct intervention services for elementary students. Offer priority support to unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$4,550,622.00	Yes
2.2	2.2 Additional Secondary Sections for Intervention/ Acceleration	Maintain six sections at each middle school and five sections at each high school for intervention and/or acceleration classes. Offer priority to unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$980,566.00	Yes
2.3	2.3 English Learner Program Support	Maintain English Learner program support including additional MS/HS sections, language acquisition programs, curriculum, materials, counseling, intervention programs, and parent engagement. These services are designated for our English Learner student group.	$1,217,750.00	Yes
2.4	2.4 Intervention Programs and Support	Provide intervention programs and support including Read 180, Imagine Learning/Math, and Beyond SST. These programs and materials are primarily for our unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$235,537.00	Yes

Goal Analysis [2022-23]

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 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 to meet the learning needs of our unduplicated and identified student groups.

In Goal 2, the district experienced success in supporting our elementary intervention teachers this year. Additional intervention materials were provided, and teachers were trained in implementing them at the beginning of the school year. This provided more consistency between

sites and addressed the identified need for math intervention. The secondary sections for intervention were also a success in that they provided sites the ability to tailor interventions and credit recovery opportunities to meet the specific needs of their students. Staff worked together to analyze data, reflect on needs, and develop new approaches to supporting students. There was some success with English Learners as the district saw higher parent participation in ELAC and DELAC meetings, as well as continued student participation in the EL homework clubs. The district continues to face challenges in meeting the needs of newcomer students and our Long-term English Learners, but staff began developing a comprehensive English Learner Master Plan in order to provide guidance for addressing these challenges in the future.

There were no substantive differences between planned and implemented Goal 2 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 or below budget) to define a substantive difference.

Action 2.1 was fully implemented, and the expenditures reflect an increase of 12% which is a result of salary increases. Since the adoption of the LCAP, the district settled with CSEA and MEA for a 7.5% salary increase effective July 1, 2022.

Action 2.3 was fully implemented, but the expenditures reflect a decrease of 14% for several reasons. The Imagine Learning software came in lower than budgeted, EL Homework Club was offered based on need and did not reach the estimated budget, and the district planned for additional EL sections based on potential site needs which did not materialize.

Action 2.4 was fully implemented, but the expenditures reflect a decrease of 12% due to in-house printing of some of the budgeted materials, resulting in net savings.

An explanation of how effective the specific actions were in making progress toward the goal.

2.1 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 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, the district purchased new intervention programs to provide a more consistent and systematic approach to our practices. Interventions teachers received intensive training in how to use these programs and collaborated regarding implementation at monthly meetings throughout the school year. Post-pandemic, there continued to be learning gaps for our unduplicated students, but our intervention teachers were in place to respond to their needs with supplemental, targeted support. This was accomplished using data-based decision making and evidence-based practices in a smaller learning setting. Intervention staff also collaborated with teachers and PLCs to address the specific learning needs of English Learners, low-income students, and foster/homeless students.

2.2 Additional secondary sections for intervention or acceleration were effective in providing our unduplicated and identified student groups with academic supports and credit recovery opportunities. Post-pandemic, there continued to be learning gaps and credit recovery needs for our unduplicated students in middle and high school. While F Rates are still higher than before the pandemic, they are gradually declining. While CAASPP scores declined overall, more recent, local assessments (Reading Inventory/Imagine Math) are showing signs of growth including progress for specific student groups. The additional sections provided school sites the opportunity to run intervention classes or other opportunities to support student learning and academic habits, based on their population's needs. They provided supports to close learning gaps and increase academic achievement and graduation rates.

2.3 The English Learner program support was effective in meeting the needs of English Learners. While the pandemic has had a continued impact on English Learners' achievement, the district maintained ELPAC levels from prior years. Our ELPI rates show decline, but the levels vary by site and the decline is moderate overall. This year, a variety of supports were in place for our English Learners, including Homework Clubs, language acquisition curriculum and software, technology supports for newcomers, and teacher professional development. Our ELAC and DELAC participation was on the rise, and the district brought back a positive community celebration for our students who had reclassified. An English Learner Master Plan is being developed to refine and enhance our practices district-wide, including the delivery of integrated and designated supports for students and the district's approach to supporting our newcomer students and families. The academic growth of English Learners continues to be a top priority for the district.

2.4 The extended learning opportunities and intervention programs and supports were effective in meeting the learning needs of our unduplicated and identified student groups. While elementary CAASPP scores are 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 below pre-pandemic levels, but we are seeing definite pockets of growth, including progress for specific student groups. APEX course completion numbers skyrocketed and the number of recovered courses at summer school remained high, demonstrating the focus on credit recovery in our high schools. This year, summer learning opportunities were in place for all grade levels K - 12. There is a continued need to focus on the academic gaps which were heightened by the pandemic, but there are signs that the intervention programs and extended learning opportunities that have been put into place are having an impact on our students, including our unduplicated and identified student groups.

2.5 The school sites' LCAP funds for their School Plans for Student Achievement (SPSA) were moderately effective in meeting the needs of unduplicated and identified student groups in Goal 2 (Prevention/Intervention/Acceleration) focus areas for their individual school sites. These funds allowed individual sites to look at their students' needs and plan actions and services that are unique to their school site. It enabled staff to come together to analyze site data and collaborate around effective means for supporting students who have gaps in their learning and achievement. Some common expenditures under this goal included supplementary intervention materials and resources, instructional assistant hours, and technology. CAASPP academic data is showing a negative impact after the pandemic, but there are some positive trends when we look at local, mid-year data.

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.

Titles for Actions 2.2 and 2.4 and the description for Action 2.4 were updated to provide additional clarity for educational partners.

2.1
Grade 4 i-Ready Math proficiency - Met 23-24 desired outcome so increased that outcome to 44%
Grade 3 2022 CAASPP Math rate - Scale Score (Distance from Met) - EHC met 23-24 desired outcome so increased that outcome to 7.1
Grade 4 2022 CAASPP ELA rate - Scale Score (Distance from Met) - Multi-Race data added to this metric with a year 2 outcome of 3.4 and desired outcome of 5.4; MVES met 23-24 desired outcome so increased that outcome to -10.4
Grade 5 2022 CAASPP ELA rate - Scale Score (Distance from Met) - EHC met 23-24 desired outcome so increased that outcome to 19.7; TES met 23-24 desired outcome so increased that outcome to 32.6

2.2
High School Grade of "F" Rate (2 or more from 1st semester 2022) - American Indian met 23-24 desired outcome so decreased that outcome to 11.85%; MCA Daily met 23-24 desired outcome so decreased that outcome to 8.99%
Middle School Grade of "F" Rate (2 or more from 1st semester 2022) - American Indian met 23-24 desired outcome so decreased that outcome to 4.92%; DMMS met 23-24 desired outcome so maintain that outcome of 1.26%; L@H added to this metric with a year 2 outcome of 12.37% and a desired outcome of 12.07%
Cohort Graduation Rate - 4 year (2022) - EL met 23-24 desired outcome so increased that outcome to 94.8%; MCA met 23-24 desired outcome so increased that outcome to 91.1%; Murrieta Options added to this metric with a year 2 outcome of 80.6% and a desired outcome of 81.6%
High School Dropout Rate (2021-22) - Hispanic met 23-24 desired outcome so maintain at 0.6%; Multi-Race met 23-24 desired outcome so maintain at 0.6%

2.3
ELPI rate (Spring 2022) - AHES met 23-24 desired outcome so increased that outcome to 77%; DMMS met 23-24 desired outcome so increased that outcome to 69.3%; MCA/L@H added to this metric with a year 2 outcome of 35.7% and a desired outcome of 36.7%
K-2 i-Ready - EL met 23-24 desired outcome so increased that outcome to 34%
3-5 i-Ready - EL met 23-24 desired outcome so increased that outcome to 26%
Reading Inventory - 7th grade District met 23-24 desired outcome so increased that outcome to 67%; 8th grade District met 23-24 desired outcome so increased that outcome to 68%; 8th grade EL met 23-24 desired outcome so increased that outcome to 8%

2.4
Middle School
6th Grade Reading Inventory/Lexile (March 2023) - FY met 23-24 desired outcome so increased that outcome to 51%; American Indian met 23-24 desired outcome so increased that outcome to 66%

7th Grade Reading Inventory/Lexile (March 2023) - FY met 23-24 desired outcome so increased that outcome to 31%; American Indian met 23-24 desired outcome so increased that outcome to 83%; SWD met 23-24 desired outcome so increased that outcome to 35%; Multi-Race met 23-24 desired outcome so increased that outcome to 78%

8th Grade Reading Inventory/Lexile (March 2023) - SED met 23-24 desired outcome so increased that outcome to 62%; American Indian met 23-24 desired outcome so increased that outcome to 76%

6th Grade Imagine Math/Quantile (March 2023) - EL met 23-24 desired outcome so increased that outcome to 6%; FY met 23-24 desired outcome so increased that outcome to 12%; American Indian met 23-24 desired outcome so increased that outcome to 32%; SWD met 23-24 desired outcome so increased that outcome to 19%

7th Grade Imagine Math/Quantile (March 2023) - FY met 23-24 desired outcome so increased that outcome to 11%; Multi-Race met 23-24 desired outcome so increased that outcome to 38%

8th Grade Imagine Math/Quantile (March 2023) - Overall met 23-24 desired outcome so increased that outcome to 35%; SED met 23-24 desired outcome so increased that outcome to 29%; EL met 23-24 desired outcome so increased that outcome to 9%; Multi-Race met 23-24 desired outcome so increased that outcome to 37%

9th Grade Reading Inventory/Lexile (March 2023) - American Indian met 23-24 desired outcome so increased that outcome to 72%

10th Grade Reading Inventory/Lexile (March 2023) - American Indian met 23-24 desired outcome so increased that outcome to 72%

9th Grade Imagine Math/Quantile (March 2023) - Overall met 23-24 desired outcome so increased that outcome to 29%; EL met 23-24 desired outcome so increased that outcome to 12%; FY met 23-24 desired outcome so increased that outcome to 26%; African American met 23-24 desired outcome so increased that outcome to 20%; Hispanic met 23-24 desired outcome so increased that outcome to 23%; American Indian met 23-24 desired outcome so increased that outcome to 30%; Multi-Race met 23-24 desired outcome so increased that outcome to 28%

10th Grade Imagine Math/Quantile (March 2023) - EL met 23-24 desired outcome so increased that outcome to 5%; American Indian met 23-24 desired outcome so increased that outcome to 19%

APEX Course Completions - District and all sites met 23-24 desired outcome. Course recovery was high as a result of pandemic so desired outcome will be to maintain as follows: District (6169), MMHS (843), MVHS (1337), VMHS (1070). MCA Daily and MCA Options was adjusted to be identified as two separate programs for this metric. MCA Daily had a year 2 outcome and 23-24 desired outcome of 2802; MCA Options had a year 2 outcome and a 23-24 desired outcome of 117.

2.5
School site's LCFF Allocations tied to School Plans for Student Achievement (SPSA) will no longer be an action for the 23-24 LCAP. This decision was based on district analysis of how funds were used this year and in prior years. The district believes centralizing supplemental resources will provide more accountability and allow the district to better meet the needs of unduplicated pupils.

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.

An explanation of why the LEA has developed this goal.

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

The 2022 Dashboard illustrates the need for instructional training as performance in Mathematics is categorized as low with the majority of student groups scoring low or very low. While the district's performance in English Language Arts is categorized as high, a number of student groups are categorized as low, including English Learners, Homeless students, and Socioeconomically Disadvantaged students. Additionally, other metrics demonstrate the need for professional development in engaging students and supporting student behavior. Chronic absenteeism is very high, with all student groups except one categorized as high, and a number of our student groups have high (African American, Pacific Islander, Students with Disabilities) or very high (Foster Youth) rates of suspension.

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

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)	3.1 Maintain Instructional Coaching Support	3.1 Maintain Instructional Coaching Support i-Ready (December	3.1 Maintain Instructional Coaching Support i-Ready (December		3.1 Maintain Instructional Coaching Support

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation	Grade K ESGI 64% met or exceeded expectation	2021) Grade K i-Ready • ELA 56% • Math 38%	2022) Grade K i-Ready • ELA 56% • Math 37%		Grade K i-Ready • ELA 60% • Math 42%
Grade 1 ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI)	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 42% • Math 30%
i-Ready Increase ELA and math proficiency by 6% (December results)	Grade 2 i-Ready • ELA 50% • Math 34%	Grade 2 i-Ready • ELA 49% • Math 30%	Grade 2 i-Ready • ELA 55% • Math 32%		Grade 2 i-Ready • ELA 56% • Math 40%
	Grade 3 i-Ready • ELA 66% • Math 32%	Grade 3 i-Ready • ELA 63% • Math 32%	Grade 3 i-Ready • ELA 67% • Math 34%		Grade 3 i-Ready • ELA 72% • Math 38%
(i-Ready)	Grade 4 i-Ready • ELA 46% • Math 34%	Grade 4 i-Ready • ELA 47% • Math 35%	Grade 4 i-Ready • ELA 48% • Math 42%		Grade 4 i-Ready • ELA 52% • Math 44%
	Grade 5 i-Ready • ELA 47% • Math 42%	Grade 5 i-Ready • ELA 45% • Math 39%	Grade 5 i-Ready • ELA 47% • Math 43%		Grade 5 i-Ready • ELA 53% • Math 48%
Increase Grade Level CAASPP ELA and math Percentage Met by 3%	CAASPP ELA Percentage Met ELA • 3rd 63.98% • 4th 63.61% • 5th 66.73% • 6th 58.81%	2019 CAASPP ELA Percentage Met ELA • 3rd 63.98% • 4th 63.61% • 5th 66.73% • 6th 58.81%	2022 CAASPP ELA Percentage Met ELA • 3rd 47.06% • 4th 50.83% • 5th 57.40% • 6th 57.55%		CAASPP ELA Percentage Met ELA • 3rd 66.98% • 4th 66.61% • 5th 69.73% • 6th 61.81%

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)	• 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 • 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	• 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 • 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	• 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 • 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		• 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 • 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Science • 5th -6.1 • 8th -9.5 • HS -8.8	Science • 5th -6.1 • 8th -9.5 • HS -8.8	Science • 5th -6.8 • 8th -7.5 • HS -9.5		Science • 5th -3.1 • 8th -6.5 • HS -5.8
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)	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%	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%	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%		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%
Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75%	Middle School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 2.47%	Middle School Grade of "F" Rate (2 or more from 1st semester 2021) • Overall 4.19%	Middle School Grade of "F" Rate (2 or more from 1st semester 2022) • Overall 3.25%		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) Based on Spring 2019 Data	- 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%	- 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%		- 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 subject area and for the students they are teaching (CAL SIS) Maintain 100% participation of teachers in the Induction Program	3.2 Maintain Fully Credentialed Teachers - District 100% teachers are fully credentialed 100% participation of teachers in the Induction Program	3.2 Maintain Fully Credentialed Teachers - District 100% teachers are fully credentialed 100% participation of teachers in the Induction Program	3.2 Maintain Fully Credentialed Teachers - District 100% teachers are fully credentialed 100% participation of teachers in the Induction Program		3.2 Maintain Fully Credentialed Teachers - District 100% teachers are fully credentialed 100% participation of teachers in the Induction Program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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% 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% 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% 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% 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 Development, and Collaboration Grade K ESGI End of Year Phonics Summary Grade 1 ESGI End of Year Phonics Summary (ESGI)	3.3 Maintain Professional Development, Curriculum Development, and Collaboration Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics	3.3 Maintain Professional Development, Curriculum Development, and Collaboration Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics	3.3 Maintain Professional Development, Curriculum Development, and Collaboration Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics		3.3 Maintain Professional Development, Curriculum Development, and Collaboration Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 district-wide percentage and at Murrieta Canyon Academy (Dataquest)	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%	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%	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%		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Multi-Race 98.6% • MMHS 97.6% • MVHS 98.0% • VMHS 97.8% • MCA 81.3%	• Multi-Race 95.8% • MMHS 97.3% • MVHS 97.3% • VMHS 96.9% • MCA 81.4%	• Multi-Race 95.5% • MMHS 97.5% • MVHS 97.8% • VMHS 95.9% • MCA 90.1% • Murrieta Options 80.6%		• 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%	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%	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		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%
Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group	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
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					
3.4 Maintain Outsourced Data and Programs to Support Student Learning and Teacher Professional Development Grade K ESGI End of Year Phonics Summary Grade 1ESGI End of Year Phonics Summary (ESGI)	3.4 Maintain Outsourced Data and Programs to Support Student Learning Refer to Metrics in 3.1 Maintain Instructional Coaching Support	3.4 Maintain Outsourced Data and Programs to Support Student Learning Refer to Metrics in 3.1 Maintain Instructional Coaching Support	3.4 Maintain Outsourced Data and Programs to Support Student Learning Refer to Metrics in 3.1 Maintain Instructional Coaching Support		3.4 Maintain Outsourced and Data and Programs to Support Student Learning Refer to Metrics in 3.1 Maintain Instructional Coaching Support

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 district-wide percentage and at Murrieta Canyon Academy	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
(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)	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
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	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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					
3.5 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Grade K ESGI End of Year Phonics Summary Grade 1 ESGI End of Year Phonics Summary	3.5 Site SPSA Support Refer to Metrics in 3.1 Maintain Instructional Coaching Support - ESGI, 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 Support - i-Ready and CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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 district-wide percentage and at	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 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
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

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					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Instructional Coaching	Maintain instructional coaching support to provide professional development in topics such as the implementation of state standards, district assessments, and adopted curriculum, as well as evidence-based instructional and engagement practices, differentiation to meet the needs of all learners, and PLCs. These services primarily focus on meeting the needs of our unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$152,815.00	Yes
3.2	3.2 Induction Program	Maintain the Induction Program to retain fully credentialed teachers by providing new teachers with support, training, and mentoring. These services primarily focus on meeting the needs of our unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$294,551.00	Yes
3.3	3.3 Curriculum Work Teams	Maintain curriculum work teams in order to provide time for training and collaboration on topics such as the implementation of state standards, district assessments, and adopted curriculum, as well as evidence-based instructional and engagement practices, differentiation to meet the needs of all learners, and PLCs. These	$106,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services primarily focus on meeting the needs of our unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).		
3.4	3.4 Outsourced Data and Assessment Programs	Maintain outsourced data and assessment programs to support teacher collaboration around student learning and engagement within PLCs. These services primarily focus on meeting the needs of our unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$345,000.00	Yes

Goal Analysis [2022-23]

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 which continue to impact our students after the pandemic. 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 instructional coaching at the elementary level. Elementary coaches were able to meet with grade level teams to support standards implementation, differentiation, and math instruction. This personalized, collaborative time was beneficial to teams and individual teacher growth. The district also experienced success in implementing the Induction Program. The program met the needs of another large group of new teachers through robust mentoring from district teachers. The end-of-year colloquium highlighted the positive inquiry-based process these teachers went through as they transitioned into their new profession. Both the curriculum work teams and outsourced data and assessment programs were successful in developing structures which support the Professional Learning Communities initiative. The district experienced some challenges in this work as we began implementing common assessments and creating systems for teams to collaborate around data and instructional practices. There is a great deal of learning involved in this process, and it takes time and ongoing commitment to build the capacity and engagement of all stakeholders. Plans are in place to address these challenges through ongoing training for site leadership and Professional Learning Team Leads.

There were no substantive differences between planned and implemented Goal 3 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 or below budget) to define a substantive difference.

Action 3.4 was fully implemented, but the expenditures reflect a decrease of 19% due to a more conservative approach to using Softchoice data storage after exceeding the prior year's budget.

Action 3.5 was fully implemented, and the expenditures reflect an increase of 54%. At the time of the adopted budget, sites budgeted based on current year allocations only. Since preparing the LCAP, sites have increased their services to utilize their site's prior year carryover, exceeding the estimated expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

3.1 The instructional coaches were effective in providing teachers with the necessary support to meet students' academic, social emotional, and behavioral needs. While CAASPP scores are significantly below pre-pandemic levels, mid-year iReady scores demonstrate maintenance or growth in elementary student achievement levels in both ELA and Math at most grade levels and more recent, local assessments at the secondary level (Reading Inventory/Imagine Math) are showing signs of growth, including progress for specific student groups. Instructional coaches were able to meet with small groups of teachers and convey consistent content while addressing concerns specific to their school site and student needs. They helped teams dive more deeply into their standards, curriculum, and assessments to provide clarification of expectations and support in effective implementation. With the continued impact of the pandemic, the coaches provided guidance in differentiating to meet the needs of all students including English Learners, low-income students, foster/homeless students, and student with disabilities. Teacher survey feedback provides evidence of appreciation for these collaborative learning opportunities.

3.2 The Induction Program was effective in helping teachers transition into our district while learning their new profession. Induction candidates were provided a job-alike mentor who provided weekly coaching support. They were offered a variety of professional development options to support specific areas of need and were provided feedback after classroom observations. The Induction Program continued to function using an inquiry model in which candidates determined their areas of focus and built plans around their own goals to demonstrate holistic growth toward mastery in the California Standards for the Teaching Profession (CSTPs). 100% of teachers who qualified participated in the district's Induction Program this year, and the district retained at least 98% of the teachers who participated and completed the program. Candidates expressed feeling very supported by an induction program that is within the district and having mentors who either 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, the program equips mentors, who are district teachers, with professional development and coaching in their role which has further impact on our schools and PLCs. Lead facilitators of the program have expertise in Special Education and English Learners. A large component of our Induction Program is focused on practices that will lead to supporting all students and addresses 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, and adopted curriculum, as well as differentiation to meet the needs of all learners, and PLCs. A focus of this year has been continuing to build the infrastructure to support PLC work, including common pacing guides and district assessments. Work teams took part in course level collaboration, as well as processes for implementing new science curriculum and piloting social science materials for upcoming adoption recommendations. Local, mid-year data (iReady, Reading Inventory, and Imagine Math) shows signs of academic growth as a result of this action, including some successes for our unduplicated and targeted student groups. The curriculum work

teams have been essential to the district's efforts to align instruction and assessment, as well as to equip our PLCs with data they can analyze and use to make decisions regarding next steps to positively impact student learning.

3.4 Outsourced data and assessment programs were effective in supporting teacher collaboration around student learning and engagement data within PLC's. The Illuminate program enabled our secondary sites to proctor district common assessments resulting in data that can be analyzed for future actions. Similarly, ESGI provided primary teachers with the platform for collecting data on students' foundational skills that could also be used during PLC collaboration. Softchoice (Azure) provides 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 provides sites and staff with student responses to surveys around social emotional competencies and student perception of the school's supports and environment. This informs a wide range of actions from identifying students for small group counseling to determining school-wide initiatives. Panorama is also the platform that hosts the district's annual LCAP survey. 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.

3.5 The school sites' LCAP funds for their School Plans for Student Achievement (SPSA) were moderately effective in meeting the needs of unduplicated and identified student groups in Goal 3 (Professional Development) focus areas for their individual school sites. These funds allowed individual sites to look at their students' needs and plan professional development to meet the priorities of their school site. Some common expenditures under this goal included additional PLC or vertical team collaboration time and attendance at outside conferences related to the instruction and engagement of students. CAASPP academic data is showing a negative impact after the pandemic, but there are some positive trends when we look at local, mid-year data.

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.

Titles and descriptions for Actions 3.1 - 3.4 were updated to provide additional clarity for educational partners.

3.1
Grade 4 i-Ready Math - Grade 4 met 23-24 desired outcome so increased that outcome to 44%
High School Grade of "F" Rate (2 or more from 1st semester 2022) - American Indian met 23-24 desired outcome so decreased that outcome to 11.85%; MCA Daily met 23-24 desired outcome so decreased that outcome to 8.99%
Middle School Grade of "F" Rate (2 or more from 1st semester 2022) - American Indian met 23-24 desired outcome so decreased that outcome to 4.92%; DMMS met 23-24 desired outcome so maintain that outcome of 1.26%; L@H added to this metric with a year 2 outcome of 12.37% and a desired outcome of 12.07%

3.3
Cohort Graduation Rate - 4 year (2022) - EL met 23-24 desired outcome so increased that outcome to 94.8%; MCA met 23-24 desired outcome so increased that outcome to 91.1%; Murrieta Options added to this metric with a year 2 outcome of 80.6% and a desired outcome of 81.6%

CCI data was not reported for 2022 and is therefore labeled as NA

3.5
School site's LCFF Allocations tied to School Plans for Student Achievement (SPSA) will no longer be an action for the 23-24 LCAP. This decision was based on district analysis of how funds were used this year and in prior years. The district believes centralizing supplemental resources will provide more accountability and allow the district to better meet the needs of unduplicated pupils.

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.

An explanation of why the LEA has developed this goal.

The district is committed to ensuring all school sites embrace the diversity of students and families, as well as foster intentional, equitable learning experiences focused on the whole student. Based on an analysis of our district's data, there is a continued need for efforts to support student well-being, school culture, and family engagement.

The 2022 Dashboard illustrates the need for equitable instructional practices, as performance in Mathematics is categorized as low with the majority of student groups scoring low or very low. While the district's performance in English Language Arts is categorized as high, a number of student groups are categorized as low, including English Learners, Homeless students, and Socioeconomically Disadvantaged students. Additionally, other metrics demonstrate the need for more robust efforts to engage students and support student behavior. Chronic absenteeism is very high, with all student groups except one categorized as high, and a number of our student groups have high (African American, Pacific Islander, Students with Disabilities) or very high (Foster Youth) rates of suspension.

Educational Partner input emphasizes the need to address student behavior on our campuses, as well as 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.

The district was identified for Differentiated Assistance for our Foster Youth student group. Foster Youth data demonstrates this need with a 46.9% rate of Chronic Absenteeism, a 63.6% Graduation rate, and a 12.8% Suspension rate. All metrics are significantly outside of the district's overall rates.

Through the implementation of the Goal 4 actions (equity and equitable practices, educational partner engagement, mental health supports and Multi-Tiered Systems of Support (MTSS), Foster/Homeless Youth supports, attendance efforts, and transportation services), we expect to see improved student learning, achievement, engagement, and behavior as evidenced by Goal 4 related metrics and dashboard data.

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 100% of staff participate in equity training
100% of schools complete an equity plan with annual progress monitoring and revisions (District Documents)	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		NA of schools complete and revise equity plan
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 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) 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% 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 47% Students have honest conversations about race, ethnicity, and/or culture Family Surveys 1219 responses	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 47% Students have honest conversations about race, ethnicity, and/or culture Family Surveys 1576 responses	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 42% Students have honest conversations about race, ethnicity, and/or culture Family Surveys 989 responses		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 57% Students have honest conversations about race, ethnicity, and/or culture Family Surveys 1686 responses

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%	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	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	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		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% Suspension Rates (Mid-Year Data 2019-20)	District Staff Surveys 138 responses 78% Staff fair treatment of others from different backgrounds 39% Staff have honest conversations about backgrounds/ideologies than their own 39% Staff are encouraged to think about topics related to people from different	District Staff Surveys 104 responses 75% Staff fair treatment of others from different backgrounds 50% Staff have honest conversations about backgrounds/ideologies than their own 46% Staff are encouraged to think about topics related to people from different	District Staff Surveys 78 responses 76% Staff fair treatment of others from different backgrounds 55% Staff have honest conversations about backgrounds/ideologies than their own 48% Staff are encouraged to think about topics related to people from different		District Staff Surveys 152 responses 84% Staff fair treatment of others from different backgrounds 57% Staff have honest conversations about backgrounds/ideologies than their own 49% Staff are encouraged to think about topics related to people from different

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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	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		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
Suspension Rates (Mid-Year Data 2019-20) Maintain the district suspension rate Decrease student group suspension	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)	Suspension Rates (2021-22 Mid-Year-Data as of April) • District 2.2% • SED 2.9% (229) • EL 2.4% (31)	Suspension Rates (2022-23 Mid-Year Data as of April) • District 2.2% • SED 3.0% (353) • EL 2.2% (30)		Suspension Rates (Mid-Year) • District 1.5% • SED 0.4% • EL 1.3% • FY 4.2% • AA 3.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rates by .3% if the rate exceeds the district rate (California School Dashboard)	• Hispanic 1.7% (157) • Am Indian 4.8% (4) • SWD 4.2% (154) • Multi-Race 2.4% (44)	• 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)	• 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)		• 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) • District - 4
4.2 Stakeholder Engagement Annual Stakeholder Survey Responses Use of Panorama Education to conduct annual stakeholder survey Areas measured include: Secondary Students	4.2 Educational Partner Engagement Annual Educational Partner Survey Measure (Spring 2021): Secondary Student Surveys	4.2 Educational Partner Engagement Annual Educational Partner Survey Measure (Spring 2022): Secondary Student Surveys	4.2 Educational Partner Engagement Annual Educational Partner Survey Measure (Spring 2023): Secondary Student Surveys		4.2 Educational Partner Engagement Annual Educational Partner Survey Measure: Secondary Student Surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	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	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	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		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 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 of contact with their student's teacher(s) 59% Families are concerned about their	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 of contact with their student's teacher(s) 57% Families are concerned about their	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 of contact with their student's teacher(s) 71% Families are concerned about their		Family Surveys 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) 69% Families are concerned about their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	student's academic growth 58% Families are concerned about their student's social emotional well-being	student's academic growth 62% Families are concerned about their student's social emotional well-being	student's academic growth 80% Families are concerned about their student's social emotional well-being		student's academic growth 78% Families are concerned about their student's social emotional well-being
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	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	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	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		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 Increase survey participation by 10%	Site Staff Surveys 429 responses	Site Staff Surveys 833 responses	Site Staff Surveys 833 responses		Site Staff Surveys 891 responses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease Academic Growth and Social Emotional Well-Being Concern by 20% Increase other metrics by 6% growth	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	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)	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)		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
Stakeholder Meetings Stakeholder Advisory Group Meetings	Stakeholder Advisory Annual Group Meetings	Educational Partner Advisory Annual Group Meetings	Educational Partner Advisory Annual Group Meetings		Educational Partner Advisory Annual Group Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain at least four (4) meetings with stakeholder groups annually (District Documents)	Number of Meetings Annually: LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 4	Number of Meetings Annually: LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 3	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
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)	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)	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)		Student Involvement MS Intramurals 6th Grade DMMS - 37% SMS - 42.4% TMS - 45.7% WSMS - 29%
	7th Grade DMMS - 11% (53/474) SMS - 22% (104/467) TMS - 24% (135/560) WSMS - 7% (21/309)	7th Grade DMMS - 27% (119/441) SMS - 13.7% (59/432) TMS - 46.7% (224/479) WSMS - 10.4% (30/288)	7th Grade DMMS - 45.6% (199/436) SMS - 27.5% (97/353) TMS - 26.7% (135/506) WSMS - 27.4% (83/303)		7th Grade DMMS - 47.6% SMS - 28% TMS - 50.7% WSMS - 29.4%
	8th Grade DMMS - 8% (41/512)	8th Grade	8th Grade		8th Grade DMMS - 44.4%

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)	SMS - 24% (118/487) TMS - 30% (174/582) WSMS - 22% (73/330)	DMMS - 26% (120/462) SMS - 18.6% (90/484) TMS - 60.2% (328/545) WSMS - 26.2% (73/279)	DMMS - 42.4% (182/429) SMS - 27.3% (115/422) TMS - 28.1% (141/502) WSMS - 36.0% (102/283)		SMS - 30% TMS - 64.2% WSMS - 38.0%
	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 - 83.2% SMS - 96.6% TMS - 60% WSMS - 81.8%
	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 - 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)	8th Grade DMMS - 84.6% (363/429) SMS - 61.5% (273/444)		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)	TMS - 50% (271/542) WSMS - 57% (159/279)	TMS - 57.3% (288/502) WSMS - 67.8% (192/283)		
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 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	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	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 Engagement: • 61% of students responded favorably regarding trying hard on schoolwork • 74% of students responded favorably regarding staying focused on schoolwork
	Student Relationships • 49% of students responded favorably regarding the connections	Student Relationships • NA of students responded favorably regarding the connections	Student Relationships: • 87% of students responded favorably regarding having a teacher or		Student Relationships • 90% of students responded favorably regarding the connections

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	with adults at their school • 38% responded favorably regarding the connections with other students at school	with adults at their school • NA responded favorably regarding the connections with other students at school Survey will be administered in June 2022	other adult from school who they can count on to help them • 90% responded favorably regarding having a friend from school who they can count on to help them		with adults at their school • 93% responded favorably 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	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	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		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	confidence in doing well in school right now Student Engagement • 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	confidence in doing well in 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	confidence in doing well in school right now 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		confidence in doing well in school right now Student Engagement • 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	favorably regarding connections with adults at school • 10% responded favorably regarding connections with other students at school	favorably regarding connections with adults at school • 59% responded favorably regarding connections with other students at school	favorably regarding connections with adults at school • 61% responded favorably regarding connections with other students at school		favorably regarding connections with adults at school • 63% responded favorably regarding connections with other students at school
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 (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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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) • District - 4
Staff Training 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) SEL Classroom Strategies Increase the implementation of SEL classroom strategies by 100 teachers (District Documents)	Staff Training (2020-21) • 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	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 • NA% staff will attend the two mandated mental health and social emotional well being annual trainings • 209 teachers were trained in Restorative Practices

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to COVID-19 pandemic)			
	SEL Classroom Strategies (2020-21) • 100 teachers implement SEL classroom strategies (2020-21)	SEL Classroom Strategies (2021-22) • 674 teachers implement SEL classroom strategies (2021-22)	SEL Classroom Strategies (2022-23) • 402 teachers implement SEL classroom strategies (2022-23)		SEL Classroom Strategies • 734 teachers implement SEL classroom strategies
Breakthrough Referrals and Appointments Maintain the number of referrals Increase the percentage of completed appointments from referrals by 10% (District Documents)	Breakthrough Referrals and Appointments (2020-21) • 126 Breakthrough referrals during 2019-20	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)	Breakthrough Referrals and Appointments (2022-23) • 0 Breakthrough referrals during 2021-22		Breakthrough Referrals and Appointments • NA Breakthrough referrals
	• 64 (51%) completed	• 0 (0%) completed	• 0 (0%) completed		• NA completed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Breakthrough appointments from referrals	Breakthrough appointments from referrals (Mental Health staff addressed these type of referrals during the COVID-19 pandemic)	Breakthrough appointments from referrals		Breakthrough appointments from referrals
4.4 Foster and Homeless Youth Support Services Attendance Increase district and FY metric by .3% (Aeries SIS) Chronic Absenteeism Rates Decrease district rate by .3%	4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester 2019) • District 96.45% • FY 94.64% Attendance Rates K-8 (First Semester 2019) • District 96.68% • FY 95.63% Chronic Absenteeism Rates K-12 (First Semester 2019) • District 9.48% • FY 17.88%	4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester 2021) • District 92.22% • FY 89.97% Attendance Rates K-8 (First Semester 2021) • District 92.19% • FY 90.66% Chronic Absenteeism Rates K-12 (First Semester 2021) • District 26.60% • FY 36.05%	4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester 2022) • District 92.63% • FY 89.84% Attendance Rates K-8 (First Semester 2022) • District 92.75% • FY 90.56% Chronic Absenteeism Rates K-12 (First Semester 2022) • District 24.49% • FY 36.05%		4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester) • District 96.75% • FY 94.94% Attendance Rates K-8 (First Semester) • District 96.98% • FY 95.93% Chronic Absenteeism Rates K-12 (First Semester) • District 9.18% • FY 16.38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease FY rate by 1.5% (Aeries SIS)	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) • District 8.92% • FY 13.8%
"F" Rates Decrease high school "F" rate (2+ from 1st semester) by .75% district-wide FY by 1.5%	High School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 4.36% • FY 13.04%	High School Grade of "F" Rate (2 or more from 1st semester 2021) • Overall 10.23% • FY 16.67%	High School Grade of "F" Rate (2 or more from 1st semester 2022) • Overall 7.29% • FY 26.92%		High School Grade of "F" Rate (2 or more from 1st semester) • Overall 3.61% • FY 11.54%
Decrease middle school "F" rate (2+ from 1st semester) by .3% district-wide and FY by .75% (Aeries SIS)	Middle School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 2.47% • FY 7.14%	Middle School Grade of "F" Rate (2 or more from 1st semester 2021) • Overall 4.19% • FY 0.00%	Middle School Grade of "F" Rate (2 or more from 1st semester 2022) • Overall 3.25% • FY 10.00%		Middle School Grade of "F" Rate (2 or more from 1st semester) • Overall 2.17% • FY 0.00%
Suspension Rate Maintain the district suspension rate Decrease the FY suspension rate by .3% (Aeries SIS)	Suspension Rates (First Semester 2019) • District 1.5% • FY 4.5% (4)	Suspension Rates (First Semester 2021 - Data as of April) • District 2.1% • FY 11.1% (4)	Suspension Rates (First Semester 2022 - Data as of April) • District 2.2% • FY 11.4%		Suspension Rates (First Semester) • District 1.5% • FY 4.2%
4.5 Attendance Attendance Rates	4.5 Attendance Elementary	4.5 Attendance Elementary	4.5 Attendance Elementary		4.5 Attendance Elementary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase each group metric by .3% (Aeries SIS)	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%	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%	Attendance Rates (First Semester 2022) • AMES 91.91% • AHES 92.37% • AES 90.91% • BES 91.89% • CCES 92.88% • EHCES 92.02% • LJMES 93.75% • MVES 92.67% • MES 91.55% • RRES 92.00% • TES 92.37%		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%
	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%	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%	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%		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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% • 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%	• 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% • 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%	• 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% • 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%		• 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% • 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	• Multi-Race 97.06% 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%	• Multi-Race 92.38% 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%	• Multi-Race 92.75% 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 28.55%		• Multi-Race 97.36% 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% • 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%	Chronic Absenteeism Rates (First Semester 2021) • Preschool 54.88% • TK 51.82% • K 43.01% • 1st 31.73% • 2nd 31.38% • 3rd 29.49%	Chronic Absenteeism Rates (First Semester 2022) • Preschool 48.42% • TK 42.60% • K 37.65% • 1st 30.63% • 2nd 26.30% • 3rd 25.64%		Chronic Absenteeism Rates (First Semester) • Preschool 17.28% • TK 11.88% • K 10.70% • 1st 8.82% • 2nd 8.80% • 3rd 8.06%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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 K-12 (First Semester 2019) • District 9.48% • SED 9.2% • EL 12.24% • FY 17.88% • AA 9.68% • 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%	• 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 K-12 (First Semester 2021) • District 26.60% • SED 32.53% • EL 24.92% • FY 36.05% • 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%	• 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 K-12 (First Semester 2022) • District 24.49% • SED 28.71% • EL 29.86% • FY 36.05% • 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%		• 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) • District 9.18% • SED 8.9% • EL 10.74% • FY 16.38% • 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic 10.48% • Am Indian 23.02% • SWD 14.34% • Multi-Race 7.92%	• AA 26.44% • Hispanic 29.26% • Am Indian 35.35% • SWD 34.89% • Multi-Race 26.28%	• AA 24.17% • Hispanic 28.30% • Am Indian 33.85% • SWD 30.80% • Multi-Race 25.22%		• 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 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) Site Attendance Rates (Aeries SIS)	4.6 Site SPSA Support (2020-21) 100% of staff participate in equity training 100% of schools complete an equity plan Refer to Metrics in 4.5 Attendance	4.6 Site SPSA Support (2021-22) 100% of elementary staff participated in equity training NA for secondary staff 0% of schools completed revisions to site equity plans due to the pandemic Refer to Metrics in 4.5 Attendance	4.6 Site SPSA Support (2022-23) 100% of staff participated in Equity Through PLC's training at January Buyback Day 0% of schools completed revisions to site equity plans Refer to Metrics in 4.5 Attendance		4.6 Site SPSA Support 100% of staff participate in equity training NA of schools complete and revise equity plan Refer to Growth Metrics in 4.5 Attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site Chronic Absenteeism Rates (Aeries SIS) 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
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
4 Facilities in Good Repair 100% of School Facilities are maintained and in good repair	4 Facilities in Good Repair 100% of School Facilities are maintained and in good repair	4 Facilities 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)	4 Facilities 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 2023)		4 Facilities 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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 Equity and Equitable Practices	Provide educational partners training in equity, equitable practices, and cultural proficiency. Provide school sites and departments with the necessary supports to implement equity-focused initiatives, including mentoring programs at the high schools. These services are primarily for unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$419,817.00	Yes
4.2	4.2 Educational Partner Engagement	Maintain authentic engagement of parents/guardians, students, and staff. Provide support for our educational partner advisory groups which promote engagement and equitable practices across our district. Maintain purposeful opportunities for students to engage at the secondary schools, including the intramural program. These services primarily focus on meeting the needs of unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$77,532.00	Yes
4.3	4.3 Mental Health Supports and Multi-Tiered Systems of Support (MTSS)	Provide services to support the mental health and social emotional well-being of students and their families. Maintain support for MTSS, Restorative Practices, and PBIS through professional development and coaching of individuals and school site teams. Maintain support for activities that promote student safety and educate students regarding bullying and the dangers of social media. These services primarily focus on meeting the needs of unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$1,020,113.00	Yes
4.4	4.4 Foster and Homeless Youth Support Services	Maintain support for Foster/Homeless Youth to provide the necessary services to ensure student attendance, engagement, social-emotional health, and academic achievement. These services are provided specifically for our Foster/Homeless Youth.	$379,234.00	Yes
4.5	4.5 Attendance Supports	Maintain support to all schools for attendance monitoring, prevention, and response to improve attendance and address chronic absenteeism. This support will include an attendance tracking and communication program and coordinator costs. These services are primarily for unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD)	$258,066.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	4.6 Transportation	Provide transportation services to and from school to pupils 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.	$1,415,654.00	Yes

Goal Analysis [2022-23]

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 our educational partner engagement. Our Parent Advisory Councils continue to evolve with more parents leading the work and the addition of new community-building events. Many of our schools have begun to implement similar advisories at the site level as well. The district also experienced success with MTSS this year. District staff were trained in this work, leading to the development of a district MTSS Playbook and plans for training site teams in the coming school year. While there was a greater focus on attendance efforts and some progress in turning around pandemic attendance rates, this is an area that continued to be identified as a challenge for the district. Staff realized there is a need to re-educate our families regarding the importance of attendance in order to return to pre-pandemic attendance levels. This will be a focus for next school year. Similarly, the district has experienced some success in serving our Foster Youth through enrollment support and academic tutoring, but we continue to experience challenges in ensuring academic success for these students. Plans are in place to address this challenge through an expansion of tutoring services.

All Goal 4 actions were implemented, but not all activities for 4.1 Equitable Practices were fully implemented due to decision making around priorities. For action 4.1, mentor program staff determined that an outside vendor and college tutors were not necessary to support the program in meeting its goals this year. Similarly, district staff determined that the priority for equity was not bringing an outside vendor in to provide training as had been planned. Instead, the district chose to take staff to RCOE's Excellence through Equity conference and focused on district initiatives, such as PLC's and MTSS, that promote embedded equity practices.

Transportation services were added to Action 4.5 to improve attendance for low income, foster youth, and homeless students. This service was a substantive difference in the implementation and cost of the planned action.

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 or below budget) to define a substantive difference.

Action 4.1 was fully implemented, but the expenditures reflect a decrease of 22% due to the decision to hold on bringing outside vendors and college tutors into the mentoring programs, as well as the decision to hold on bringing an outside vendor in to provide equity training this year.

Action 4.2 was fully implemented, but the expenditures reflect a decrease of 60%. Parent Advisories were implemented based on community needs, and the total cost came in lower than projected. Intramurals came in less than projected as well, however, all events took place as planned and all needs were met.

Action 4.5 was fully implemented as planned. Additionally, the district provided home to school transportation for low income, foster youth, and homeless students to improve attendance and address chronic absenteeism. This action supported unfunded costs totaling $1.9 million. Transportation will become a planned action for Goal 4 in 2023-24.

Action 4.6 was fully implemented, and the expenditures reflect an increase of 33%. At the time of the adopted budget, sites budgeted based on current year allocations only. Since preparing the LCAP, sites have increased their services to utilize their site's prior year carryover, exceeding the estimated expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

4.1 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 also participated in planning for equity embedded initiatives, such as PLC's and MTSS, and supported staff in understanding the relationship of equity to this work. She continued to be a liaison to support school sites in working through equity issues when needed and facilitated the meetings with our Student LCAP Advisories. Six mentoring classes were in place for students in targeted student groups, providing them a community of peers that worked together to promote academic success and school engagement. These opportunities gave students a safe place at school and additional support to be successful in classes and connected to the school community. Staff survey results indicate a gradual, positive increase in responses to equity prompts. The percentage of site staff who believe that staff have honest conversations about backgrounds/ideologies other than their own increased from 43% to 55%, and the percentage of staff who say they are encouraged to think about topics related to people from different backgrounds increased from 46% to 51%.

4.2 The district's educational partner engagement was effective in maintaining authentic engagement of parents/guardians, students, and staff. The many Parent Advisory Councils, as well as the umbrella group entitled, Partnerships for Thriving Students and Families, 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. After the pandemic, attendance at meetings has been strong, and new community engagement opportunities have been developed, such as the district's first Day of the Child celebration, sponsored by the Latino Parent Advisory Council, and the district's first Rites of Passage

ceremony recognizing African American students who are graduating high school or promoting from one school level to the next. The district began participating in the state of California's Community Engagement Initiative with Shivela Middle School as its focus school. This allowed us to explore new ways to effectively engage our families. All district administrators took part in a training around family engagement which introduced them to the various "wins" that result from partnering with our families to support students. Additionally, the district continued to provide purposeful opportunities for students to engage in school, including the implementation of ELOP at TK - 6 and the intramural program at the middle schools. Family survey results indicate a gradual, positive increase in responses to engagement prompts. The percentage of families who reported being comfortable communicating with the school increased from 74% to 76%, and the percentage of families who felt favorably at ease in contacting their student's teacher(s) increased from 75% to 82%.

4.3 The district's services to support the mental health and social emotional well-being of students and their families were effective. The district has continued to provide personnel to respond to these needs at the school sites, including counselors and mental health therapists. 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 an array of programs to provide social emotional learning to students and to connect families to community resources as needed. The district has been effective in maintaining support for MTSS and has renewed this focus through the training of district staff and the development of a district MTSS Playbook. Coordinators have collaborated with site teams to assess where the district is in implementing PBIS and have developed plans to train site teams in Tier 1 strategies in the coming year, as well as reinstate training for teachers in Restorative Practices. Finally, the district was successful in promoting student safety. Safety trainings for site teams took place during the school year, and each school staff received a presentation on active shooter protocol. Elementary survey results indicate a high percentage of students (87%) have a teacher or other adult from school who they can count on to help them, and 90% have a friend from school who they can count on to help them. While overall connections with adults need to be strengthened at the middle and high schools, 85% of secondary students feel they have an adult from school who they can go to for help.

4.4 The district's Foster and Homeless Youth services were effective in meeting the needs of students, although the district realizes that a continued focus on this student group is necessary. The district appoints a coordinator and Student Support Liaison to provide immediate support for enrollment and basic needs. This year, foster students were provided tutoring, school and basic living resources, and the opportunity to take a field trip as a group to develop connections and life experiences. Each high school has a counselor who is assigned to foster youth and provides regular well-being check-ins, in addition to academic progress monitoring and connecting students to academic supports. Plans are in place to assign mental health therapists and interns to foster students to case manage them more effectively. They will provide them with appropriate supports so that they feel connected to the school site, leading to increased attendance, lower suspension rates, and stronger academic success. Support of Foster Youth will continue to be prioritized in the coming year due to Differentiated Assistance status, as well as our district's concern for the progress of these individual students.

4.5 The attendance action was effective in shifting attendance trends after the pandemic, but continued work needs to be accomplished in this area. The district has a coordinator who oversees attendance and who provides data to school sites, oversees SARB meetings, and guides all attendance initiatives. While attendance rates are far below pre-pandemic levels, they are trending in the right direction overall and for the majority of student groups. Continued attention needs to be on the attendance of our students with disabilities. The district used the RAAWEE program to help sites communicate attendance concerns with families. This year, post-pandemic, a focus was on rebuilding foundational interventions across the district. Plans are in place to strengthen attendance awareness and incentives, as well as to coach staff

to prioritize this work. Our coordinator was also able to successfully pilot a model for short-term independent study at one of our elementary schools which we look forward to rolling out to all elementary schools next year. While we are seeing progress with attendance and chronic absenteeism rates, the district knows that this needs to be a sustained priority in the coming years.

4.6 The school sites' LCAP funds for their School Plans for Student Achievement (SPSA) were moderately effective in meeting the needs of unduplicated and identified student groups in Goal 4 (Equity, Engagement, School Culture, and Climate) focus areas for their individual school sites. These funds allowed individual sites to look at their students' needs and plan actions and services to meet the priorities of their school site. Some common expenditures under this goal included resources to promote school connectedness and positive behavior, professional development for staff on equity and equity-related initiatives, and actions to enhance and enable family engagement. There is evidence of positive growth in the areas of equity, family engagement, MTSS, and attendance, but continued needs persist in Goal 4.

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.

Titles for Actions 4.1, 4.3, and 4.5 and Descriptions for Actions 4.2 and 4.3 were updated to provide additional clarity for educational partners.

4.1
0% of schools completed revisions to site equity plans, as the district chose to embed equity planning into the site's SPSA plans. The desired outcome for 23-24 was therefore changed to NA. This will no longer be used as a metric.
Educational Partner Surveys (Secondary Students) - There was no percentage for the prompt, Students spend time with other students from different backgrounds than themselves, due to changes in survey questions. The desired outcome for 23-24 was adjusted to NA as well.
Educational Partner Surveys (Families) - There was no percentage for the prompt, Students spend time with other students from different backgrounds than themselves, due to changes in survey questions. The desired outcome for 23-24 was adjusted to NA as well.
Educational Partner Surveys (District Staff) - 23-24 desired outcome for prompt, Staff have honest conversations about backgrounds/ideologies than their own, was met so increased that outcome to 57%
Educational Partner Surveys (District Staff) There was no percentage for the Year 2 Outcome for the prompt, Staff feel equity PD is effective, due to changes in survey questions. The desired outcome for 23-24 was adjusted to NA as well.
Educational Partner Surveys (Site Staff) - 23-24 desired outcome for prompt, Staff fair treatment of others from different backgrounds, was met so increased that outcome to 86%.
Educational Partner Surveys (Site Staff) - There was no percentage for the Year 2 Outcome for the prompt, Staff feel equity PD is effective, due to changes in survey questions. The desired outcome for 23-24 was adjusted to NA as well.

4.2
Educational Partner Surveys (Secondary Students) - 23-24 desired outcome for prompt, Students feel they can do well in school, was met so increased that outcome to 74%.
Educational Partner Surveys (Secondary Students) - 23-24 desired outcome for prompt, Students are putting effort into classes, was met so increased that outcome to 78%.

Educational Partner Surveys (Families) - 23-24 desired outcome for prompt, Families felt favorably about ease of contact with their student's teacher(s), was met so increased that outcome to 76%.
Educational Partner Surveys (Families) - Adjusted 23-24 desired outcome for prompt, Families are concerned about their student's academic growth, to 69% to reflect desired decrease in metric, rather than increase. Used Year 2 Outcome as baseline and desired decrease of 2%.
Educational Partner Surveys (Families) - Adjusted 23-24 desired outcome for prompt, Families are concerned about their student's social emotional well-being, to 78% to reflect desired decrease in metric, rather than increase. Used Year 2 Outcome as baseline and desired decrease of 2%.
Educational Partner Surveys (District Staff) - 23-24 desired outcome for prompt, Staff are concerned about students' academic growth, was met so decreased that outcome to 16%.
Educational Partner Surveys (District Staff) - 23-24 desired outcome for prompt, Staff are concerned about students' social emotional well-being, was met so decreased that outcome to 9%
Educational Partner Surveys (Site Staff) - 23-24 desired outcome for prompt, Staff are concerned about students' academic growth, was met so decreased that outcome to 40%
Educational Partner Surveys (Site Staff) - 23-24 desired outcome for prompt, Staff are concerned about students' social emotional well-being, was met so decreased that outcome to 32%
Student Involvement, Intramurals - 6th Grade SMS met the desired outcome so increased that outcome to 42.4%; 7th Grade DMMS met the desired outcome so increased that outcome to 47.6%; 7th Grade WSMS met the desired outcome so increased that outcome to 29.4%; 8th Grade DMMS met the desired outcome so increased that outcome to 44.4%; 8th Grade WSMS met the desired outcome so increased that outcome to 38.0%
Student Involvement, Activities - 6th Grade DMMS met the desired outcome so increased that outcome to 83.2%; 6th Grade WSMS met the desired outcome so increased that outcome to 81.8%; 7th Grade DMMS met the desired outcome so increased that outcome to 88.7%; 7th Grade TMS met the desired outcome so increased that outcome to 57.5%; 7th Grade WSMS met the desired outcome so increased that outcome to 85.5%; 8th Grade TMS met the desired outcome so increased that outcome to 59.3%; 8th Grade WSMS met the desired outcome so increased that outcome to 69.8%.

4.3
Panorama Survey Data (Grades 3 - 5) - Survey questions changed from the baseline year, in 21-22 and 22-23. Similar, but new, questions were chosen for 22-23 school year metrics. Desired outcomes were changed to reflect these new questions and outcomes based on an increase of 3% for 70%+ favorable responses and 6% for questions between 50% and 70% favorable responses.
Educational Partners Surveys (Secondary Students) - 23-24 desired outcome for prompt, Students feel they can do well in school, was met so increased that outcome to 72%.
Educational Partners Surveys (Secondary Students) - 23-24 desired outcome for prompt, Students responded favorably regarding the effort into classes, was met so increased that outcome to 76%.
Staff Training - Desired outcome for metric, Staff attended the two mandated mental health and social emotional well-being annual trainings, was adjusted to NA as these trainings were not offered this year and not planned for next year. This will no longer be used as a metric.
Staff Training - Desired outcome for metric, Teachers were trained in Restorative Practices and Youth Mental Health First Aid, was adjusted to, Teachers were trained in Restorative Practices, to accurately reflect trainings planned for next year.

Breakthrough Referrals and Appointments - Desired outcomes for metrics, Breakthrough Referrals and Breakthrough Appointments, was adjusted to NA. All mental health support has been moved from a centralized program to site staff. Breakthrough Referrals and Appointments will no longer be used as a metric.

4.5
Attendance Rates K - 8 (First Semester 2022) - SED 23-24 desired outcome was adjusted from NA to 92.28 to reflect desired outcome based on current data.
Chronic Absenteeism Rates K - 8 (First Semester 2022) - SED 23-24 desired outcome was adjusted from NA to 28.66 to reflect desired outcome based on current data.

4.6
0% of schools completed revisions to site equity plans, as the district chose to embed equity planning into the site's SPSA plans. The desired outcome for 23-24 was therefore changed to NA. This will no longer be used as a metric.
School site's LCFF Allocations tied to School Plans for Student Achievement (SPSA) will no longer be an action for the 23-24 LCAP. This decision was based on district analysis of how funds were used this year and in prior years. The district believes centralizing supplemental resources will provide more accountability and allow the district to better meet the needs of unduplicated pupils.
Action 4.6 will become Transportation for the 23-24 LCAP.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$21,705,703	0

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
9.03%	0.00%	$0.00	9.03%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1.1 Additional Teachers for Smaller Class Sizes K-3

The district's dashboard data demonstrates the need to support English Learners, foster youth, and low-income students in both English Language Arts and Mathematics. Despite the district being categorized as High overall in English Language Arts, our foster youth are categorized as Very Low and our English Learners and low-income students are categorized as Low. In Mathematics, the district is categorized as Low overall. Foster Youth are again categorized as Very Low, and English Learners and low-income students are categorized as Low.

To address these academic needs, the district will continue to provide additional K-3 teachers to reduce class size. 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 low-income students on the CAASPP assessment which will be be reflected on the state's dashboard. (Goal 1: Action 1)

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.

Justification: Funds directed towards smaller class sizes K-3 provide opportunities for more robust Tier I support of all students. They are principally directed to the 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 implementing K-3 Grade Span Adjustment (GSA) within our elementary schools to meet the learning needs of our unduplicated and targeted student groups.

Most Effective Use of Funds: Because smaller class sizes allow teachers to more easily differentiate instruction to meet the needs of our unduplicated students and identified student groups, because teachers believe that small class sizes enable 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.

(State Priorities: 1, 2, 4, 5, 6, and 7)

1.2 Counseling Support Services K-12

The district's cohort graduation rates and A-G rates demonstrate the need to support English Learners, foster youth, and low-income students in academic readiness and achievement. The district's overall graduation rate was 96.3%, while our low-income students had a rate of 94.7%, our English Learners had a rate of 93.8%, and our foster youth had a rate of 63.6%. Similarly, the district's overall A-G rate was 62.6%, while our low-income students had a rate of 52.1%, our English Learners had a rate of 33.3%, and our foster youth had a rate of 28.5%.

To address these needs, the district will support our English Learners, foster youth, and low-income 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 foster youth, low-income students, and English Learners 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 and identified student groups, as well as our entire student population. (Goal 1: Action 2)

The district expects that cohort graduation rates and A-G rates will increase for our foster youth, low-income 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 targeted student groups. It is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: 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 school counseling practices, secondary school demographics, and student outcomes in the state of Rhode Island during a 2-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 ACSA 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 indicate 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 there is strong evidence that elementary schools with comprehensive, data-driven school counseling programs display higher academic outcomes compared to schools without such programs.

Most Effective Use of Funds: Because our foster youth, low-income students, and English Learners are receiving 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. (State Priorities: 3, 4, 5, 6 and 7)

1.3 Coordinators to Support Student Learning and Achievement

The district's dashboard data demonstrates the need to support English Learners, foster youth, and low-income students in both English Language Arts and Mathematics. Despite the district being categorized as High overall in English Language Arts, our Foster Youth are categorized as Very Low and our English Learners and low-income students are categorized as Low. In Mathematics, the district is categorized as Low overall. Foster Youth are again categorized as Very Low, and English Learners and low-income students are categorized as Low.

To address these needs, the district will continue to provide coordinators to support our school staff's work in professional learning communities (PLCs) with a focus on the use of data to improve student learning and achievement for our foster youth, low-income students, and English Learners. The PLC work will improve instructional and assessment practices by aligning pacing and curricular focus areas. The PLCs will continue to work on developing strategies and interventions that support all learners' needs, especially our foster youth, low-income students, and English Learners. (Goal 1: Action 3)

With this focus on PLCs from our district coordinators, the district expects that achievement, as measured by CAASPP data and dashboard indicators, will increase at a greater rate for our foster youth, low-income students, and English Learners than for our overall student population. The coordinators oversight of this work ensures that consistent and impactful practices are in place district-wide. Their support of school site PLCs will benefit all students district-wide, but this action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: 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., the reviewed studies clearly show 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 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.

Most Effective Use of Funds: Because our unduplicated students, especially our foster youth, low-income students, and English Learners are receiving increased academic supports due to teacher collaboration in PLCs, because coordinators are in place to provide resources and guidance for this initiative, and because research indicates that that the work of PLCs is linked to increased student achievement, this is the most effective use of these resources. (State Priorities: 2, 4, 5, 6 and 7)

1.4 Advancement Via Individual Determination (AVID)

The district's A-G rates demonstrate a need to support foster youth, low-income students, and English Learners in college and career readiness. The overall A-G rate for the district was 62.6%, while the A-G rate for low-income students was 52.1%, for English Learners was 33.3%, and for Foster Youth was 28.6%.

To address this need, the AVID program will provide students continued 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. (Goal 1: Action 4)

The district expects to see increased A-G rates for students as a result of the continued implementation of the AVID program. This action will benefit all secondary students who meet AVID criteria across the district, as well as all students at Avaxat Elementary, but it is in place to impact low-income students, as the program promotes increased college readiness for low-income, first-generation students. This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: 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). We continue to adhere to the AVID prescribed implementation guidance and, as a result, we continue to achieve strong outcomes for our AVID participants.

Most Effective Use of Funds: Because our unduplicated students, especially low-income students, demonstrate a need for improved A-G

rates post-pandemic, 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. (State Priorities: 3, 4, 5, 6 and 7)

1.5 Career Technical Education (CTE) Pathways

The district's Cohort Graduation Rates demonstrate a need to support low-income students, foster youth, and English Learners in opportunities to connect to high school and engage in relevant post high school career learning and planning. The district has a high graduation rate of 96.3%, but low-income students have a lower rate of 94.7%, English Learners have a rate of 93.8%, and foster youth have a rate of 93.8%.

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. (Goal 1: Action 5)

The district expects to see increased engagement in learning and school, as well as more planning for post high school opportunities, due to CTE opportunities for our unduplicated student groups. These efforts align with the additional counseling supports for academic planning which will result in increased graduation rates and increased college and career indicator rates when they are available. CTE programs will positively impact all students, but this action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: 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 only seventy-five percent average nationwide graduation rate (U.S. Department of Education 2007-2008 data, National Association of State Directors of Career Technical Education 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)

Most Effective Use of Funds: Because our graduation rates indicate 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. (State Priorities: 2, 4, 5, 6 and 7)

1.6 College and Career Readiness

The district's A-G rates demonstrate a need to support foster youth, low-income students, and English Learners in college and career readiness. The overall A-G rate for the district was 62.6%, while the A-G rate for low-income students was 52.1%, for English Learners was 33.3%, and for Foster Youth was 28.6%. In looking at AP course enrollment, the student group enrollment is not proportional to their overall percentage of the population. For example, English Learners make up 5.1% of the total population but only 1.8% of the AP enrollment, and low-income students make up 48.6% of the high school population but only 41.2% of the AP enrollment. Foster Youth numbers are too low to demonstrate proportionality (32/8189 students).

To address this need, the district will continue to make intentional efforts to provided targeted preparation of unduplicated students for high school and post-secondary planning, as well as promote and support advanced coursework options with these student groups. These efforts 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. (Goal 1: Action 6)

The district expects to see an increase in A-G rates for foster youth, low-income students, and English Learners, as well as increased AP enrollment for English Learners and foster youth. 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.

Justification: 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 placement, or both for qualifying AP Exam scores. This can mean fulfilling graduation requirements early and being able to skip introductory courses or required general-education courses. (AP Central at https://apcentral.collegeboard.org/about-ap/discover-benefits)

Most Effective Use of Funds: Because our A-G and AP enrollment rates indicate a need for continuing to promote college/career readiness, and because research supports intentional efforts to focus on providing college/career readiness activities for unduplicated students, especially low-income 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. (State Priorities: 3, 4, 5, 6, and 7)

2.1 Elementary Intervention Teachers

The district's CAASPP scores demonstrate the need to support low-income students and English Learners in English Language Arts and Math. The 3rd grade ELA scale scores are 9.2 points below meeting standard for all students. For low-income students it is 39.2 points below, and for English Learners it is 76.5 points below. The foster youth student group was too small to have a scale score. The 3rd grade Math scale scores are 1.4 points below meeting standard for all students. For low-income students it is 27.2 points below, and for English Learners it is 53.5 points below. Again, the foster youth student group was too small to have a scale score. This discrepancy between the overall scores and that of low-income students and English Learners is mirrored in 4th and 5th grade scores.

To address these academic needs, the district will continue to offer full-time intervention teachers at each elementary site to address the reading and math needs of low-income students, foster youth, and English Learners. This intentional support for our unduplicated students will provide supplemental support in targeted needs leading to higher achievement as evidenced on the CAASPP and in the local iReady assessments. (Goal 2: Action 1)

As a result of the pandemic, all students' reading and math proficiency rates have declined so 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.

Justification: Murrieta Valley Unified School District provides an elementary intervention teacher at each of our eleven elementary schools. These teachers service students who are not meeting 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 PLCs.

A 2015 research study states there were positive effects of small group instruction for the improvement of 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 would have been provided if they were 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.

Most Effective Use of Funds: Because our CAASPP scores indicate a need for providing academic support for our elementary students who are low-income 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 identified components, the intervention teacher support is the most effective use of the funds. (State Priorities: 1, 2, 4, 5, 6 and 7)

2.2 Additional Secondary Sections for Intervention/Acceleration

The district's secondary 'F' rates demonstrate the need to support low-income and English Learner students in all coursework. The overall middle school 'F' rate with 2 or more 'F' grades was 3.25% while our low-income rate was 4.37%, our English Learner rate was 5.95%, and our foster youth rate was 10.0%. The overall high school 'F' rate with 2 or more 'F' grades was 7.29% while our low-income rate was 9.96%, our English Learner rate was 11.47%, and our foster youth rate was 26.92%.

To address this need, the district will continue to provide our low-income 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 low-income students, foster youth, and English Learners with focused support in math and ELA, as well as other core classes. (Goal 2: Action 2)

The district expects to see a decrease in 'F' rates at the secondary schools, overall and for low-income students, foster youth, and English Learners, due to the increased sections for intervention support. As a result of the pandemic, all secondary student groups' 'F' rates have increased. 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.

Justification: From research and a panel paper on credit recovery, findings indicate credit recovery students 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 dropping out for black, Hispanic, and economically disadvantaged students and for 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 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 intentions 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.

Most Effective Use of Funds: Because our secondary 'F' rates indicate a need to support our low-income 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.
(State Priorities: 2, 4, 5, 6 and 7)

2.4 Intervention Programs and Support

The district's dashboard data demonstrates the need to support English Learners, foster youth, and low-income students in both English

Language Arts and Mathematics. Despite the district being categorized as High overall in English Language Arts, our Foster Youth are categorized as Very Low and our English Learners and Low-income students are categorized as Low. In Mathematics, the district is categorized as Low overall. Foster Youth are again categorized as Very Low, and English Learners and Low-income students are categorized as Low.

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 low-income students in both English Language Arts and Math. Programs used to provide this support will include Read 180 and Imagine Learning Math, which build skills that lead to reading and math proficiency. The Beyond SST program will be used to ensure there is collaboration amongst staff and families around interventions in place to support students who need them. (Goal 2: Action 4)

The CAASPP scores and CA dashboard metrics are expected to increase for our English Learners, foster youth, and low-income students as a result of the use of intervention programs. All student groups' reading and math proficiency rates have declined post-pandemic so 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.

Justification: Prior to the pandemic, student performance on program benchmarks demonstrated regular growth for our unduplicated students in intervention classes. All of these programs provide research demonstrating the effectiveness and impact on student achievement. For example, the What Works Clearinghouse found that READ 180 was found to have positive effects on comprehension and general literacy achievement (2016) and SEG Measurement found that, "Students who used Imagine Math showed greater performance on the Spring 2018 Math SBAC Mathematics Summative assessment than comparable students who did not use Imagine Math." (Feb. 2019) Research states, "If addressed early, Tier 2 interventions can prevent further disengagement - which often results in chronic or more serious behaviors if and academic failure." (New Hampshire Center for Effective Behavioral Interventions and Supports, November 2010)

Most Effective Use of Funds: Because the district's dashboard indicates a need to support English Learners, foster youth, and low-income 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. (State Priorities: 2, 4, 5, 6 and 7)

3.1 Instructional Coaching Support
3.2 Induction Program
3.3 Curriculum Work Teams
3.4 Outsourced Data and Assessment Programs

The district's dashboard data demonstrates the need to support English Learners, foster youth, and low-income students in both English Language Arts and Mathematics. Despite the district being categorized as High overall in English Language Arts, our Foster Youth are categorized as Very Low and our English Learners and low-income students are categorized as Low. In Mathematics, the district is categorized as Low overall. Foster Youth are again categorized as Very Low, and English Learners and low-income students are categorized

as Low.

To address these academic needs, the district will continue to provide instructional coaching, the Induction Program to support new teachers, curriculum work teams, and outsourced data and assessment programs. These actions provide an array of supports to our staff which enable them to more effectively meet the needs of our unduplicated students. The include instructional coaching, mentoring and professional development for new teachers, teacher-developed pacing guides and assessments, and 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 the California Dashboard. 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 low-income students who have been more greatly affected by learning loss due to the pandemic. (Goal 3: Action 1-4)

Justification: These actions all contribute to supporting teacher growth in meeting the needs of every learner in their classroom, specifically the students with the greatest needs, our English Learners, low-income students, unduplicated students and identified student groups. 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) Additionally, 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) Finally, the curriculum work teams and 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)

Most Effective Use of Funds: Because the dashboard data indicates a need for growth in both English Language Arts and math for our low-income students, foster youth, and English Learners, and because research support the positive impact of instructional coaching, induction programs, and PLCs on student achievement, we conclude that this is the most effective use of funds. (State Priorities: 1, 2, 4, 5, 6, and 7)

4.1 Equity and Equitable Practices

The district's dashboard data demonstrates the need to support English Learners, foster youth, and low-income students in both English Language Arts and Mathematics. Despite the district being categorized as High overall in English Language Arts, our Foster Youth are categorized as Very Low and our English Learners and Low-income students are categorized as Low. In Mathematics, the district is categorized as Low overall. Foster Youth are again categorized as Very Low, and English Learners and Low-income students are categorized as Low. Similarly, there is discrepancy in our dashboard data for suspension rate. While our Suspension rate has been identified as a success for the district, a number of student groups are identified as having higher rates, including our foster youth who are categorized

as Very High.

To address these needs, the district will continue to provide training on equitable practices and cultural proficiency 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 in educational practice, but it is principally directed to and most effective in meeting the needs of unduplicated students. (Goal 4: Action 1)

Justification: 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 committed 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. In addition to RCOE's Excellence through Equity conference, we are planning subject-specific training for high school Social Science teachers. Additionally, we are now making 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 equity work 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 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."

Most Effective Use of Funds: Because the data indicates a need for growth in both ELA and math for our low-income students, foster youth, and English Learners, and because the data indicates a need to improve suspension rates for a number of student groups, including foster youth, and because the district has a historical focus on equity efforts to ensure equitable practices and cultural proficiency, and because equity 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. (State Priorities: 3, 4, 5, 6 and 7)

4.2 Educational Partner Engagement

The district's mid-year data regarding educational partner advisory group meetings demonstrates that our district will meet the metric of four district meetings annually. Our English Learner families meet through our sites' English Learner Advisory Councils and our District English Learner Advisory Council. Family survey data indicates some overall strengths in families' comfort in communicating with the school (76%) and ease of contacting their student's teacher(s) (74%), but only 48% of responses indicated that families feel their school values their opinions, indicating a continued need to build partnerships with our families.

To address this need, the district will continue to support student and family engagement through our many advisory groups. The feedback from families at the various meetings allows us to ensure the district is addressing 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 and family engagement. Based on our advisory group's feedback, the district has provided equity training for staff, tutoring and extra supports at all schools, social emotional supports, family informational sessions, and cultural events. Efforts are being made to enhance the functions of our current groups, expand opportunities for partnering around the development of the LCAP, implement site-based advisory councils, explore new opportunities for engaging families, and promote family engagement practices with our site leaders as we participate in the Community Engagement Initiative. (Goal 4: Action 2)

The district expects to see a positive increase in Panorama 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.

Justification: The district is continuing 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 and identified student groups. There are a number 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), LCAP Advisory, 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 continued needs for the district to consider. Feedback from involved 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 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 stakeholders 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)

Most Effective Use of Funds: 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 most effective use of the funds. (State Priorities: 3, 4, 5 and 6)

4.3 Mental Health Supports and Multi-Tiered Systems of Support (MTSS)

The district's mid-year suspension data demonstrates the need to support low-income students, foster youth, and English Learners in the area of behavior and well-being. The district's overall suspension rate is 2.2%, while the rate for low-income students is 2.9%, the rate for foster youth is 11.1%, and the rate for English Learners is 2.4%.

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) at our school sites. These intentional services for low-income students, foster youth, and English Learners will decrease suspension rates by increasing student well-being, readiness for learning, and school achievement. (Goal 4: Action 1)

Post-pandemic, our schools continue to see increased needs in the area of behavior and mental health. 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.

Justification: 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, a learning disability, 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 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 and MTSS implementation will provide school sites with needed assistance for providing systematic services for all students, as well as provide direct group and individual services for our at-risk students with a focus on our unduplicated students and identified student groups.

Most Effective Use of Funds: Because the suspension data indicates a need to support English Learners, low-income students, and foster youth in 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 frameworks is key to improving outcomes for those who have been historically underserved, we conclude these efforts represent the most effective use of the funds. (State Priorities: 3, 5 and 6)

4.5 Attendance
4.6 Transportation

The district's mid-year attendance data demonstrates the need to support K-12 low-income students, foster youth, and English Learners in daily school engagement. The district's overall K-12 attendance rate is 92.63% compared to low-income at 91.87%, foster youth at 89.84%, and English Learners at 91.91%. Similarly, the district's mid-year K - 12 chronic absenteeism rate is 24.49% compared to low-income at 28.71%, foster youth at 36.05%, and English Learners at 29.86%.

To address these attendance discrepancies for low-income students, foster youth, and English Learners, the district will continue to provide intentional attendance efforts led by the attendance coordinator. These efforts include an attendance program, as well as regular meetings with school site attendance teams to address efforts to build attendance awareness and provide interventions for students who have high absenteeism. These teams 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. (Goal 4: Action 5)

In addition to these attendance efforts, the district will also 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 our educational program. (Goal 4: Action 6)

The attendance rates are expected to increase, and chronic absenteeism rates are expected to decrease for low-income 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 from low-income families, students experiencing homelessness, and foster youth.

Post-pandemic, overall attendance rates have been 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.

Justification: 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. 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 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 (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)

Most Effective Use of Funds: Because the data indicates a need to improve the attendance of our low-income 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.
(State Priorities: 1, 3, 5 and 6)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Murrieta Valley Unified School District has a low percentage of unduplicated students, relative to other districts. As a result of that low percentage and its impact on LCAP allocations, the district is very intentional in providing the targeted services for our unduplicated students which most effectively meet their needs and work to close achievement gaps.

Murrieta Valley Unified School District has developed the 2023-24 Local Control and Accountability Plan (LCAP) to target LCFF Supplemental Funds to meet the needs of Low-Income, English Learners, Foster/Homeless Youth, and identified student groups by increasing or improving services by the required 9.03% which is a total of $21,691,721. The Murrieta Valley Unified School District will further increase or improve services beyond the required percentage to 9.88% which is a total of $23,727,314.

The limited actions and services that support English Learners (Goal 2: Action 3) and Foster Youth (Goal 4: Action 4) are described below.

2.3 English Learner Program Support

The district's English Learner Progress Indicator (ELPI) rate and other California Dashboard data metrics demonstrates the need to support our English Learner students in attaining English proficiency. The district's English Learner reclassification rate has declined from 57.9% in 2019 to 53.3% in 2022. English Learners are aligned with our overall district indicator in Math and are categorized as Low. They are below our overall district rating of High in English Language Arts and are categorized as Low.

To address these needs, the district will continue to provide our English Learner students with access to current supports, including language acquisition programs, curriculum and materials, integrated and designated supports, secondary classes for designated instruction and support in core classes, and family engagement opportunities at the school site and in the district. Additionally, the district will continue work on 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. (Goal 2: Action 3)

The district expects to see an increase in the English Learner Progress Indicator (ELPI) and an increase in academic achievement as measured on the dashboard due to these actions and services. This action is principally directed to and most effective in meeting the needs of English Learner students.

Justification: 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 Laboratory, 2019).

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)

Most Effective Use of Funds: 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 effective use of funds. (State Priorities: 2, 3, 4, 5, 6 and 7)

4.4 Foster and Homeless Youth Support Services

The district was identified as eligible for Differentiated Assistance in the CA System of Support based on 2022 CA School Dashboard Outcomes for our Foster Youth student group. Areas of concern include:
- English Language Arts performance which was 16.9 points above the standard for all students and 79.6 points below the standard for Foster Youth
- Math performance which was 26.3 points below the standard for all students and 119.3 points below the standard for Foster Youth
- Graduation Rate which was 96.3% for all students and 63.6% for Foster Youth
- Chronic Absenteeism which was 30.8% for all students and 46.9% for Foster Youth
- Suspension Rate which was 2.5% for all students and 12.8% for Foster Youth

In conducting a root cause analysis, we have identified specific needs for 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 support the needs of our Foster and McKinney Vento Youth, as

well as a guidance technician to enroll Foster Youth students to ensure we have all necessary documentation to support our students as they transition into our schools. (Goal 4: Action 4)

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 have been impacted tremendously by the pandemic and the years following restrictions, resulting in higher chronic absenteeism, greater mental health needs, and lower levels of engagement which have negatively impacted student learning and achievement. This action is principally directed to and most effective in meeting the needs of Foster Youth.

Justification: 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 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 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)

Most Effective Use of Funds: Because data indicates substantial needs for our foster students in multiple metrics (academic achievement, graduation rate, 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. (State Priorities: 1, 2, 4, 5, 6 and 7)

The Murrieta Valley Unified School District's increased or improved services are listed by Goal below.

Goal 1: Student Learning and Achievement
- Additional Teachers for Smaller Class Sizes K-3
- Counseling Support Services K-12
- Coordinators to Support Student Learning and Achievement
- Advancement Via Individual Determination (AVID) Program
- Career Technical Education (CTE) Pathways
- College/Career Readiness

Goal 2: Prevention/Intervention/Acceleration
- Elementary Intervention Teachers
- Additional Secondary Sections for Intervention/Acceleration
- English Learner Program Support
- Intervention Programs and Support

Goal 3: Professional Development
- Instructional Coaching
- Induction Program
- Curriculum Work Teams
- Outsourced Data and Assessment Programs

Goal 4: Equity, Engagement, School Culture, and Climate
- Equity and Equitable Practices
- Educational Partner Engagement
- Mental Health Supports and Multi-Tiered Systems of Support (MTSS)
- Foster and Homeless Youth Support Services
- Attendance Supports
- Transportation Services

The Murrieta Valley Unified School District's 2023-24 LCAP goals and related actions and services are principally directed to and effective in supporting our unduplicated student groups. The 2023-24 LCAP's actions and services are the most effective use of the LCFF Supplemental Funds as described in the LCAP document.

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.

Murrieta Valley Unified School District does not receive concentration grant funds so this prompt does not apply to our school district.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$23,828,180.00				$23,828,180.00	$19,006,043.00	$4,822,137.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Additional Teachers for Smaller Class Sizes K-3	English Learners Foster Youth Low Income	$2,803,970.00				$2,803,970.00
1	1.2	1.2 Counseling Support Services K-12	English Learners Foster Youth Low Income	$2,750,937.00				$2,750,937.00
1	1.3	1.3 Coordinators to Support Student Learning and Achievement	English Learners Foster Youth Low Income	$889,338.00				$889,338.00
1	1.4	1.4 Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	$2,141,885.00				$2,141,885.00
1	1.5	1.5 Career Technical Education (CTE)	English Learners Foster Youth Low Income	$3,658,293.00				$3,658,293.00
1	1.6	1.6 College/Career Readiness	English Learners Foster Youth Low Income	$129,820.00				$129,820.00
2	2.1	2.1 Elementary Intervention Teachers	English Learners Foster Youth Low Income	$4,550,622.00				$4,550,622.00
2	2.2	2.2 Additional Secondary Sections for Intervention/ Acceleration	English Learners Foster Youth Low Income	$980,566.00				$980,566.00
2	2.3	2.3 English Learner Program Support	English Learners	$1,217,750.00				$1,217,750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	2.4 Intervention Programs and Support	English Learners Foster Youth Low Income	$235,537.00				$235,537.00
3	3.1	3.1 Instructional Coaching	English Learners Foster Youth Low Income	$152,815.00				$152,815.00
3	3.2	3.2 Induction Program	English Learners Foster Youth Low Income	$294,551.00				$294,551.00
3	3.3	3.3 Curriculum Work Teams	English Learners Foster Youth Low Income	$106,680.00				$106,680.00
3	3.4	3.4 Outsourced Data and Assessment Programs	English Learners Foster Youth Low Income	$345,000.00				$345,000.00
4	4.1	4.1 Equity and Equitable Practices	English Learners Foster Youth Low Income	$419,817.00				$419,817.00
4	4.2	4.2 Educational Partner Engagement	English Learners Foster Youth Low Income	$77,532.00				$77,532.00
4	4.3	4.3 Mental Health Supports and Multi-Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	$1,020,113.00				$1,020,113.00
4	4.4	4.4 Foster and Homeless Youth Support Services	Foster Youth	$379,234.00				$379,234.00
4	4.5	4.5 Attendance Supports	English Learners Foster Youth Low Income	$258,066.00				$258,066.00
4	4.6	4.6 Transportation	Foster Youth Low Income	$1,415,654.00				$1,415,654.00

2023-24 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
$240,479,750	$21,705,703	9.03%	0.00%	9.03%	$23,828,180.00	0.00%	9.91 %	**Total:**		$23,828,180.00
								LEA-wide Total:		$22,231,196.00
								Limited Total:		$1,596,984.00
								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	1.1 Additional Teachers for Smaller Class Sizes K-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	$2,803,970.00	
1	1.2	1.2 Counseling Support Services K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,750,937.00	
1	1.3	1.3 Coordinators to Support Student Learning and Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$889,338.00	
1	1.4	1.4 Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Avaxat Elementary 6-12	$2,141,885.00	
1	1.5	1.5 Career Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	$3,658,293.00	
1	1.6	1.6 College/Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	$129,820.00	

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	2.1 Elementary Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary	$4,550,622.00	
2	2.2	2.2 Additional Secondary Sections for Intervention/ Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	$980,566.00	
2	2.3	2.3 English Learner Program Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,217,750.00	
2	2.4	2.4 Intervention Programs and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,537.00	
3	3.1	3.1 Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,815.00	
3	3.2	3.2 Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$294,551.00	
3	3.3	3.3 Curriculum Work Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,680.00	
3	3.4	3.4 Outsourced Data and Assessment Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,000.00	
4	4.1	4.1 Equity and Equitable Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$419,817.00	
4	4.2	4.2 Educational Partner Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,532.00	
4	4.3	4.3 Mental Health Supports and Multi-Tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,020,113.00	
4	4.4	4.4 Foster and Homeless Youth Support Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$379,234.00	

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	4.5 Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$258,066.00	
4	4.6	4.6 Transportation	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,415,654.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$19,429,994.00	$21,716,291.00

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 K-3 (Grade Span Adjustment)	Yes	$2,871,937.00	$2,734,899.00
1	1.2	1.2 Maintain Counseling Support Services K-12	Yes	$2,381,088.00	$2,571,801.00
1	1.3	1.3 Maintain Coordinators to Support Student Learning and Achievement	Yes	$787,298.00	$849,905.00
1	1.4	1.4 Maintain Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools	Yes	$1,982,043.00	$1,996,169.00
1	1.5	1.5 Support for Career Technical Education (CTE) pathways at all high schools.	Yes	$3,098,055.00	$3,300,306.00
1	1.6	1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB)	Yes	$152,071.00	$85,305.00
1	1.7	1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)	Yes	$326,564.00	$507,196.00
2	2.1	2.1 Elementary Intervention Teachers	Yes	$1,771,306.00	$1,988,848.00
2	2.2	2.2 Additional MS/HS Sections for Intervention/Acceleration	Yes	$878,157.00	$877,685.00

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)
2	2.3	2.3 English Learning Program Support	Yes	$1,235,375.00	$1,064,248.00
2	2.4	2.4 Extended Learning Opportunities and Intervention Programs and Support	Yes	$246,200.00	$216,200.00
2	2.5	2.5 Site School Plans for Student Achievement (SPSA) Plans	Yes	$640,238.00	$672,938.00
3	3.1	3.1 Instructional Coaching Support	Yes	$82,918.00	$89,286.00
3	3.2	3.2 Maintain Fully Credentialed Teachers	Yes	$296,832.00	$273,772.00
3	3.3	3.3 Maintain Professional Development, Curriculum Development, and Collaboration	Yes	$107,440.00	$104,440.00
3	3.4	3.4 Maintain Outsourced and Data Programs to Support Student Learning and Teacher Professional Development	Yes	$364,000.00	$294,000.00
3	3.5	3.4 Site School Plans for Student Achievement (SPSA) Plans	Yes	$135,760.00	$209,037.00
4	4.1	4.1 Equitable Practices	Yes	$412,517.00	$322,485.00
4	4.2	4.2 Educational Partner Engagement	Yes	$112,931.00	$45,697.00
4	4.3	4.3 Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS	Yes	$913,761.00	$940,376.00
4	4.4	4.4 Foster and Homeless Youth Support Services	Yes	$236,234.00	$253,288.00

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)
4	**4.5**	4.5 Attendance	Yes	$227,323.00	$2,091,974.00
4	**4.6**	4.6 Site School Plans for Student Achievement (SPSA) Support	Yes	$169,946.00	$226,436.00

2022-23 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)
$18,687,642.00	$19,429,994.00	$21,573,851.00	($2,143,857.00)	0.00%	0.00%	0.00%

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)
1	1.1	1.1 Additional Teachers K-3 (Grade Span Adjustment)	Yes	$2,871,937.00	$2,734,899.00		
1	1.2	1.2 Maintain Counseling Support Services K-12	Yes	$2,381,088.00	$2,571,801.00		
1	1.3	1.3 Maintain Coordinators to Support Student Learning and Achievement	Yes	$787,298.00	$849,905.00		
1	1.4	1.4 Maintain Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools	Yes	$1,982,043.00	$1,996,169.00		
1	1.5	1.5 Support for Career Technical Education (CTE) pathways at all high schools.	Yes	$3,098,055.00	$3,300,306.00		
1	1.6	1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB)	Yes	$152,071.00	$85,305.00		
1	1.7	1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)	Yes	$326,564.00	$507,196.00		

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)
2	2.1	2.1 Elementary Intervention Teachers	Yes	$1,771,306.00	$1,988,848.00		
2	2.2	2.2 Additional MS/HS Sections for Intervention/Acceleration	Yes	$878,157.00	$877,685.00		
2	2.3	2.3 English Learning Program Support	Yes	$1,235,375.00	$1,064,248.00		
2	2.4	2.4 Extended Learning Opportunities and Intervention Programs and Support	Yes	$246,200.00	$216,200.00		
2	2.5	2.5 Site School Plans for Student Achievement (SPSA) Plans	Yes	$640,238.00	$672,938.00		
3	3.1	3.1 Instructional Coaching Support	Yes	$82,918.00	$89,286.00		
3	3.2	3.2 Maintain Fully Credentialed Teachers	Yes	$296,832.00	$261,832.00		
3	3.3	3.3 Maintain Professional Development, Curriculum Development, and Collaboration	Yes	$107,440.00	$104,440.00		
3	3.4	3.4 Maintain Outsourced and Data Programs to Support Student Learning and Teacher Professional Development	Yes	$364,000.00	$294,000.00		
3	3.5	3.4 Site School Plans for Student Achievement (SPSA) Plans	Yes	$135,760.00	$209,037.00		
4	4.1	4.1 Equitable Practices	Yes	$412,517.00	$322,485.00		
4	4.2	4.2 Educational Partner Engagement	Yes	$112,931.00	$45,697.00		
4	4.3	4.3 Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS	Yes	$913,761.00	$809,876.00		
4	4.4	4.4 Foster and Homeless Youth Support Services	Yes	$236,234.00	$253,288.00		

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)
4	4.5	4.5 Attendance	Yes	$227,323.00	$2,091,974.00		
4	4.6	4.6 Site School Plans for Student Achievement (SPSA) Support	Yes	$169,946.00	$226,436.00		

2022-23 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)
$228,064,942.00	$18,687,642.00	0%	8.19%	$21,573,851.00	0.00%	9.46%	$0.00	0.00%

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.

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 (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 aspects of the LCAP template 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, 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]).

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

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

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.

- 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.

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

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

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

Action Tables

Complete the Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

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

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

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

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

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

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

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

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

  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.

- **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 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 Service 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 the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    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).

California Department of Education
January 2022

Program Descriptions

AP: (Advanced Placement) Courses offering college-level curriculum and examinations to high school students	**Imagine Math**: Math intervention program offered in grades 6-12 designed to fill math fluency gaps and provide learners opportunities to meet/exceed proficiency targets.
AVID: (Advancement vis Individual Determination) The AVID program directs academic and social support and contributes to increasing AP class enrollment and postsecondary education to under-represented students.	**Intervention Teacher**: Full-time teacher assigned to the elementary school to provide intervention support to unduplicated students and identified ethnic groups who are not meeting reading literacy and math fluency targets.
CSU San Marcos Alliance: Partnership with CSU San Marcos designed to encouragement college admission to that institution. Students who commit to CSU San Marcos and complete the requirements for admission receive preferential admission.	**LCAP**: Local Control and Accountability Plan
CTE: (Career Technical Education) CTE is an educational approach that gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career focus. It provides learners with the knowledge, experiences, and skills they need to be prepared for college and careers.	**Mental Health Support**: Mental Health Services are mental health supports/services offered to students. These services are provided when students have significant socio-emotional or socio-behavioral needs that impede their ability to benefit from their education instruction.
DE: (Dual Enrollment) School Site program offered at Vista Murrieta High School which allows both high school and college credit for certain courses.	**PBIS**: (Positive Behavior Intervention System) Provides strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.
ELD: (English Language Development) Direct instruction for English Language Learners)	**PTSF**: (Partnerships for Thriving Students and Families) Strategic effort to thoughtfully and authentically engage parent stakeholders
High School Access Bridge: Provides year-round academic support identified students enrolled in AP, DE or IB classes.	**Restorative Practices:** Processes that may proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices represent a mindset that can help guide adult and youth behavior and relationship management in schools.
ELL: English Language Learner whose primary language is other than English and who has yet to become proficient in English.	**STEM**: Science, Technology, Engineering and Mathematics
Equity: Practices or conditions that result in the same outcomes for members of a group. Providing an individual what is needed.	**TOSA**: (Teacher on Special Assignment) Instructional expert released to provide coaching/direct support to the classroom
Foster Youth Liaison: Support to ensure Foster Youth needs are met in accordance with the law.	**VAPA**: Visual and Performing Arts

Common Local Academic Acronyms Used

AA	African American	EHC	E. Hale Curran Elementary School
ACT	American College Test	ELPAC	English Language Proficiency Assessment for CA
ADA	Average Daily Attendance	ELA	English Language Arts
A-G	UC/CSU Approved Courses	ELD	English-language development
AHES	Antelope Hills Elementary School	ELL	English Language Learner
AI	Academic Improvement	EL	English Learner
AP	Advanced Placement	ES/MS/HS	Elementary, Middle and High School
APEX	Outsourced Assessment Program	ESGI	Outsourced Assessment Program
AMES	Alta Murrieta Elementary School	ESSA	Every Student Succeeds Act
API	Academic Performance Index	FAFSA	Free Application for Federal Student Aid
ATP	Adult Transition Program	FTE	Full Time Equivalent
AES	Avaxat Elementary School	GE	General Education
AVID	Advancement Via Individual Determination	GPA	Grade Point Average
BES	Buchanan Elementary School	HOUSSE	High Objective Uniform State Standard of Evaluation
CAASPP	California Assessment of Student Performance and Progress	HQT	Highly Qualified Teacher
CALPADS	California Longitudinal Pupil Achievement Data System	IB	International Baccalaureate
CAPA	California Alternate Performance Assessment	IEP	Individualized Education Plan
CCES	Cole Canyon Elementary	L@H	Learn At Home
CCGI	California Colleges Guidance Initiative	LCAP	Local Control and Accountability Plan
CCR	California Code of Regulations	LCFF	Local Control Funding Formula
CDE	California Department of Education	LEA	Local Educational Agency
CHKS	California Healthy Kids Survey	LI	Low Income
COE	California Department of Education	LJM	Lisa J. Mails Elementary School
CSU	California State University	LMS	Learning Management System
CTE	Career Technical Education	LTEL	Long Term English Learner
CUE	Computer Using Educators	MCA	Murrieta Canyon Academy
DE	Dual Enrollment	MI	Math Inventory
DELAC	District English Learner Advisory Council	MES	Murrieta Elementary School
DMMS	Dorothy McElhinney Middle School	CADA	California Association of Directors of Activities
EAMO	Expected Annual Measurable Outcomes	MSJC	Mt. San Jacinto College
EAP	Early Assessment Program	MMHS	Murrieta Mesa High School
		MEA	Murrieta Educator Association

MVES	Monte Vista Elementary School	SED	Socially Economically Disadvantaged
MVHS	Murrieta Valley High School	SMS	Shivela Middle School
MVUSD	Murrieta Valley Unified School District	SPED/MH	Special Education-Mental Health
MYP	Middle Years Program	SPSA	School Plan for Student Achievement
NGSS	Next Generation Science Standards	RI	Reading Inventory
PAR	Peer Assistance and Review	SRO	School Resource Officer
PBIS	Positive Behavior Interventions and Supports	STEM	Science Technology Engineering and Math
PELD	Project and English Learner Directors	SWP	School Wide Programs
PLC	Professional Learning Community	SWD	Students with Disabilities
PRE-ID	Pre-Identification	TES	Tovashal Elementary School
PSAT	Preliminary Student Achievement Test	TMS	Thompson Middle School
PTA/PTSA	Parent Teacher Association/Parent Teacher Student Association	TK	Transitional Kindergarten
RCAN	Riverside County Assessment Network	TOMS	Test Operations Management System
RCOE	Riverside County Office of Education	TOSA	Teacher on Special Assignment
RRES	Rail Ranch Elementary School	TTM	Think Through Math
SARC	School Accountability Report Card	UC	University of California
SAT	Student Achievement Test	VAPA	Visual and Performing Arts
SBAC	Smarter Balanced Assessment Consortium	VMHS	Vista Murrieta High School
SPED	Special Education	WSMS	Warm Springs Middle School