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# Monitoring Goals, Actions, and Resources for the

# 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available mid-year outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available mid-year expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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| **Internal Notes** |
| **Internal Notes** |

| **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 |

### [Goal](http://www.doc-tracking.com/screenshots/20LCAP/Instructions/20LCAPInstructions.htm#goalDescription) 1

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

## Expected Annual Measurable Objectives

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| **Metric #** | **Metric** | **Baseline** | **Year 1 Outcome** | **Year 2 Outcome** | **Mid-Year Outcome Data** | **Desired Outcome for 2026-2027** |
| **1.1** | iReady K - 3 (% at grade level)Increase % at grade level by 2% annually for all grade levels and student groupsSource: Power BI  | December2023ELAKinder 60.0%1st Grade 39.8%2nd Grade 58.4%3rd Grade 68.1%All (K-3) 56.9%EL 32.8%SED 49.0%SWD 33.2%AA 54.5%HI 51.7%FY 43.9%MathKinder 38.5%1st Grade 24.8%2nd Grade 32.6%3rd Grade 37.8%All (K-3) 33.5%EL 16.4%SED 25.9%SWD 22.4%AA 26.4%HI 27.7%FY 17.1% |  |  | December2024ELAKinder 60.3%1st Grade 39.0%2nd Grade 55.6%3rd Grade 70.7%All (K-3) 56.9%EL 29.3%SED 49.7%SWD 36.4%AA 51.6%HI 52.0%FY 30.6%MathKinder 38.6%1st Grade 26.3%2nd Grade 32.2%3rd Grade 39.5%All (K-3) 34.2%EL 16.7%SED 34.2%SWD 21.2%AA 19.7%HI 27.7%FY 13.9% | December 2026ELAKinder 66.0%1st Grade 45.8%2nd Grade 64.4%3rd Grade 74.1%All (K-3) 62.9%EL 38.8%SED 55.0%SWD 39.2%AA 60.5%HI 57.7%FY 49.9%MathKinder 44.5%1st Grade 30.8%2nd Grade 38.6%3rd Grade 43.8%All (K-3) 39.5%EL 22.4%SED 31.9%SWD 28.4%AA 32.4%HI 33.7%FY 23.1% |
| **1.2** | CAASPP Grade 3 (% meets/ exceeds standard)Increase % meets/exceeds standard by 2% annually overall and for all student groupsSource: DataQuest  | Spring 2023ELAALL 49.2%EL 20.6%SED 41.7%SWD 26.7%AA 36.0%HI 42.5%FY NAMathALL 52.0%EL 28.7%SED 43.8%SWD 31.3%AA 23.0%HI 44.8%FY NA |  |  | Spring 2024ELAALL 52.8%EL 23.4%SED 45.2%SWD 33.0%AA 38.9%HI 47.2%FY NAMathALL 55.4%EL 31.8%SED 45.0%SWD 34.1%AA 43.1%HI 47.8%FY NA | Spring 2026ELAALL 55.2%EL 26.6%SED 47.7%SWD 32.7%AA 42.0%HI 48.5%FY NAMathALL 58.0%EL 34.7%SED 49.8%SWD 37.3%AA 29.0%HI 50.8%FY NA |
| **1.3** | A-G RequirementsIncrease % meeting A-G requirements by 2% annually overall and for all student groupsSource: Dashboard  | 2023 CohortALL 57.0%EL 31.0%SED 48.3%SWD 13.0%AA 55.0%HI 50.9%FY NA |  |  | 2024 CohortALL 60.0%EL 35.1%SED 52.8%SWD 19.9%AA 56.3%HI 54.1%FY NA | 2026 CohortALL 63.0%EL 37.0%SED 54.3%SWD 19.0%AA 61.0%HI 56.9%FY NA |
| **1.4** | A-G Requirements + CTE Pathway CompletionIncrease % meeting A-G requirements and completing CTE pathway by 2% annually overall and for all student groupsSource: Dashboard  | 2023 CohortALL 7.4%EL 3.4%SED 5.3%SWD 1.6%AA 5.4%HI 6.2%FY NA |  |  | 2024 CohortALL 9.2%EL 6.3%LTEL 5.8%SED 7.3%SWD 1.2%AA 4.8%HI 7.3%FY NA | 2026 CohortALL 13.4%EL 9.4%SED 11.3%SWD 7.6%AA 11.4%HI 12.2%FY NA |
| **1.5** | CTE Pathway CompletionIncrease % completing a CTE pathway by 1% annually overall and for all student groupsSource: Dashboard  | 2023 CohortALL 9.1%EL 6.9%SED 7.0%SWD 3.8%AA 7.8%HI 7.8%FY NA |  |  | 2024 CohortALL 13.4%EL 9.0%LTEL 9.3%SED 11.3%SWD 9.0%AA 6.3%HI 11.0%FY NA | 2026 CohortALL 12.1%EL 9.9%SED 10.0%SWD 6.8%AA 10.8%HI 10.8%FY NA |
| **1.6** | CCI RateIncrease % meeting college and career indicator by 2% annually overall and for all student groupsSource: Dashboard  | 2023 CohortALL 53.7%EL 26.4%SED 44.7%SWD 11.5%AA 42.6%HI 46.0%FY NA |  |  | 2024 CohortALL 58.8%EL 28.4%SED 51.7%SWD 18.8%AA 50.8%HI 52.5%FY NA | 2026 CohortALL 59.7%EL 32.4%SED 50.7%SWD 17.5%AA 48.6%HI 52.0%FY NA |
| **1.7** | CAASPP (% meets/ exceeds standard)Increase % meets/exceeds standard by 2% annually for all grade levels and student groupsSource: DataQuest  | Spring 20235th Grade ELAALL 53.7%EL 13.5%SED 46.7%SWD 20.5%AA 32.9%HI 42.0%FY NA5th Grade MathALL 42.4%EL 11.5%SED 35.4%SWD 13.8%AA 20.0%HI 28.4%FY NA8th Grade ELAALL 58.1%EL 11.1%SED 50.4%SWD 15.8%AA 44.0%HI 51.8%FY NA8th Grade MathALL 41.9%EL 7.9%SED 35.1%SWD 12.1%AA 29.3%HI 34.2%FY NA11th Grade ELAALL 72.5%EL 12.9%SED 64.4%SWD 34.1%AA 67.5%HI 66.8%FY NA11th Grade MathAll 38.1%EL 1.4%SED 28.8%SWD 8.3%AA 20.0%HI 29.2%FY NA |  |  | Spring 20245th Grade ELAALL 54.6%EL 16.8%SED 45.7%SWD 21.0%AA 39.8%HI 46.4%FY NA5th Grade MathALL 44.7%EL 10.4%SED 34.9%SWD 17.9%AA 29.5%HI 36.6%FY NA8th Grade ELAALL 61.0%EL 7.7%SED 52.7%SWD 27.8%AA 50.6%HI 54.8%FY NA8th Grade MathALL 45.3%EL 6.4%SED 35.9%SWD 12.9%AA 18.9%HI 39.1%FY NA11th Grade ELAALL 74.6%EL 17.1%SED 68.8%SWD 33.1%AA 65.4%HI 70.6%FY NA11th Grade MathAll 38.2%EL 2.4%SED 29.6%SWD 5.3%AA 21.4%HI 30.5%FY NA | Spring 20265th Grade ELAALL 59.7%EL 19.5%SED 52.7%SWD 26.5%AA 38.9%HI 48.0%FY NA5th Grade MathALL 48.4%EL 17.5%SED 41.4%SWD 19.8%AA 26.0%HI 34.4%FY NA8th Grade ELAALL 64.1%EL 17.1%SED 56.4%SWD 21.8%AA 50.0%HI 57.8%FY NA8th Grade MathALL 47.9%EL 13.9%SED 41.1%SWD 18.1%AA 35.3%HI 40.2%FY NA11th Grade ELAALL 78.5%EL 18.9%SED 70.4%SWD 40.1%AA 73.5%HI 72.8%FY NA11th Grade MathAll 44.1%EL 7.4%SED 34.8%SWD 14.3%AA 26.0%HI 35.2%FY NA |
| **1.8** | CAST (% meets/ exceeds standard)Increase % meets/exceeds standard by 2% annually for all grade levels and student groupsSource: DataQuest  | Spring 20235th GradeALL 38.8%EL 4.9%SED 31.7%SWD 13.7%AA 25.8%HI 30.5%FY NA8th GradeALL 39.2%EL 1.5%SED 31.7%SWD 10.3%AA 27.1%HI 31.3%FY NA11th GradeALL 46.5%EL1.5%SED 37.7%SWD 17.3%AA 28.4%HI 37.9%FY NA |  |  | Spring 20245th GradeALL 42.1%EL 7.2%SED 33.1%SWD 16.6%AA 31.7%HI 30.9%FY NA8th GradeALL 44.2%EL 2.6%SED 36.0%SWD 15.2%AA 24.7%HI 36.6%FY NA11th GradeALL 46.3%EL 0.0%SED 39.3%SWD 11.2%AA 27.7%HI 40.9%FY NA | Spring 20265th GradeALL 44.8%EL 10.9%SED 37.7%SWD 19.7%AA 31.8%HI 36.5%FY NA8th GradeALL 45.2%EL 7.5%SED 37.7%SWD 16.3%AA 33.1%HI 37.3%FY NA11th GradeALL 52.5%EL7.5%SED 43.7%SWD 23.3%AA 34.4%HI 43.9%FY NA |
| **1.9** | Avaxat CAASPP, CAST, Chronic AbsenteeismIncrease % meets/exceeds standard by 2% annually (CAASPP and CAST) overall and for all student groupsSource: DataQuestDecrease % chronic absenteeism rate by 2% annually(Chronic Absenteeism) overall and for all student groupsSource: Dashboard  | Spring 2023CAASPP ELAALL 37.8%EL 4.7%SED 34.4%SWD 14.3%AA 30.8%HI 33.7%FY NACAASPP MathALL 31.6%EL 7.0%SED 25.8%SWD 13.1%AA 11.5%HI 27.7%FY NACASTALL 28.7%EL 11.1%SED 27.5%SWD 12.0%AA 15.4%HI 22.0%Foster NAChronic AbsenteeismALL 34.0%EL 28.9%SED 37.1%SWD 47.0%AA 38.3%HI 34.2%FY NA |  |  | Spring 2024CAASPP ELAALL 35.4%EL 11.4%SED 30.1%SWD 11.5%AA 26.3%HI 34.1%FY NACAASPP MathALL 33.3%EL 18.4%SED 27.1%SWD 11.7%AA 26.3%HI 27.8%FY NACASTALL 25.4%EL 0.0%SED 20.4%SWD 3.6%AA NAHI 16.2%Foster NAChronic AbsenteeismALL 24.8%EL 19.8%SED 27.3%SWD 32.3%AA 35.7%HI 25.8%FY NA | Spring 2026CAASPP ELAALL 43.8%EL 10.7%SED 40.4%SWD 20.3%AA 36.8%HI 39.7%FY NACAASPP MathALL 37.6%EL 13.0%SED 31.8%SWD 19.1%AA 17.5%HI 33.7%FY NACASTALL 34.7%EL 17.1%SED 33.5%SWD 18.0%AA 21.4%HI 28.0%Foster NAChronic AbsenteeismALL 28.0%EL 22.9%SED 31.1%SWD 41.0%AA 32.3%HI 28.2%FY NA |
| **1.10** | AVID ParticipationIncrease AVID school-wide participation rates by 1% annually overall and maintain current representation levels within AVID for all student groupsSource: Power BI  | January 2024Middle SchoolALL 12.8%EL 2.8%SED 72.1%SWD 4.1%AA 9.0%HI 57.8%FY 0.6%High SchoolALL 11.9%EL 4.3%SED 70.0%SWD 4.3%AA 7.8%HI 62.9%FY 0.4% |  |  | January 2025Middle SchoolALL TBDEL TBDSED TBDSWD TBDAA TBDHI TBDFY TBDHigh SchoolALL TBDEL TBDSED TBDSWD TBDAA TBDHI TBDFY TBD | January 2027Middle SchoolALL 15.8%EL 8.8%SED 79.1%SWD 10.1%AA 15.0%HI 63.8%FY 6.6%High SchoolALL 14.9%EL 10.3%SED 76.0%SWD 10.3%AA 13.8%HI 68.9%FY 6.4% |
| **1.11** | AVID Retention High SchoolIncrease AVID retention rate by 2% annually overall and at each high schoolSource: Power BI  | 2023 CohortALL 50.0%MMHS 45.7%MVHS 49.3%VMHS 55.9% |  |  | 2024 CohortALL TBDMMHS TBDMVHS TBDVMHS TBD | 2026 CohortALL 56.0%MMHS 51.7%MVHS 55.3%VMHS 61.9% |
| **1.12** | AVID GPA Middle and High SchoolIncrease % of AVID at or above 2.5 GPA by 2% annually at each middle and high schoolSource: Power BI  | December 2023DMMS 92.1%SMS 64.7%TMS 74.7%WSMS 90.6%MMHS 74.5%MVHS 76.0%VMHS 84.3% |  |  | December 2024DMMS TBDSMS TBDTMS TBDWSMS TBDMMHS TBDMVHS TBDVMHS TBD | December 2026DMMS 98.1%SMS 70.7%TMS 80.7%WSMS 96.6%MMHS 80.5%MVHS 82.0%VMHS 90.3% |
| **1.13** | Early Academic Preparedness (EAP) RateIncrease EAP "Fully Prepared" rates in ELA and Math by 2% annually overall and for all student groupsSource: DataQuest  | Spring 2023ELAALL 38.5%EL 0.0%SED 29.8%SWD 10.7%AA 27.2%HI 29.4%FY NAAll 14.6%EL 0.0%SED 8.0%SWD 1.1%AA 2.6%HI 8.9%FY NA |  |  | Spring 2024ELAALL 40.0%EL 0.0%SED 34.3%SWD 7.6%AA 24.0%HI 34.1%FY NAAll 16.4%EL 0.0%SED 12.5%SWD 2.0%AA 5.8%HI 11.8%FY NA | Spring 2026ELAALL 44.5%EL 6.0%SED 35.8%SWD 16.7%AA 33.2%HI 35.4%FY NAAll 20.6%EL 6.0%SED 14.0%SWD 7.1%AA 8.6%HI 14.9%FY NA |
| **1.14** | AP Pass RateIncrease % of students completing AP exams with a score of 3 or higher by 2% annually overall and for all student groupsSource: College Board and Power BI  | Spring 2023ALL 65.8%EL NASED 52.8%SWD NAAA 54.7%HI 63.3%FY NA |  |  | Spring 2024ALL 69.2%EL NASED 64.8%SWD NAAA 68.9%HI 66.0%FY NA | Spring 2026ALL 71.8%EL NASED 58.8%SWD NAAA 60.7%HI 69.3%FY NA |
| **1.15** | AP Participation RateIncrease % participation of students in SED and Hispanic student group 2% annually to align with proportionality dataSource: Power BI  | 2022-23 School YearEL 1.0%SED 40.9%SWD 2.1%AA 7.1%HI 36.5%FY 0.0% |  |  | 2023-24 School YearEL 0.6%SED 41.3%SWD 1.7%AA 5.7%HI 37.7%FY 0.1% | 2025-26 School YearEL 1.0%SED 46.9%SWD 2.1%AA 7.1%HI 42.5%FY 0.0% |
| **1.16** | Standards-aligned Instructional MaterialsMaintain 100% of students in the school district have access to the standards-aligned instructional materialsSource: Destiny  | 2023-24 School Year100% of students in the school district have access to the standards-aligned instructional materials. |  |  | 2024-25 School Year100% of students in the school district have access to the standards-aligned instructional materials. | 2026-27 School Year100% of students in the school district have access to the standards-aligned instructional materials. |
| **1.17** | CA Dashboard Local IndicatorsPriority 2 Reflection Tool, Question 2Attain and/or Maintain a score of 4 or higher for all subject areasSource: Local Indicator Self-Reflection Tool  | Spring 2024LEA instructional materials aligned with standards and/or curriculum frameworks (1-5)ELA (4)ELD (3)Mathematics (1)NGSS (4)Social Science (4) |  |  | Spring 2025LEA instructional materials aligned with standards and/or curriculum frameworks (1-5)ELA TBDELD TBDMathematics TBDNGSS TBDSocial Science TBD | Spring 2027LEA instructional materials aligned with standards and/or curriculum frameworks (1-5)ELA (5)ELD (4)Mathematics (4)NGSS (5)Social Science (5) |

## [Actions & Measuring and Reporting Results](http://www.doc-tracking.com/screenshots/20LCAP/Instructions/20LCAPInstructions.htm#ExplanationofWhytheLEADevelopedGoals)

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| **Goal # Action #** | **Action Title and Description** | **Contributing** | **Implementation Level** | **Original Budget** | **Revised Budget** |
| **1.1** | **Additional Teachers for Smaller Class Sizes K - 3**Additional teachers at the K-3 level for all elementary schools will provide teachers with a greater opportunity to differentiate instruction to meet the specific learning needs of students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth) to ensure they meet grade level standards. This action will also be directed towards the English Learner and Students with Disabilities groups, at specific elementary schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Students with Disabilities, at specific elementary schools, who are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.  |

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| --- | --- |
| X | Yes  |

 | Fully Implemented | $2,532,534.00 |

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| $2,690,425.00  |

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| **1.2** | **Additional Counselors TK - 12**Additional counselors at the elementary, middle, and high school levels will ensure students' social emotional well-being and college/career readiness, with a focus on providing services and support to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS that are characterized as Very Low on the College/Career Indicator on the 2023 Dashboard.  |

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| X | Yes  |

 | Fully Implemented | $2,913,950.00 |

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| $2,901,953.00  |

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| **1.3** | **Coordinators and PLT Leads**Coordinators will support student learning by providing services in areas such as data disaggregation and analysis, curriculum and standards implementation, instructional technology and computer science, college/career readiness, and visual/performing arts, with a focus on providing services and support to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.  |

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| X | Yes  |

 | Fully Implemented | $1,343,457.00 |

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| $1,341,592.00  |

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| **1.4** | **Advancement Via Individual Determination (AVID) Program**The AVID program at Avaxat Elementary School and all Secondary Schools will provide students with academic support including organizational tools, academic planning/monitoring, tutoring, and college/career awareness with a focus on providing services and support to first generation college students and students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth).  |

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| X | Yes  |

 | Partially Implemented | $2,386,017.00 |

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| $2,553,785.00  |

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| **1.5** | **Career Technical Education (CTE)**Career Technical Education will provide students with opportunities to gain industry experience in a career pathway to prepare them for high wage, high skill, and high demand careers, with a focus on promoting these programs to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS that are characterized as Very Low on the College/Career Indicator on the 2023 Dashboard.  |

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| X | Yes  |

 | Partially Implemented | $3,386,310.00 |

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| $3,408,616.00  |

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| **1.6** | **College/Career Readiness**The College/Career Readiness action will provide supplemental supports to promote post high school awareness, exploration, and preparation, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth) in this area. This action will also be directed towards the Socioeconomically Disadvantaged students at Murrieta Canyon Academy, Hispanic students at Murrieta Canyon Academy, and Students with Disabilities at Vista Murrieta HS that are characterized as Very Low on the College/Career Indicator on the 2023 Dashboard.  |

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| X | Yes  |

 | Partially Implemented | $187,881.00 |

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| $187,797.00  |

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### [Goal](http://www.doc-tracking.com/screenshots/20LCAP/Instructions/20LCAPInstructions.htm#goalDescription) 2

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

## Expected Annual Measurable Objectives

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| **Metric #** | **Metric** | **Baseline** | **Year 1 Outcome** | **Year 2 Outcome** | **Mid-Year Outcome Data** | **Desired Outcome for 2026-2027** |
| **2.1** | iReady K - 5 (% at grade level)Increase % at grade level by 2% annually for all grade levels and student groupsSource: Power BI  | December 2023ELAKinder 60.0%1st Grade 39.8%2nd Grade 58.4%3rd Grade 68.1%4th Grade 51.4%5th Grade 49.6%ALL 54.6%EL 26.4%SED 46.5%SWD 29.9%AA 49.6%HI 48.3%FY 31.6%MathKinder 38.5%1st Grade 24.8%2nd Grade 32.7%3rd Grade 37.9%4th Grade 44.9%5th Grade 47.8%ALL 38.2%EL 17.4%SED 30.6%SWD 23.2%AA 29.5%HI 31.6%FY 15.8% |  |  | December 2024ELAKinder 60.3%1st Grade 39.0%2nd Grade 55.6%3rd Grade 70.7%4th Grade 50.3%5th Grade 50.9%ALL 54.6%EL 24.0%SED 47.0%SWD 33.2%AA 46.6%HI 49.5%FY 33.3%MathKinder 38.6%1st Grade 26.3%2nd Grade 32.2%3rd Grade 39.5%4th Grade 44.0%5th Grade 47.9%ALL 38.6%EL 17.3%SED 31.2%SWD 23.8%AA 24.0%HI 32.1%FY 17.5% | December 2026ELAKinder 66.0%1st Grade 45.8%2nd Grade 64.4%3rd Grade 74.1%4th Grade 57.4%5th Grade 55.6%ALL 60.6%EL 32.4%SED 52.5%SWD 35.9%AA 55.6%HI 54.3%FY 37.6%MathKinder 44.5%1st Grade 30.8%2nd Grade 38.7%3rd Grade 43.9%4th Grade 50.9%5th Grade 53.8%ALL 44.2%EL 23.4%SED 36.6%SWD 29.2%AA 35.5%HI 37.6%FY 21.8% |
| **2.2** | CAASPP (% meets/ exceeds standard)Increase % meets/exceeds standard by 2% annually for all grade levels and student groupsSource: DataQuest  | Spring 20235th Grade ELAALL 53.7%EL 13.5%SED 46.7%SWD 20.5%AA 32.9%HI 42.0%FY NA5th Grade MathALL 42.4%EL 11.5%SED 35.4%SWD 13.8%AA 20.0%HI 28.4%FY NA8th Grade ELAALL 58.1%EL 11.1%SED 50.4%SWD 15.8%AA 44.0%HI 51.8%FY NA8th Grade MathALL 41.9%EL 7.9%SED 35.1%SWD 12.1%AA 29.3%HI 34.2%FY NA11th Grade ELAALL 72.5%EL 12.9%SED 64.4%SWD 34.1%AA 67.5%HI 66.8%FY NA11th Grade MathAll 38.1%EL 1.4%SED 28.8%SWD 8.3%AA 20.0%HI 29.2%FY NA |  |  | Spring 20245th Grade ELAALL 54.6%EL 16.8%SED 45.7%SWD 21.0%AA 39.8%HI 46.4%FY NA5th Grade MathALL 44.7%EL 10.4%SED 34.9%SWD 17.9%AA 29.5%HI 36.6%FY NA8th Grade ELAALL 61.0%EL 7.7%SED 52.7%SWD 27.8%AA 50.6%HI 54.8%FY NA8th Grade MathALL 45.3%EL 6.4%SED 35.9%SWD 12.9%AA 18.9%HI 39.1%FY NA11th Grade ELAALL 74.6%EL 17.1%SED 68.8%SWD 33.1%AA 65.4%HI 70.6%FY NA11th Grade MathAll 38.2%EL 2.4%SED 29.6%SWD 5.3%AA 21.4%HI 30.5%FY NA | Spring 20265th Grade ELAALL 59.7%EL 19.5%SED 52.7%SWD 26.5%AA 38.9%HI 48.0%FY NA5th Grade MathALL 48.4%EL 17.5%SED 41.4%SWD 19.8%AA 26.0%HI 34.4%FY NA8th Grade ELAALL 64.1%EL 17.1%SED 56.4%SWD 21.8%AA 50.0%HI 57.8%FY NA8th Grade MathALL 47.9%EL 13.9%SED 41.1%SWD 18.1%AA 35.3%HI 40.2%FY NA11th Grade ELAALL 78.5%EL 18.9%SED 70.4%SWD 40.1%AA 73.5%HI 72.8%FY NA11th Grade MathAll 44.1%EL 7.4%SED 34.8%SWD 14.3%AA 26.0%HI 35.2%FY NA |
| **2.3** | 2+ F RateDecrease the % of students receiving 2+ F's by .5 annually for all grade levels and student groupsSource: Power BI  | January 2024 (1st Semester)Middle School By Grade Level6th 2.6%7th 5.0%8th 4.4%Middle School by Student GroupALL 4.0%EL 7.1%SED 5.2%SWD 6.0%AA 6.1%HI 4.7%FY 13.8%High School by Grade Level9th 9.2%10th 10.0%11th 5.3%12th 1.6%High School by Student GroupALL 6.5%EL 14.7%SED 7.0%SWD 8.9%AA 9.0%HI 7.9%FY 24.2%FY 24.2% |  |  | January 2025 (1st Semester)Middle School By Grade Level6th 2.0%7th 4.0%8th 4.4%Middle School by Student GroupALL 3.5%EL 4.4%SED 4.8%SWD 3.2%AA 4.7%HI 4.8%FY 7.1%High School by Grade Level9th 7.8%10th 8.9%11th 5.5%12th 1.7%High School by Student GroupALL 6.0%EL 13.0%SED 8.1%SWD 7.2%AA 6.8%HI 7.3%FY 13.5% | January 2027 (1st Semester)Middle School By Grade Level6th 1.1%7th 3.5%8th 2.9%Middle School by Student GroupALL 2.5%EL 5.6%SED 3.7%SWD 4.5%AA 4.6%HI 3.2%FY 12.3%High School by Grade Level9th 7.7%10th 8.5%11th 3.8%12th 0.1%High School by Student GroupALL 5.0%EL 13.2%SED 5.5%SWD 7.4%AA 7.5%HI 6.4%FY 22.7% |
| **2.4** | English Learner Progress Indicator (ELPI)Increase the ELPI by 2% annuallySource: Dashboard  | 2023-24 School Year50.8% |  |  | 2024-25 School YearAll 55.0% | 2026-27 School Year56.8% |
| **2.5** | English Learner Reclassification RateIncrease the EL Reclassification Rate by 2% annuallySource: Aeries  | 2023-24 School Year14.6% |  |  | 2024-25 School YearAll 15.9% | 2026-27 School Year20.6% |
| **2.6** | Long-term English Learners (LTELs)Decrease the percent of LTELs by 2% annuallySource: DataQuest  | 2023-24 School Year19.0% |  |  | 2024-25 School Year22.8% | 2026-27 School Year13.0% |

## [Actions & Measuring and Reporting Results](http://www.doc-tracking.com/screenshots/20LCAP/Instructions/20LCAPInstructions.htm#ExplanationofWhytheLEADevelopedGoals)

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

|  |  |
| --- | --- |
| X | Yes  |

 | Fully Implemented | $5,057,756.00 |

|  |
| --- |
| $4,367,737.00  |

 |
| **2.2** | **Additional Secondary Sections for Intervention**Additional sections at the secondary level (6-12) for intervention and acceleration will enable schools to provide direction intervention services for middle and high school students who have academic gaps in English Language Arts and Mathematics, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Students with Disabilities, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.  |

|  |  |
| --- | --- |
| X | Yes  |

 | Fully Implemented | $960,447.00 |

|  |
| --- |
| $987,775.00  |

 |
| **2.3** | **English Learner Program Support**The English Learner Program support will provide our English Learners with additional resources and interventions to assist them in meeting English language proficiency which will support their achievement of the academic standards. This action will also be directed towards English Learners at Avaxat Elementary and Murrieta Valley High School which are characterized as Red on the 2023 Dashboard.  |

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| --- | --- |
| X | Yes  |

 | Partially Implemented | $1,138,286.00 |

|  |
| --- |
| $1,149,051.00  |

 |
| **2.4** | **Intervention Programs and Support**The Intervention Programs and Support action will provide our schools with intervention programs, such as Read 180 and STAR/Freckle, and other resources to serve students who have academic gaps in English Language Arts and Mathematics, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.  |

|  |  |
| --- | --- |
| X | Yes  |

 | Fully Implemented | $479,908.00 |

|  |
| --- |
| $493,924.00  |

 |
| **2.5** | **Long-term English Learner Supports**The Long-term English Learner (LTEL) Supports action will provide our sites with resources to support English Learners who have not reclassified over six school years, including additional sections for classes specifically targeting the language needs of LTEL and curriculum to support this instruction. This action will also be directed towards English Learners at Murrieta Valley High School which are characterized as Red on the 2023 Dashboard.  |

|  |  |
| --- | --- |
| X | Yes  |

 | Fully Implemented | $104,328.00 |

|  |
| --- |
| $128,966.00  |

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### [Goal](http://www.doc-tracking.com/screenshots/20LCAP/Instructions/20LCAPInstructions.htm#goalDescription) 3

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

## Expected Annual Measurable Objectives

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| --- | --- | --- | --- | --- | --- |
| **Metric #** | **Metric** | **Baseline** | **Year 1 Outcome** | **Year 2 Outcome** | **Mid-Year Outcome Data** | **Desired Outcome for 2026-2027** |
| **3.1** | Clear FTE Rate (Teacher Assignment Monitoring Outcomes)Increase % of clear FTE by 2% annuallySource: DataQuest  | 2021-22 School Year88.3% Clear FTE |  |  | 2022-23 School Year87.6% Clear FTE | 2024-25 School Year94.3% Clear FTE |
| **3.2** | iReady K - 5 (% at grade level)Increase % at grade level by 2% annually for all grade levels and student groupsSource: Power BI  | December 2023ELAKinder 60.0%1st Grade 39.8%2nd Grade 58.4%3rd Grade 68.1%4th Grade 51.4%5th Grade 49.6%ALL 54.6%EL 26.4%SED 46.5%SWD 29.9%AA 49.6%HI 48.3%FY 31.6%MathKinder 38.5%1st Grade 24.8%2nd Grade 32.7%3rd Grade 37.9%4th Grade 44.9%5th Grade 47.8%ALL 38.2%EL 17.4%SED 30.6%SWD 23.2%AA 29.5%HI 31.6%FY 15.8% |  |  | December 2024ELAKinder 60.3%1st Grade 39.0%2nd Grade 55.6%3rd Grade 70.7%4th Grade 50.3%5th Grade 50.9%ALL 54.6%EL 24.0%SED 47.0%SWD 33.2%AA 46.6%HI 49.5%FY 33.3%MathKinder 38.6%1st Grade 26.3%2nd Grade 32.2%3rd Grade 39.5%4th Grade 44.0%5th Grade 47.9%ALL 38.6%EL 17.3%SED 31.2%SWD 23.8%AA 24.0%HI 32.1%FY 17.5% | December 2026ELAKinder 66.0%1st Grade 45.8%2nd Grade 64.4%3rd Grade 74.1%4th Grade 57.4%5th Grade 55.6%ALL 60.6%EL 32.4%SED 52.5%SWD 35.9%AA 55.6%HI 54.3%FY 37.6%MathKinder 44.5%1st Grade 30.8%2nd Grade 38.7%3rd Grade 43.9%4th Grade 50.9%5th Grade 53.8%ALL 44.2%EL 23.4%SED 36.6%SWD 29.2%AA 35.5%HI 37.6%FY 21.8% |
| **3.3** | Chronic Absenteeism K-8Decrease % of chronically absent students at each grade level by 2% annually overall and for all student groupsSource: Dashboard  | 2022-23 School YearAll 23.4%EL 26.8%SED 29.3%SWD 30.8%AA 23.4%HI 26.4%FY 40.2% |  |  | 2023-24 School YearAll 18.2%EL 21.7%SED 22.7%SWD 24.5%AA 20.8%HI 20.4%FY 33.0% | 2025-26 School YearAll 17.4%EL 20.8%SED 23.3%SWD 24.8%AA 17.4%HI 20.4%FY 34.2% |
| **3.4** | CAASPP (% meets/ exceeds standard)Increase % meets/exceeds standard by 2% annually for all grade levels and student groupsSource: DataQuest  | Spring 20235th Grade ELAALL 53.7%EL 13.5%SED 46.7%SWD 20.5%AA 32.9%HI 42.0%FY NA5th Grade MathALL 42.4%EL 11.5%SED 35.4%SWD 13.8%AA 20.0%HI 28.4%FY NA8th Grade ELAALL 58.1%EL 11.1%SED 50.4%SWD 15.8%AA 44.0%HI 51.8%FY NA8th Grade MathALL 41.9%EL 7.9%SED 35.1%SWD 12.1%AA 29.3%HI 34.2%FY NA11th Grade ELAALL 72.5%EL 12.9%SED 64.4%SWD 34.1%AA 67.5%HI 66.8%FY NA11th Grade MathAll 38.1%EL 1.4%SED 28.8%SWD 8.3%AA 20.0%HI 29.2%FY NA |  |  | Spring 20245th Grade ELAALL 54.6%EL 16.8%SED 45.7%SWD 21.0%AA 39.8%HI 46.4%FY NA5th Grade MathALL 44.7%EL 10.4%SED 34.9%SWD 17.9%AA 29.5%HI 36.6%FY NA8th Grade ELAALL 61.0%EL 7.7%SED 52.7%SWD 27.8%AA 50.6%HI 54.8%FY NA8th Grade MathALL 45.3%EL 6.4%SED 35.9%SWD 12.9%AA 18.9%HI 39.1%FY NA11th Grade ELAALL 74.6%EL 17.1%SED 68.8%SWD 33.1%AA 65.4%HI 70.6%FY NA11th Grade MathAll 38.2%EL 2.4%SED 29.6%SWD 5.3%AA 21.4%HI 30.5%FY NA | Spring 20265th Grade ELAALL 59.7%EL 19.5%SED 52.7%SWD 26.5%AA 38.9%HI 48.0%FY NA5th Grade MathALL 48.4%EL 17.5%SED 41.4%SWD 19.8%AA 26.0%HI 34.4%FY NA8th Grade ELAALL 64.1%EL 17.1%SED 56.4%SWD 21.8%AA 50.0%HI 57.8%FY NA8th Grade MathALL 47.9%EL 13.9%SED 41.1%SWD 18.1%AA 35.3%HI 40.2%FY NA11th Grade ELAALL 78.5%EL 18.9%SED 70.4%SWD 40.1%AA 73.5%HI 72.8%FY NA11th Grade MathAll 44.1%EL 7.4%SED 34.8%SWD 14.3%AA 26.0%HI 35.2%FY NA |
| **3.5** | Induction Program\* Maintain 100% participation of qualifying teachers in the Induction Program\* Maintain 98% or greater recommendation rate for a clear credential for teachers who participated in the Induction Program\* Maintain 98% or higher retention rate for teachers who completed the Induction ProgramSource: Induction Leads  | 2023-24 School Year\* 100% of qualifying teachers participated in the Induction Program\* 100% of teachers who participated in the Induction Program were recommended for a clear credential\* District retained 98.6% of teachers who completed the Induction Program |  |  | 2024-25 School Year \* 100% of qualifying teachers participated in the Induction Program\* TBD% of teachers who participated in the Induction Program were recommended for a clear credential\* District retained TBD% of teachers who completed the Induction Program | 2026-27 School Year\* 100% of qualifying teachers participated in the Induction Program\* At least 98% of teachers who participated in the Induction Program were recommended for a clear credential\* District retained at least 98% of teachers who completed the Induction Program |
| **3.6** | 2+ F RateDecrease the % of students receiving 2+ F's by .5 annually for all grade levels and student groupSource: Power BI  | January 2024 (1st Semester)Middle School By Grade Level6th 2.6%7th 5.0%8th 4.4%Middle School by Student GroupALL 4.0%EL 7.1%SED 5.2%SWD 6.0%AA 6.1%HI 4.7%FY 13.8%High School by Grade Level9th 9.2%10th 10.0%11th 5.3%12th 1.6%High School by Student GroupALL 6.5%EL 14.7%SED 7.0%SWD 8.9%AA 9.0%HI 7.9%FY 24.2% |  |  | January 2025 (1st Semester)Middle School by Grade Level6th 2.0%7th 4.0%8th 4.4%Middle School by Student GroupALL 3.5%EL 4.4%SED 4.8%SWD 3.2%AA 4.7%HI 4.8%FY 7.1%High School by Grade Level9th 7.8%10th 8.9%11th 5.5%12th 1.7%High School by Student GroupALL 6.0%EL 13.0%SED 8.1%SWD 7.2%AA 6.8%HI 7.3%FY 13.5% | January 2027 (1st Semester)Middle School By Grade Level6th 1.1%7th 3.5%8th 2.9%Middle School by Student GroupALL 2.5%EL 5.6%SED 3.7%SWD 4.5%AA 4.6%HI 3.2%FY 12.3%High School by Grade Level9th 7.7%10th 8.5%11th 3.8%12th 0.1%High School by Student GroupALL 5.0%EL 13.2%SED 5.5%SWD 7.4%AA 7.5%HI 6.4%FY 22.7% |

## [Actions & Measuring and Reporting Results](http://www.doc-tracking.com/screenshots/20LCAP/Instructions/20LCAPInstructions.htm#ExplanationofWhytheLEADevelopedGoals)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal # Action #** | **Action Title and Description** | **Contributing** | **Implementation Level** | **Original Budget** | **Revised Budget** |
| **3.1** | **Instructional Coaches**Instructional coaches will provide training and support to elementary teachers in key areas such as research-based instructional practices, standards-aligned curriculum and assessments, the implementation of professional learning teams, positive behavioral support systems, and strategies for addressing the needs of all learners, particularly students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific elementary schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Students with Disabilities, at specific elementary schools, who are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.  |

|  |  |
| --- | --- |
| X | Yes  |

 | Fully Implemented | $490,167.00 |

|  |
| --- |
| $491,351.00  |

 |
| **3.2** | **Induction Program**The Induction Program will provide new teachers with the support, training, and mentoring necessary to allow them to effectively enter the teaching profession equipped to meet the needs of all students, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth).  |

|  |  |
| --- | --- |
| X | Yes  |

 | Partially Implemented | $332,518.00 |

|  |
| --- |
| $332,087.00  |

 |
| **3.3** | **Curriculum Work Teams**Curriculum Work Teams will provide teachers with time for training and collaboration in key areas such as research-based instructional practices, standards-aligned curriculum and assessments, the implementation of professional learning teams, positive behavioral support systems, and strategies for addressing the needs of all learners, particularly students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Students with Disabilities, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.  |

|  |  |
| --- | --- |
| X | Yes  |

 | Partially Implemented | $173,312.00 |

|  |
| --- |
| $173,087.00  |

 |
| **3.4** | **Data and Assessment Programs**Data and Assessment Programs will enable teachers and staff to collaborate around student learning and engagement as part of the professional learning community model, with a focus on meeting the academic needs of all students, particularly those in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards the English Learner and Students with Disabilities groups, at specific schools, that are characterized as Red for English Language Arts performance on the 2023 Dashboard, as well as Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and Students with Disabilities and English Learners, at specific schools, that are characterized as Red for Mathematics performance on the 2023 Dashboard, as listed in the Plan Summary.  |

|  |  |
| --- | --- |
| X | Yes  |

 | Fully Implemented | $342,445.00 |

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| --- |
| $342,445.00  |

 |

### [Goal](http://www.doc-tracking.com/screenshots/20LCAP/Instructions/20LCAPInstructions.htm#goalDescription) 4

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

## Expected Annual Measurable Objectives

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Metric #** | **Metric** | **Baseline** | **Year 1 Outcome** | **Year 2 Outcome** | **Mid-Year Outcome Data** | **Desired Outcome for 2026-2027** |
| **4.1** | Chronic Absenteeism K-8Decrease % chronically absent students by 2% annually overall and for all student groupsSource: Dashboard  | 2022-23 School YearAll 23.4%EL 26.8%SED 29.3%SWD 30.8%AA 23.4%HI 26.4%FY 40.2% |  |  | 2024-25 School YearAll 18.2%EL 21.7%SED 22.7%SWD 24.5%AA 20.8%HI 20.4%FY 33.0% | 2025-26 School YearAll 17.4%EL 20.8%SED 23.3%SWD 24.8%AA 17.4%HI 20.4%FY 34.2% |
| **4.2** | ADA K-8Attain and/or Maintain 94% ADA or greater for overall and for all student groupsSource: Power BI  | 2023-24 School Year (P2)All 93.5%EL 92.7%SED 92.8%SWD 91.3%AA 93.7%HI 93.2%FY 89.0% |  |  | 2024-25 School Year (P2)All TBDEL TBDSED TBDSWD TBDAA TBDHI TBDFY TBD | 2026-27 School Year (P2)All 94.0%EL 94.0%SED 94.0%SWD 94.0%AA 94.0%HI 94.0%FY 94.0% |
| **4.3** | High School Cohort Graduation RateAttain and/or Maintain 95% or greater graduation rate for all students and student groupsSource: Dashboard  | 2022-23 School YearAll 96.7%EL 93.1%SED 95.6%SWD 86.7%AA 97.7%HI 96.0%FY NA |  |  | 2023-24 School YearAll 97.7%EL 97.3%LTEL 97.7%SED 97.4%SWD 91.9%AA 98.4%HI 97.8%FY NA | 2025-26 School YearAll 96.7%EL 95.0%SED 95.6%SWD 95.0%AA 97.7%HI 96.0%FY NA |
| **4.4** | High School Dropout RateAttain and/or Maintain 2% or less dropout rate for all students and student groupsSource: DataQuest  | 2022-23 School YearAll 1.2%EL 2.3%SED 1.7%SWD 2.9%AA 0.8%HI 1.8%FY NA |  |  | 2023-24 School YearAll 0.3%EL 0.0%SED 0.4%SWD 0.6%AA 0.0%HI 0.2%FY NA | 2025-26 School YearAll 1.2%EL 2.0%SED 1.7%SWD 2.0%AA 0.8%HI 1.8%FY NA |
| **4.5** | Middle School DropoutsAttain and maintain 0 middle school dropoutsSource: CALPADS  | 2022-23 School Year4 students |  |  | 2023-24 School Year1 student | 2025-26 School Year0 students |
| **4.6** | Suspension RatesAttain and maintain a suspension rate of 2.5% or lower for all students and student groupsSource: DashboardSource: Dashboard  | 2022-23 School YearAll 2.9%EL 2.9%SED 3.8%SWD 5.2%AA 4.8%HI 2.9%FY 13.2% |  |  | 2023-24 School YearAll 2.6%EL 3.1%LTEL 8.3%SED 3.3%SWD 4.8%AA 5.1%HI 2.7%FY 16.4% | 2025-26 School YearAll 2.5%EL 2.5%SED 2.5%SWD 2.5%AA 2.5%HI 2.5%FY 2.5% |
| **4.7** | ExpulsionsMaintain 5 expulsions or less per year for all students and student groupsSource: DataQuest  | 2022-23 School YearAll 5EL 0SED 3SWD 3AA 1HI 3FY 0 |  |  | 2023-24 School YearAll 11EL 0SED 9SWD 3AA 1HI 7FY 1 | 2025-26 School YearAll 5EL 0SED 3SWD 3AA 1HI 3FY 0 |
| **4.8** | Tiered Fidelity InventoryAttain 100% of schools scoring 70% or higher on Tier 1 (eligible for silver CA PBIS state recognition)Source: MTSS Leads  | 2023-24 School Year5 out of 22 (23%) schools have scored 70% or higher on Tier 1 |  |  | 2024-25 School YearTBD out of 22 (TBD%) schools have scored 70% or higher on Tier 1 | 2026-27 School Year100% of schools will score 70% or higher on Tier 1 |
| **4.9** | Number of Facilities Meeting "Good Repair" status in Facility Inspection Tool (FIT) reportsMaintain 100% of schools rated as "Good Repair" status or higherSource: FIT (Facility Inspection Tool) Evaluation  | 2023-24 School Year100% of schools are rated as "Good Repair" status or higher |  |  | 2024-25 School Year95% of schools are rated as "Good Repair" status or higher | 2026-27100% of schools are rated as "Good Repair" status or higher |
| **4.10** | CA Dashboard Local IndicatorsPriority 3 (Parental Involvement and Family Engagement)Increase each rating by at least one levelSource: Local Indicator Self-Reflection Tool  | 2023-24 School Year1-5 Rating\* LEA's progress in developing the capacity of staff to build trusting and respectful relationships with familiesAll (3)Unduplicated (2)SWD (4)\* LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their childrenAll (2)Unduplicated (2)SWD (2)\* LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-makingAll (3)Unduplicated (3)SWD (3)\* LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-makingAll (3)Unduplicated (3)SWD (3) |  |  | 2024-25 School Year1-5 Rating\* LEA's progress in developing the capacity of staff to build trusting and respectful relationships with familiesAll (TBD)Unduplicated (TBD)SWD (TBD)\* LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their childrenAll (TBD)Unduplicated (TBD)SWD (TBD)\* LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-makingAll (TBD)Unduplicated (TBD)SWD (TBD)\* LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-makingAll (TBD)Unduplicated (TBD)SWD (TBD) | 2026-27 School Year1-5 Rating\* LEA's progress in developing the capacity of staff to build trusting and respectful relationships with familiesAll (4)Unduplicated (3)SWD (5)\* LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their childrenAll (3)Unduplicated (3)SWD (3)\* LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-makingAll (4)Unduplicated (4)SWD (4)\* LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-makingAll (4)Unduplicated (4)SWD (4) |
| **4.11** | Local School Climate Survey - Panorama LCAP SurveyIncrease percentage of positive response by 1% annually for each questionSource: Panorama  | Spring 2024Parent Survey\* Overall, how satisfied are your with your student's school - 76%\* How comfortable do you feel communicating with your student's school - 75%\* How much do you feel the school values your opinion - 51%\* To the best of your knowledge, how fairly do staff in your school community treat people of different backgrounds than themselves - 79%Student Survey (6-12)\* How satisfied are you with your learning experience at school - 57%\* How connected do you feel to the adults at your school this year - 38%\* How connected do you feel to other students at your school this year - 54%\* How fairly do you believe staff at your school treat people of different backgrounds than themselves - 62%Staff Survey (Classified/Certificated)\* How satisfied are you with your school's campus as an environment for learning - 71%/73%\* How fairly do you believe staff at your school treat people of different backgrounds than themselves - 80%/76%\* Overall, how much do you feel like you belong at your school - 78%/74%\* How easy is it to form relationships with students this year - 76%/79% |  |  | Spring 2025Parent Survey\* Overall, how satisfied are your with your student's school - TBD\* How comfortable do you feel communicating with your student's school - TBD\* How much do you feel the school values your opinion - TBD\* To the best of your knowledge, how fairly do staff in your school community treat people of different backgrounds than themselves - TBDStudent Survey (6-12)\* How satisfied are you with your learning experience at school - TBD\* How connected do you feel to the adults at your school this year - TBD\* How connected do you feel to other students at your school this year - TBD\* How fairly do you believe staff at your school treat people of different backgrounds than themselves - TBDStaff Survey (Classified/Certificated)\* How satisfied are you with your school's campus as an environment for learning - TBD\* How fairly do you believe staff at your school treat people of different backgrounds than themselves - TBD\* Overall, how much do you feel like you belong at your school - TBD\* How easy is it to form relationships with students this year - TBD | Spring 2027Parent Survey\* Overall, how satisfied are your with your student's school - 79%\* How comfortable to you feel communicating with your student's school - 78%\* How much do you feel the school values your opinion - 54%\* To the best of your knowledge, how fairly do staff in your school community treat people of different backgrounds than themselves - 82%Student Survey (6-12)\* How satisfied are you with your learning experience at school - 60%\* How connected do you feel to the adults at your school this year - 41%\* How connected do you feel to other students at your school this year - 57%\* How fairly do you believe staff at your school treat people of different backgrounds than themselves - 65%Staff Survey (Classified/Certificated)\* How satisfied are you with your school's campus as an environment for learning - 74%/76%\* How fairly do you believe staff at your school treat people of different backgrounds than themselves - 83%/79%\* Overall, how much do you feel like you belong at your school - 81%/77%\* How easy is it to form relationships with students this year - 79%/82% |
| **4.12** | CAASPP (% meets/ exceeds standard)Increase % meets/exceeds standard by 2% annually for all grade levels and student groupsSource: DataQuest  | Spring 20235th Grade ELAALL 53.7%EL 13.5%SED 46.7%SWD 20.5%AA 32.9%HI 42.0%FY NA5th Grade MathALL 42.4%EL 11.5%SED 35.4%SWD 13.8%AA 20.0%HI 28.4%FY NA8th Grade ELAALL 58.1%EL 11.1%SED 50.4%SWD 15.8%AA 44.0%HI 51.8%FY NA8th Grade MathALL 41.9%EL 7.9%SED 35.1%SWD 12.1%AA 29.3%HI 34.2%FY NA11th Grade ELAALL 72.5%EL 12.9%SED 64.4%SWD 34.1%AA 67.5%HI 66.8%FY NA11th Grade MathAll 38.1%EL 1.4%SED 28.8%SWD 8.3%AA 20.0%HI 29.2%FY NA |  |  | Spring 20245th Grade ELAALL 54.6%EL 16.8%SED 45.7%SWD 21.0%AA 39.8%HI 46.4%FY NA5th Grade MathALL 44.7%EL 10.4%SED 34.9%SWD 17.9%AA 29.5%HI 36.6%FY NA8th Grade ELAALL 61.0%EL 7.7%SED 52.7%SWD 27.8%AA 50.6%HI 54.8%FY NA8th Grade MathALL 45.3%EL 6.4%SED 35.9%SWD 12.9%AA 18.9%HI 39.1%FY NA11th Grade ELAALL 74.6%EL 17.1%SED 68.8%SWD 33.1%AA 65.4%HI 70.6%FY NA11th Grade MathAll 38.2%EL 2.4%SED 29.6%SWD 5.3%AA 21.4%HI 30.5%FY NA | Spring 20265th Grade ELAALL 59.7%EL 19.5%SED 52.7%SWD 26.5%AA 38.9%HI 48.0%FY NA5th Grade MathALL 48.4%EL 17.5%SED 41.4%SWD 19.8%AA 26.0%HI 34.4%FY NA8th Grade ELAALL 64.1%EL 17.1%SED 56.4%SWD 21.8%AA 50.0%HI 57.8%FY NA8th Grade MathALL 47.9%EL 13.9%SED 41.1%SWD 18.1%AA 35.3%HI 40.2%FY NA11th Grade ELAALL 78.5%EL 18.9%SED 70.4%SWD 40.1%AA 73.5%HI 72.8%FY NA11th Grade MathAll 44.1%EL 7.4%SED 34.8%SWD 14.3%AA 26.0%HI 35.2%FY NA |

## [Actions & Measuring and Reporting Results](http://www.doc-tracking.com/screenshots/20LCAP/Instructions/20LCAPInstructions.htm#ExplanationofWhytheLEADevelopedGoals)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal # Action #** | **Action Title and Description** | **Contributing** | **Implementation Level** | **Original Budget** | **Revised Budget** |
| **4.1** | **Equitable and Inclusive Practices**Equitable and Inclusive Practices actions will provide educational partners with training in and resources to support equitable and inclusive practices in order to ensure our staff is prepared to meet the individual needs of the students they serve, with a focus on providing services and support to students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Foster Youth which has been characterized as Red for Suspension Rates on the 2023 Dashboard and Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and Multiple Race students, at specific schools, which are also characterized as Red for Suspension Rates on the 2023 Dashboard, as listed in the Plan Summary.  |

|  |  |
| --- | --- |
| X | Yes  |

 | Partially Implemented | $450,515.00 |

|  |
| --- |
| $400,936.00  |

 |
| **4.2** | **Educational Partner Engagement**Educational Partner Engagement will provide opportunities for parents and students to engage with our district and schools in meaningful ways which promote connectedness, family education and input, and emotional well-being, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth).  |

|  |  |
| --- | --- |
| X | Yes  |

 | Partially Implemented | $174,143.00 |

|  |
| --- |
| $135,248.00  |

 |
| **4.3** | **Mental Health Supports and Multi-Tiered Systems of Support (MTSS)**Mental Health Supports and Multi-Tiered Systems of Support (MTSS) will provide actions and services to address the social emotional well-being of students, as well as to develop systems at each school that support positive behavior, strong school cultures, and student safety, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Foster Youth which has been characterized as Red for Suspension Rates on the 2023 Dashboard and Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and Multiple Race students, at specific schools, which are also characterized as Red for Suspension Rates on the 2023 Dashboard, as listed in the Plan Summary.  |

|  |  |
| --- | --- |
| X | Yes  |

 | Partially Implemented | $1,877,666.00 |

|  |
| --- |
| $1,817,621.00  |

 |
| **4.4** | **Foster Youth Support Services**Foster Youth Support Services will provide the necessary services to ensure improved attendance, engagement, social-emotional health, and academic achievement for our Foster Youth students. On the CA Dashboard, the FY group consistently demonstrates the most need of all of our students groups, as it is characterized as Red for Suspension Rate.  |

|  |  |
| --- | --- |
| X | Yes  |

 | Partially Implemented | $283,632.00 |

|  |
| --- |
| $268,261.00  |

 |
| **4.5** | **Attendance Supports**Attendance supports will provide resources for schools for attendance monitoring, prevention, and response and supports for students and families, such as transportation at reduced cost, to improve attendance and decrease chronic absenteeism, with a focus on supporting students in unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth). This action will also be directed towards Murrieta Canyon Academy, specific student groups at Murrieta Canyon Academy, and English Learners, Asian students, African American students, and White students, at specific schools, that are characterized as Red for Chronic Absenteeism on the 2023 Dashboard, as listed in the Plan Summary.  |

|  |  |
| --- | --- |
| X | Yes  |

 | Partially Implemented | $1,670,923.00 |

|  |
| --- |
| $1,684,304.00  |

 |

# Impact to the Budget Overview for Parents

| **Item** | **As adopted in Budget Overview for Parents** | **Mid-Year Update** |
| --- | --- | --- |
| Total LCFF Funds | 261,017,130 | $264,036,676 |
| LCFF Supplemental/Concentration Grants | $24,962,949 | $24,973,316 |