

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Ensure all students learn through access to high quality actions and services that increase school readiness, academic achievement, and civic/career/college readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            100% of students in the school district have access to the standards-aligned instructional materials.</p> <p><b>19-20</b>            100% of students in the school district have access to the standards-aligned instructional materials.</p> <p><b>Baseline</b>            100% of students in the school district have access to the standards-aligned instructional materials.</p>	<p>2019-20</p> <p>100% of students in the school district have access to the standards-aligned instructional materials. (Met)</p>
<p><b>Metric/Indicator</b>            AP Enrollment participation rate from</p> <p>24.23% in 2015-16 to 24.1% in 2016-17.</p> <p><b>19-20</b></p>	<p>2019-20</p> <p>Overall AP enrollment participation rate was 29.98%. (Not Met)</p> <ul style="list-style-type: none"> <li>• SED was 24.93% (Met)</li> <li>• EL was 14.25% (Not Met)</li> <li>• FY was 4.25% (Not Met)</li> <li>• AA was 23.13% (Not Met)</li> <li>• Hispanic was 27.34% (Not Met)</li> <li>• Am Indian was 33.25% (Met)</li> <li>• SWD was 2.88% (Not Met)</li> </ul>

Expected	Actual
<p>Increase overall by .25% to 30.49%.</p> <p><b>Baseline</b> AP enrollment 24.1% in 2016 - 17.</p> <p>Increase overall and by subgroup .5% annually.</p>	<ul style="list-style-type: none"> <li>Multi-Race was 26.09% (Met)</li> </ul>
<p><b>Metric/Indicator</b> CTE Pathway Participation: Increase by 1% annually</p> <p><b>19-20</b> Increase CTE 12th grade pathway participation by 1% to 622.</p> <p><b>Baseline</b> Increase CTE Pathway Participation from 1555 12th grade students in 2015-16. (Lagging data).</p> <p><b>Metric/Indicator</b> Increase MMHS/ WSMS AVID Demo School participation .5% while ensuring an emphasis on equal or greater proportional representation for targeted student group.</p> <p>(Student Group data available in Appendix E)</p> <p><b>19-20</b> All Student AVID participation: Increase .5% to 22.7% and all student group participation by .5%.</p> <p><b>Baseline</b> All Student AVID participation:  Increase from 21.5% in 2016-17</p>	<p>2019-20</p> <p>CTE Pathway Participation for all students was 2916. (Met)</p> <p>2019-20</p> <p>All AVID students' participation was 18.5% (Not Met)</p> <ul style="list-style-type: none"> <li>SED was 25.1% (Not Met)</li> <li>EL was 16.3% (Met)</li> <li>FY was 13.6% (Not Met)</li> <li>AA was 26.5% (Not Met)</li> <li>Hispanic was 23.8% (Not Met)</li> <li>Am Indian was 33% (Met)</li> <li>Multi-Race was 16.8% (Not Met)</li> </ul>

Expected	Actual
<p><b>Metric/Indicator</b> Increase AVID participation .5% at all participating non-demonstration schools while ensuring an emphasis on equal or greater proportional representation for targeted student group.</p> <p>(Student Group data available in Appendix E)</p> <p><b>19-20</b> All Student AVID participation: Increase .5% to 10.2% and all student group participation by .5%.</p> <p><b>Baseline</b> All Student AVID participation: Increase from 8.9% in 2016-17</p>	<p>2019-20</p> <p>All AVID students' participation was 9.0% (Not Met)</p> <ul style="list-style-type: none"> <li>• SED was 13.4% (Not Met)</li> <li>• EL was 6.3% (Not Met)</li> <li>• FY was 12.7% (Met)</li> <li>• AA was 12.1% (Met)</li> <li>• Hispanic was 13.3% (Not Met)</li> <li>• Am Indian was 11% (Not Met)</li> <li>• Multi-Race was 8.7% (Not Met)</li> </ul>
<p><b>Metric/Indicator</b> AVID Avaxat Elementary: All (100%)</p> <p>Students 2nd-5th grade will be taught to use the AVID Binder and agenda planner and be able to demonstrate this ability to 100% accuracy. Students will show a 1% positive improvement overtime in their mastery of standards in ELA and Math.</p> <p>100% of teachers will receive training in AVID</p> <p><b>19-20</b> 100% of TK-5th grade students will be taught to use the AVID organizational tools</p> <p>5th grade ELA proficiency will increase 1% to 42.27%. 5th grade math proficiency will increase 1% to 39.1%.</p>	<p>2019-20</p> <p>100% of all TK-5th grade students were taught to use the AVID organizational tools Need new data!!</p> <ul style="list-style-type: none"> <li>• 5th grade ELA proficiency was 56.56% (Met)</li> <li>• 5th grade math proficiency was 38.52% (Not Met)</li> <li>• 4th grade ELA proficiency was 54.25% (Not Met)</li> <li>• 4th grade math proficiency was 38.54% (Not Met)</li> </ul>

Expected	Actual
<p>4th grade ELA proficiency will increase 1% to 60.29%. 4th grade math proficiency will increase 1% to 47.9%</p> <p>3rd grade ELA proficiency will increase 1% to 60.31%. 3rd grade math proficiency will increase 1% to 55.65%.</p> <p><b>Baseline</b> 100% of 2nd-5th grade students will be taught to use the AVID Binder and agenda planner and demonstrate this ability with 100% accuracy.</p> <p>2nd – 3rd Grade Teachers will receive training in August 2017.</p>	
<p><b>Metric/Indicator</b> California Colleges: - Over time, students in grades 6-12 will complete the grade level Interest Profiler Milestones to 100% as demonstrated by their individual CCGI Profiles.</p> <p><b>19-20</b> Middle School</p> <p>6th grade student completion of Interest Profiler Milestone will increase by 1% to 88.03% 6th grade student completion of Saved Careers will increase by 1% to 86%</p> <p>7th grade student completion of Saved Careers will increase by 1% to 82.95% 7th grade Goals Assessment will increase by 1% to 86.28%</p> <p>8th grade Goals Assessment will increase by 1% to 73% 8th grade Learning Styles Assessment will increase by 1% to 90%</p> <p>High School</p>	<p>2019-20</p> <p>Middle School</p> <ul style="list-style-type: none"> <li>• 6th grade interest profiler milestone is 22.1% (Not Met)</li> <li>• 6th grade saved careers is 32.5% (Not Met)</li> <li>• 7th grade saved careers is 74.8% (Not Met)</li> <li>• 7th grade goals assessment is 0% (Not Met)</li> <li>• 8th grade goals assessment is NA (Not Met)</li> <li>• 8th grade learning styles assessment is NA (Not Met)</li> </ul> <p>High School</p> <ul style="list-style-type: none"> <li>• 9th grade interest profiler milestone is 77% (Not Met)</li> <li>• 9th grade academic planner is 35.9% (Not Met)</li> <li>• 10th grade multiple intelligences is 79.2% (Met)</li> <li>• 10th grade college list is 50.3% (Not Met)</li> <li>• 11th grade career list is 27.3% (Not Met)</li> <li>• 11th grade Do What you Are is 73.4% (Not Met)</li> <li>• 12th grade journal #12 is NA (NA)</li> <li>• 12th grade career goal #2 is NA (NA)</li> </ul> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>

Expected	Actual
<p>9th grade student completion of Interest Profiler Milestone will increase by 1% to 74%</p> <p>9th grade student completion of Academic Planner will increase by 1% to 86%</p> <p>10th grade Multiple Intelligences will increase by 1% to 82%</p> <p>10th grade College List will increase by 1% to 52%</p> <p>11th grade Career List will increase by 1% to 64%</p> <p>11th grade Do What you Are will increase by 1% to 82%</p> <p>12th grade journal #12 will increase by 1% to 76%</p> <p>11th grade career goal #2 will increase by 1% to 42.2%</p>	
<p><b>Baseline</b></p> <p>Middle School</p> <p>90% of students completed the Interest Profiler Milestone grade 6th</p> <p>74% of students completed the Saved Career in 6th grade</p> <p>70% of students completed the Work Values Sorter and 80% completed the Self-Knowledge in 7th grade</p> <p>68% of students completed the Saved Colleges in 7th grade</p> <p>81% of students completed the Career Key, 30% the School Finder and 44% the Programs/Majors in 8th grade</p> <p>High School</p>	

Expected	Actual
<p>81% of students completed the Interest Profiler Milestone, 31% in Plan of Study, 35% in Saved Careers and 32% in Pictures of Me in 9th Grade</p> <p>28% of students completed the Career Cluster, 2% in Plan of Study, 8% in School Finder and 3% in Progress Majors in 10th grade</p> <p>53% students completed the Career Clusters, 8% in Plan of Study, 20% in Interest Profiler and 19% in Scholarship Finder in 11th grade</p> <p>6% of students completed of Plan of Study, 2% in Progress/Majors in 12th grade</p>	
<p><b>Metric/Indicator</b> English Learners demonstrating at least one year of progress annually toward English fluency as measured by the state English proficiency test, will increase by 3% annually. (ELPAC)</p> <p><b>19-20</b> Increase EL proficiency by 3% to 42.9%</p> <p><b>Baseline</b> Baseline proficiency = 48%</p>	<p>2019-20</p> <p>English Learner progress was 57.9% (Met)</p> <p>From Dashboard ELPI</p>
<p><b>Metric/Indicator</b> CTE Pathway Completer: Increase from 1%.</p> <p>CTE Pathway Concentrator and Completer: Increase 1%</p>	<p>2019-20</p> <p>CTE Pathway Completer was 170 (Met)</p> <p>CTE Pathway Concentrator and Completer was 732 (Met)</p>
<p><b>19-20</b> CTE Pathway Completer: Increase by 1% to 63.</p>	

Expected	Actual
<p>CTE Pathway Concentrator and Completer: Increase by 1% to 694.</p> <p><b>Baseline</b> CTE Pathway Completer: students 314. (Lagging data 2015-16).</p> <p>CTE Pathway Concentrator and Completer: 956. (Lagging data 2015-16)</p> <p><b>Metric/Indicator</b> A-G Completion will increase minimally 1% annually.</p> <p><b>19-20</b> All Student A-G Completion: Increase by 1% to 63.05%</p> <p><b>Baseline</b> All Student A-G Completion: 56% in 2015-16. (RCOE data)</p>	<p>2019-20</p> <p>Overall A-G completion was 61.8%. (Not Met)</p> <ul style="list-style-type: none"> <li>• SED was 50.32% (Not Met)</li> <li>• EL was 18.6% (Not Met)</li> <li>• FY was 33.3% (NA)</li> <li>• AA was 59.84% (Not Met)</li> <li>• Hispanic was 53.03% (Not Met)</li> <li>• Am Indian was 0% (Not Met – 4 students)</li> <li>• SWD was 8.61% (Not Met)</li> <li>• Multi-Race was 65.36% (Not Met)</li> </ul>
<p><b>Metric/Indicator</b> AP pass rate will increase 1% annually</p> <p><b>19-20</b> AP pass rate increase by 1% to 67.1%</p> <p><b>Baseline</b> Incremental increases from 63.2% in 2015-16. (Lagging data)</p>	<p>2019-20</p> <p>Overall AP pass rate was 65.95%. (Not Met)</p>



Expected	Actual
<p><b>Metric/Indicator</b> EAP ELA College Readiness will increase minimally 1% annually.  (Student Group data available in Appendix )</p> <p><b>19-20</b> EAP ELA increase by 1% to 30.87% ready and 33.11% conditionally ready.</p> <p><b>Baseline</b> Currently 36% ready and 42% conditionally ready.</p>	<p>2019-20</p> <p>Overall EAP ELA ready was 38.08% (Met) conditionally ready was 33.82% (Met)</p> <ul style="list-style-type: none"> <li>• SED ready was 29.37% (Met) and conditionally ready was 34.13% (Met)</li> <li>• EL ready was 0% (Not Met) and conditionally ready was 25.53% (Met)</li> <li>• FY ready was NA and conditionally ready was NA</li> <li>• AA ready was 21.82% (Not Met) and conditionally ready was 37.27% (Met)</li> <li>• Hispanic ready was 31.48% (Met) and conditionally ready was 34.12% (Met)</li> <li>• Am Indian ready was NA and conditionally ready was NA</li> <li>• SWD ready was 5.05% (Not Met) and conditionally ready was 17.43% (Met)</li> <li>• Multi-Race ready was 43.57% (Met) and conditionally ready was 36.43% (Met)</li> </ul>
<p><b>Metric/Indicator</b> EAP Math College Readiness will increase minimally 1% annually.  (Student Group data available in Appendix D)</p> <p><b>19-20</b> EAP math increase by 1% to 11.33% ready and 26.01% conditionally ready.</p> <p><b>Baseline</b> Currently 14% ready and 30% conditionally ready.</p>	<p>2019-20</p> <p>Overall EAP Math ready was 17.64% (Met) conditionally ready was 26.67% (Met)</p> <ul style="list-style-type: none"> <li>• SED ready was 12.02% (Met) and conditionally ready was 23.88% (Met)</li> <li>• EL ready was 2.08% (Not Met) and conditionally ready was 2.08% (Not Met)</li> <li>• FY ready was NA and conditionally ready was NA</li> <li>• AA ready was 6.42% (Met) and conditionally ready was 22.94% (Met)</li> <li>• Hispanic ready was 11.85% (Met) and conditionally ready was 24.96% (Met)</li> <li>• Am Indian ready was NA and conditionally ready was NA</li> <li>• SWD ready was 1.38% (Not Met) and conditionally ready was 3.23% (Not Met)</li> </ul>

Expected	Actual
<p><b>Metric/Indicator</b> PSAT</p> <p>8th grade participation will increase minimally by 1% annually.</p> <p>8th grade score will increase minimally by 10 points annually.</p> <p>10th grade participation will increase minimally by 1% annually.</p> <p><b>19-20</b> PSAT 8th grade participation maintain at 99% 8th grade score increase by 10 points to 830 10th grade participation maintain at 99% 10th grade score increase by 10 points to 929</p> <p><b>Baseline</b> PSAT</p> <p>8th grade participation in 2017 99%</p> <p>8th grade score 828</p> <p>10th grade participation in 2017 99%</p>	<ul style="list-style-type: none"> <li>• Multi-Race ready was 20.71% (Met) and conditionally ready was 35.71% (Met)</li> </ul> <p>2019-20</p> <p>PSAT</p> <ul style="list-style-type: none"> <li>• 8th grade participation was 92% (Not Met)</li> <li>• 8th grade score was 815 (Not Met)</li> <li>• 10th grade participation was 90% (Not Met)</li> <li>• 10th grade score was 918 (Not Met)</li> </ul>

Expected	Actual
<p>10th grade score 923</p>	
<p><b>Metric/Indicator</b>  10th grade score will increase minimally by 10 points annually.</p> <p>SAT</p> <p>Student participation numbers will increase 15 minimally annually.</p> <p>ACT</p> <p>Student participation numbers will increase 4 minimally annually.</p> <p><b>19-20</b>  SAT  Number of students taking the SAT will increase by 15 to 1528</p> <p>ACT  Number of student taking the ACT will increase by 4 to 559</p> <p><b>Baseline</b>  SAT</p> <p>Number of students taken the SAT in 2017 2375</p> <p>ACT</p>	<p>2019-20</p> <p>SAT  Number of students who took the SAT was 1240 (Not Met)</p> <p>ACT  Number of student who took the ACT was 548 (Not Met)</p>

Expected	Actual
<p>Number of student taking the ACT in 2017 656</p>	
<p><b>Metric/Indicator</b> FAFSA</p> <p>Increase completion rate by 1% minimally annually.</p> <p><b>19-20</b> FAFSA</p> <p>Completion rate increase by 1% to 61%</p> <p><b>Baseline</b> FAFSA</p> <p>Completion in 2017 74.7%</p>	<p>2019-20</p> <p>The FAFSA completion rate was 71.7%. (Met)</p>
<p><b>Metric/Indicator</b> Cohort Graduation</p> <p>Increase rate by .25% annually. (Student Group data available in Appendix D)</p> <p><b>19-20</b> Cohort Graduation Rate 2019: Maintain at 97.6% Increase the following by .25% EL to 88.75%</p>	<p>2019-20</p> <p>Overall cohort graduation rate is 96.4%. (Not Met)</p> <ul style="list-style-type: none"> <li>• SED was 94.7% (Not Met)</li> <li>• EL was 92.9% (Met)</li> <li>• FY was 83.3% (Not Met)</li> <li>• AA was 95.3% (Not Met)</li> <li>• Hispanic was 96.0% (Not Met)</li> <li>• Am Indian was NA (NA)</li> <li>• SWD was 86.3% (Not Met)</li> <li>• Multi-Race was 98.2% (Met)</li> </ul>

Expected	Actual
<p>FY to 93.15% SWD 86.75%</p> <p>MCA Cohort Graduation Rate: Increase MCA by 5% to 58.78%</p> <p><b>Baseline</b> Cohort Graduation Rate 2016: 94.8%</p> <p><b>Metric/Indicator</b> HS Cohort Dropout Rate Decrease rate by .25% annually. (Student Group data available in Appendix D)</p> <p><b>19-20</b> HS Cohort Dropout Rate 2019: Maintain at 1.41%</p> <p><b>Baseline</b> HS Cohort Dropout Rate 2016: 3.8%</p>	<p>MCA 4-year cohort graduation rate is 81.3% (Met) MCA 5-year cohort graduation rate is 83.9% (Met)</p> <p>2019-20</p> <p>HS Dropout rate was 0.5% (Met)</p> <ul style="list-style-type: none"> <li>• SED was 0.7% (Met)</li> <li>• EL was 2.5% (Met)</li> <li>• FY was 7.7% (Not Met)</li> <li>• AA was 0.0% (Met)</li> <li>• Hispanic was 0.9% (Not Met)</li> <li>• Am Indian was NA (NA)</li> <li>• SWD was 2.6% (Not Met)</li> <li>• Multi-Race was 0% (Met)</li> </ul>
<p><b>Metric/Indicator</b></p>	<p>2019-20</p>

Expected	Actual
<p>MS Cohort Dropout Rate</p> <p>Maintain middle school dropout rate annually.</p> <p><b>19-20</b> MS Cohort Dropout Rate 2019: Maintain at 0%</p> <p><b>Baseline</b> Cohort Dropout Rate 2016: 0%</p>	<p>MS dropout rate is 0%. (Met)</p>
<p><b>Metric/Indicator</b> Two or More Failing Grades: 6-8 Decrease failing grades by .5% annually overall. (Student Group data available in Appendix E)</p> <p><b>19-20</b> MS Two or More Failing Grades:</p> <p>MS failing grades decrease by .25% to 11.85%</p> <p><b>Baseline</b> Two or More Failing Grades: 6-8 2017 9.6%</p>	<p>2019-20</p> <p>MS overall two or more failing grades was 11.34% (Met)</p> <ul style="list-style-type: none"> <li>• SED was 15.9% (Met)</li> <li>• EL was 19.8% (Met)</li> <li>• FY was 22.22% (Met)</li> <li>• AA was 15.02% (Not Met)</li> <li>• Hispanic was 13.18% (Met)</li> <li>• Am Indian was 10.53% (Not Met)</li> <li>• SWD was 14.22% (Met)</li> <li>• Multi-Race was 9.49% (Not Met)</li> </ul> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Two or More Failing Grades: 9-12</p> <p>Decrease failing grades by 1% annually overall. (Student Group data available in Appendix E)</p> <p><b>19-20</b> Two or More Failing Grades: 9-12</p> <p>HS failing grades decrease by .5% to 16.7%</p> <p><b>Baseline</b> Two or More Failing Grades: 9-12</p> <p>2017 18.6%</p>	<p>2019-20</p> <p>HS overall two or more failing grades was 17.5% (Not Met)</p> <ul style="list-style-type: none"> <li>• SED was 20.03% (Met)</li> <li>• EL was 33.65% (Met)</li> <li>• FY was 35.56% (Not Met)</li> <li>• AA was 18.27% (Met)</li> <li>• Hispanic was 17.74% (Met)</li> <li>• Am Indian was 28.13% (Not Met)</li> <li>• SWD was 20.26% (Met)</li> <li>• Multi-Race was 12.44% (Met)</li> </ul> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> Alternative Education Credit Completion</p> <p>Increase credit completed per semester by average of 5 credits annually</p> <p><b>19-20</b> Alternative Education Credit Completion</p> <p>Alt Ed Daily Program credit completion increase by 5 credits to 35</p>	<p>2019-20</p> <p>Daily program credit completion is 29 credits per semester. (Not Met)</p> <p>Independent Study program credit completion is 17 credits per semester. (Not Met)</p>

Expected	Actual
<p>Alt Ed Independent Study Program credit completion increase by 5 credits to 25</p> <p><b>Baseline</b> Alternative Education Credit Completion</p> <p>Semester One 2016 59 Seniors in daily program, not co-enrolled; average credit earned was 24.3 compared to 17 previous year.</p>	
<p><b>Metric/Indicator</b> Reading Literacy Targets</p> <p>3rd Grade students meeting proficiency (or advanced) will increase 2% annually.</p> <p>K-2 students completing iRead Levels by 5% annually.</p> <p>3-5 students meeting RI proficiency targets by 2% annually.</p> <p>6-8 students meeting RI proficiency targets by 1% minimally annually.</p> <p><b>19-20</b> Reading Literacy</p> <p>3rd grade RI Proficiency increase by 1% to 80.8%</p> <p>K-2 iRead completion K increase by 5% to 72% 1st grade increase by 5% to 69% 2nd grade increase by 5% to 75%</p>	<p>2019-20</p> <p>Reading Literacy Targets</p> <ul style="list-style-type: none"> <li>• K completion was 55% (Not Met)</li> <li>• 1st Grade completion was 46% (Not Met)</li> <li>• 2nd Grade completion was 22% (Not Met)</li> <li>• 3rd Grade RI proficiency was 72% (Not Met)</li> <li>• Grades 3-5 RI proficiency was 57% (Not Met)</li> <li>• 6th Grade RI proficiency was 52.51% (Not Met)</li> <li>• 7th Grade RI proficiency was 57.25% (Not Met)</li> <li>• 8th Grade RI proficiency was 63.44% (Not Met)</li> <li>• 9th Grade RI proficiency was 65.23% (Not Met)</li> <li>• 10th Grade RI proficiency was 70.51% (Not Met)</li> <li>• 11th Grade RI proficiency was 61.38% (Not Met)</li> <li>• 12th Grade RI proficiency was 65.87% (Not Met)</li> </ul> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>



Expected	Actual
<p>Grades 3-5 RI proficiency increase of 1% to 77.9%</p> <p>6th grade RI proficiency increase of 1% to 67.12%</p> <p>7th grade RI proficiency increase of 1% to 70.88%</p> <p>8th grade RI proficiency increase of 1% to 72.41%</p> <p>9th grade RI proficiency increase of 1% to 73.25%</p> <p>10th grade RI proficiency increase of 1% to 77.87%</p> <p>11th grade RI proficiency increase of 1% to 69.13%</p> <p>12th grade RI proficiency increase of 1% to 73.63%</p> <p><b>Baseline</b> 3rd Grade Reading Literacy Targets</p> <p>2017: 76%</p> <p>K-2 Reading Literacy 2017</p> <p>K: 59%</p> <p>1st: 56%</p> <p>2nd: 73%</p> <p>3-5 RI Targets</p> <p>2017: 73%</p> <p>6-10 RI Targets</p> <p>2017</p> <p>6th: 58%</p> <p>7th: 68%</p> <p>8th: 69%</p> <p>9th: 69%</p> <p>10th: 74%</p>	

Expected	Actual
<p><b>Metric/Indicator</b> Math Literacy Targets</p> <p>3-5 students meeting MI proficiency targets by 2% annually.</p> <p>6-8 proficiency rates in Think Through Math increase by 10% annually at each middle school.</p> <p>9th and 10th proficiency rates in Think Through Math increase by 8% annually at each high school. (School Site data available in Appendix E)</p> <p><b>19-20</b> Math Growth Targets</p> <p>Grades 3-5 MI proficiency will increase by 2% to 56.89%</p> <p>Grades 6-8 proficiency increase will be 10%</p> <p>High School proficiency increase will be 10%</p> <p><b>Baseline</b> 3-5 MI Targets</p> <p>2017: 48%</p> <p>(School Site data available in Appendix E)</p>	<p>2019-20</p> <p>Math Literacy Targets</p> <ul style="list-style-type: none"> <li>• Grades 3-5 math proficiency increased by 46% (Not Met)</li> <li>• Grades 6-8 math proficiency increased by 12.7% (Met)</li> <li>• High school math proficiency increased by 4.4% (Not Met)</li> </ul> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> CAASPP: ELA Standard Met and Exceeded</p>	<p>2019-20</p> <p>Overall 2019 CAASPP ELA Standard Met and Exceeded was 64% (Met)</p>

Expected	Actual
<p>Student growth will increase annually by 1% minimum. (Student Group data available in Appendix E)</p> <p><b>19-20</b> CAASPP ELA Standard Met/Exceeded will increase by 1% to:</p> <p>Grade 3: 64%</p> <p>Grade 4: 66%</p> <p>Grade 5: 62%</p> <p>Grade 6: 57%</p> <p>Grade 7: 60%</p> <p>Grade 8: 59%</p> <p>Grade 11: 63%</p> <p><b>Baseline</b> 2016</p> <p>Grade 3: 54%</p> <p>Grade 4: 58%</p> <p>Grade 5: 61%</p> <p>Grade 6: 61%</p> <p>Grade 7: 59%</p>	<ul style="list-style-type: none"> <li>• 3rd Grade was 64% (Met)</li> <li>• 4th Grade was 63.6% (Not Met)</li> <li>• 5th Grade was 66.7% (Met)</li> <li>• 6th Grade was 58.8% (Met)</li> <li>• 7th Grade was 66.2% (Met)</li> <li>• 8th Grade was 58.6% (Not Met)</li> <li>• 11th Grade was 71.9% (Met)</li> </ul>

Expected	Actual
<p>Grade 8: 60%</p> <p>Grade 11: 74%</p> <p><b>Metric/Indicator</b> CAASPP: Math Standard Met and Exceeded</p> <p>Student growth will increase annually by 1% minimum.</p> <p>(Student Group data available in Appendix E)</p> <p><b>19-20</b> CAASPP Math Standard Met/Exceeded will increase by 1% to:</p> <p>Grade 3: 63%</p> <p>Grade 4: 57%</p> <p>Grade 5: 50%</p> <p>Grade 6: 48%</p> <p>Grade 7: 44%</p> <p>Grade 8: 53%</p> <p>Grade 11: 36%</p> <p><b>Baseline</b> 2016</p> <p>Grade 3: 54%</p>	<p>2019-20</p> <p>Overall 2019 CAASPP Math Standard Met and Exceeded was 51.7% (Met)</p> <ul style="list-style-type: none"> <li>• 3rd Grade was 62.8% (Not Met)</li> <li>• 4th Grade was 61.3% (Met)</li> <li>• 5th Grade was 53.9% (Met)</li> <li>• 6th Grade was 48.2% (Met)</li> <li>• 7th Grade was 48.2% (Met)</li> <li>• 8th Grade was 47.1% (Not Met)</li> <li>• 11th Grade was 44.3% (Met)</li> </ul>

Expected	Actual
Grade 4: 48%	
Grade 5 :43%	
Grade 6: 47%	
Grade 7: 45%	
Grade 8: 47%	
Grade 11: 41%	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Support for Advancement Via Individual Determination (AVID) and AVID strategies through teacher training was provided. Offer priority registration to students from targeted populations (Hispanic, African-American, SWDs, EL, and LI students). Continued to increase student participation.</p> <p>Advancement Via Individual Determination (AVID)</p> <p>A) Teacher Release Time for AVID Training and all sub related costs.            B) AVID Tutors            C) Teacher Release Time for AVID Training and all sub related costs.            D) AVID Tutors            E) AVID Supplies            F) AVID licensing, conference and transportation related costs.</p> <p>Maintained Coordinator of Student Support (Counseling Focus) at the District Office to assist with the design and oversight of completion rates: A-G, FAFSA, CTE, and Outsourced Programs for targeted</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$37,620            B) 2000-2999: Classified Personnel Salaries LCFF \$204,511            C) 3000-3999: Employee Benefits LCFF \$7,826            D) 3000-3999: Employee Benefits LCFF \$21,065            E) 4000-4999: Books And Supplies LCFF \$11,500            F) 5000-5999: Services And Other Operating Expenditures LCFF \$142,325            A) 1000-1999: Certificated Personnel Salaries LCFF \$245,214</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$30,008            B) 2000-2999: Classified Personnel Salaries LCFF \$150,741            C) 3000-3999: Employee Benefits LCFF \$5,507            D) 3000-3999: Employee Benefits LCFF \$17,442            E) 4000-4999: Books And Supplies LCFF \$7,635            F) 5000-5999: Services And Other Operating Expenditures LCFF \$129,325            A) 1000-1999: Certificated Personnel Salaries LCFF \$250,137</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>student populations (Hispanic, African-American, SWDs, EL, and LI students) includes College Board Related Efforts etc.  Maintained a half-time Coordinator for Equity and CTE  Maintained a half-time Coordinator for CTE out of CTEIG Grant.  Increased full-time Coordinators for Ed Services secondary Data Standards Learning and Instruction (DSLII) and Technology  A-B) Coordinators Student Support/Equity/CTE  C-D, G) Coordinator Ed Services/CTE (.5)  E-F) Coordinators of DSLII/Technology</p>	<p>B) 3000-3999: Employee Benefits LCFF \$62,432  C) 1000-1999: Certificated Personnel Salaries Career Technical Education Incentive Grant (CTEIG) \$59,790  D) 3000-3999: Employee Benefits Career Technical Education Incentive Grant (CTEIG) \$17,274  E) 1000-1999: Certificated Personnel Salaries LCFF \$252,411  F) 3000-3999: Employee Benefits LCFF \$71,850</p>	<p>B) 3000-3999: Employee Benefits LCFF \$64,320  C) 1000-1999: Certificated Personnel Salaries Career Technical Education Incentive Grant (CTEIG) \$60,990  D) 3000-3999: Employee Benefits Career Technical Education Incentive Grant (CTEIG) \$17,703  E) 1000-1999: Certificated Personnel Salaries LCFF \$256,818  F) 3000-3999: Employee Benefits LCFF \$71,580  G) 7000-7439: Other Outgo Career Technical Education Incentive Grant (CTEIG) \$4,226</p>
<p>Maintained additional counseling support services. Offer priority services to students from the targeted populations (Hispanic, African-American, SWDs, EL, LI and LPSBG students) to ensure academic achievement, college, and career readiness.  A-B) One (1) Additional Counselor at each comprehensive high school</p> <p>Provided outsourced/supplemental special programs and AP/IB exam fee waivers. Offer priority participation to students from the underrepresented targeted populations (Hispanic, African-American, SWDs, EL, LI and LPSBG students) to ensure academic achievement, civic, college, and career readiness.  A-D)Supplemental Special Programs: CSU Alliance, UCR Bridge, Summer Bridge; and AP/IB exam support and fee waivers</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$314,021  B) 3000-3999: Employee Benefits LCFF \$104,286  A) 1000-1999: Certificated Personnel Salaries LCFF \$33,200  B) 3000-3999: Employee Benefits LCFF \$6,908  C) 5000-5999: Services And Other Operating Expenditures LCFF \$144,793  D) 4000-4999: Books And Supplies LCFF \$7,590</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$341,868  B) 3000-3999: Employee Benefits LCFF \$100,397  A) 1000-1999: Certificated Personnel Salaries LCFF \$25,532  B) 3000-3999: Employee Benefits LCFF \$4,967  C) 5000-5999: Services And Other Operating Expenditures LCFF \$95,904  D) 4000-4999: Books And Supplies LCFF \$8,301</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Maintain support of costs associated with Assessment: State Exams, Pre-ID Services, A/P and I/B Test Fees (unduplicated students) and Exam Rooms.</p> <p>A-B) Costs associated with Assessment: State Exams, Pre-ID Services, LCAP Printing Services</p> <p>C-D) Costs associated with Assessment report mailing: Clerical substitute</p>	<p>A) 5000-5999: Services And Other Operating Expenditures LCFF \$0</p> <p>B) 4000-4999: Books And Supplies LCFF \$0</p> <p>C) 2000-2999: Classified Personnel Salaries LCFF \$0</p> <p>D) 3000-3999: Employee Benefits LCFF \$0</p>	<p>A) 5000-5999: Services And Other Operating Expenditures LCFF \$0</p> <p>B) 4000-4999: Books And Supplies LCFF \$0</p> <p>C) 2000-2999: Classified Personnel Salaries LCFF \$0</p> <p>D) 3000-3999: Employee Benefits LCFF \$0</p>
<p>Maintained support for Career Technical Education Implementation at all high schools to purchased materials and equipment. Focus on recruiting students who are unduplicated and from targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students)</p> <p>A-D, H) Provided Support for Career Technical Education Programs</p> <p>E-G Career Technical Education Teachers</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$9,900</p> <p>B) 3000-3999: Employee Benefits LCFF \$2,059</p> <p>C) 4000-4999: Books And Supplies LCFF \$191,500</p> <p>D) 5000-5999: Services And Other Operating Expenditures LCFF \$55,864</p> <p>E) 1000-1999: Certificated Personnel Salaries LCFF \$1,149,329</p> <p>F) 3000-3999: Employee Benefits LCFF \$350,517</p> <p>G) 5000-5999: Services And Other Operating Expenditures LCFF \$775,000</p> <p>H) 2000-2999: Classified Personnel Salaries LCFF \$0</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$6,958</p> <p>B) 3000-3999: Employee Benefits LCFF \$1,327</p> <p>C) 4000-4999: Books And Supplies LCFF \$86,380</p> <p>D) 5000-5999: Services And Other Operating Expenditures LCFF \$38,000</p> <p>E) 1000-1999: Certificated Personnel Salaries LCFF \$906,828</p> <p>F) 3000-3999: Employee Benefits LCFF \$276,514</p> <p>G) 5000-5999: Services And Other Operating Expenditures LCFF \$800,193</p> <p>H) 2000-2999: Classified Personnel Salaries LCFF \$142</p>
<p>Enhanced current plan to provide direct support (tutoring, counseling, mental health, credit completion) to Murrieta Canyon Academy to meet the needs of unduplicated student population and targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students) to address ESSA CSI and results of root cause analysis. To design and</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$17,000</p> <p>B) 3000-3999: Employee Benefits LCFF \$3,537</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>B) 3000-3999: Employee Benefits LCFF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>implement a varied approach to student learning environments which capture the interests and passions of the students at MCA. A-H) Support to Murrieta Canyon Academy</p>	<p>C) 1000-1999: Certificated Personnel Salaries Title I \$44,000 D) 2000-2999: Classified Personnel Salaries Title I \$5,000 E) 3000-3999: Employee Benefits Title I \$10,705 F) 5000-5999: Services And Other Operating Expenditures Title I \$17,000 G) 7000-7439: Other Outgo Title I \$4,119</p>	<p>C) 1000-1999: Certificated Personnel Salaries Title I \$54,366 D) 2000-2999: Classified Personnel Salaries Title I \$801 E) 3000-3999: Employee Benefits Title I \$16,308 F) 5000-5999: Services And Other Operating Expenditures Title I \$4,410 G) 7000-7439: Other Outgo Title I \$4,143 H) 4000-4999: Books And Supplies Title I \$1,270</p>
<p>Maintained site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student and targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students). Specifically, MMHS utilized LCFF allocations to address ESSA ATSI for SWD, MCA addressed ESSA CSI for graduation rate, all schools addressed DA for Foster Youth. A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$40,385 B) 2000-2999: Classified Personnel Salaries LCFF \$120,131 C) 3000-3999: Employee Benefits LCFF \$50,136 D) 4000-4999: Books And Supplies LCFF \$219,498 E) 5000-5999: Services And Other Operating Expenditures LCFF \$235,047</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$25,542 B) 2000-2999: Classified Personnel Salaries LCFF \$94,112 C) 3000-3999: Employee Benefits LCFF \$36,257 D) 4000-4999: Books And Supplies LCFF \$272,211 E) 5000-5999: Services And Other Operating Expenditures LCFF \$188,664</p>
<p>Provided 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 all students including unduplicated student groups and targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students) A-B) Maintain K-3 Class-size reductions</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$3,326,960 B) 3000-3999: Employee Benefits LCFF \$1,035,822</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$3,392,257 B) 3000-3999: Employee Benefits LCFF \$997,341</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Murrieta Valley Unified School District implemented all Actions and Services related to Goal 1, but due to school closures in March 2020 from the COVID-19 pandemic budgets were impacted. Unspent site supplemental funds were carried over into the 2020/21 fiscal year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 2019-20 LCAP successes include implementation of all actions and services related to Goal 1.

The school district continues to provide the following actions and services primarily focused on serving our unduplicated and targeted student groups:

- AVID is provided at all of our secondary schools and Avaxat Elementary
- Coordinators to support student learning in the areas of Equity, CTE, Secondary, and Technology
- Additional counselors at the high schools to ensure student academic success and college/career readiness
- Support in advanced coursework which included Summer Bridge, UCR AP Readiness, CSUSM Alliance, and AP/IB exam fee waivers
- Career Technical Education supports for pathway development, materials, work-based learning opportunities, certifications, and college credit opportunities
- Supports for Murrieta Canyon Academy to address credit completion and graduation rates as a result of Comprehensive Supports and Improvement status
- Supports for all school sites to provide Goal 1 actions and services through SPSAs that are focused on serving unduplicated and targeted student groups
- Provide additional teachers K-3 for all elementary schools to ensure student learning and achievement focused on serving unduplicated and targeted student groups

The 2019-20 LCAP challenges of implementing the actions and services related to Goal 1 is due to school closures at the end of the 19-20 school year where many of the on-campus in-person services could not be provided.

## Goal 2

### PREVENTION / INTERVENTION / ACCELERATION

Provide high quality prevention/intervention/acceleration actions and services to eliminate barriers to student access to required and desired areas of study.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Imagine Learning participation data:            The percent of K-5              Emerging (beginning and early intermediate) students using the Imagine Learning supplemental program will increase by 5% annually.              This program will enable ELL to access the New State Standards and the ELD standards.</p> <p><b>19-20</b>            Maintain percent of Emerging Language Learners accessing the Imagine Learning Program at 98.55%</p>	<p>2019-20</p> <p>Emerging Language Learners accessing Imagine Learning was 100%. (Met)</p>

Expected	Actual
<p><b>Baseline</b> 2016 – 2017 was the initial year of the pilot of this program and enabled us to create a baseline for future implementation. In 2016 – 2017, 44% of Emerging Language learners accessed the Imagine Learning Program.</p> <p><b>Metric/Indicator</b> Early literacy metric is being added to monitor reading K-2. This will be done with end of the year RI scores in 2nd grade. 2% annual increase will be the goal. This will be lagging data.</p> <p><b>19-20</b> The % of 2nd grade students meeting proficiency or advanced on the RI will increase by 1% to 77.5%. (Lagging Data)</p> <p>All student group goals are as follows: SED: 70.9%</p> <p>EL: 66.3%</p> <p>SWD: 49.1%</p> <p>AA: 63.3%</p> <p>Hisp: 73.9%</p> <p><b>Baseline</b> In 2015 – 2016 the % of 2nd grade students meeting proficiency or advanced on the RI was 74% which exceeded the previous year’s goal. All student groups also exceeded their goals as follows: SED: 67%</p> <p>EL: 65%</p> <p>SWD: 56%</p>	<p>2019-20</p> <p>Overall 2nd Grade RI proficiency was 75%. (Not Met)</p> <p>Student group data is not available due to the inability to retrieve that data due to school closures in spring 2020 from the COVID-19 pandemic.</p>

Expected	Actual
<p>AA: 74%</p> <p>Hisp: 75%</p> <p><b>Metric/Indicator</b> 4th – 5th grade Read 180 intervention students will increase their rate of average growth by .1 over two years and the percentage of students exceeding their growth goals by 2% every year. Includes SWD.</p>	<p>2019-20</p> <p>Read 180 data is not available due to the inability to retrieve that data due to school closures in spring 2020 from the COVID-19 pandemic.</p>
<p><b>19-20</b> Average growth rate for all students will be 1.2 years or greater</p> <p><b>Baseline</b> The average growth rate of Read 180 students was 1.3 years with 75% of students exceeding their growth goal. (15-16)</p>	
<p><b>Metric/Indicator</b> 3rd – 5th System 44 intervention students will increase their rate of accuracy by 1 point over two years and their percentage of students demonstrating improved accuracy by 2% every year.</p> <p>System 44 intervention students will increase their average change in fluency by 1 point over two years and their percentage of students demonstrating a 4+ point's gain in fluency by 2% every year. Includes SWD.</p> <p><b>19-20</b></p>	<p>2019-20</p> <p>System 44 data is not available due to the inability to retrieve that data due to school closures in spring 2020 from the COVID-19 pandemic.</p>

Expected	Actual
<p>Overall increase of 1% percent of System 44 students reaching advanced decoder to 30%</p> <p>Elementary: 29%</p> <p>Middle School: 34%</p> <p>High School: 1%</p> <p><b>Baseline</b> Average change in accuracy – 5 points</p> <p>% of students demonstrating improved accuracy – 76%</p> <p>Average change in fluency – 5 points</p> <p>% of students demonstrating a 4+ points gain in fluency – 58%</p>	
<p><b>Metric/Indicator</b> Increase student enrollment in Advanced Placement including unduplicated and special needs students.</p> <p>Includes SWD.</p> <p><b>19-20</b> Increase AP Enrollment by .25% to overall 30.49%</p> <p>SWD 5.26% SED 24.07% EL 18.95% FY 31.02% AA 24.48% Hispanic 27.37%</p>	<p>2019-20</p> <p>Overall AP enrollment participation rate was 29.98%. (Not Met)</p> <ul style="list-style-type: none"> <li>• SED was 24.93% (Met)</li> <li>• EL was 14.25% (Not Met)</li> <li>• FY was 4.25% (Not Met)</li> <li>• AA was 23.13% (Not Met)</li> <li>• Hispanic was 27.34% (Not Met)</li> <li>• Am Indian was 33.25% (Met)</li> <li>• SWD was 2.88% (Not Met)</li> <li>• Multi-Race was 26.09% (Not Met)</li> </ul>



Expected	Actual																									
<p><b>19-20</b> Increase of 1% annual growth from FBB to 13.8%.</p> <p><b>Baseline</b> 2016-17 Baseline</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>FBB</th> <th>BB</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>57.9</td> <td>36.3</td> <td>4.59</td> </tr> <tr> <td>Spring</td> <td>50</td> <td>42.1</td> <td>6.52</td> </tr> <tr> <td>Growth</td> <td>-7.9</td> <td>5.8</td> <td>1.98</td> </tr> </tbody> </table>	Semester	FBB	BB	B	Fall	57.9	36.3	4.59	Spring	50	42.1	6.52	Growth	-7.9	5.8	1.98										
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<p><b>Metric/Indicator</b> 6th-8th Proficiency Rates in Think Through Math will increase a minimum of 1% growth annually. Includes SWD.</p> <p><b>19-20</b> Increase of 1% annual growth to:</p> <table border="1"> <thead> <tr> <th>School</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>DMMS</td> <td>12.5%</td> </tr> <tr> <td>SMS</td> <td>12.3%</td> </tr> <tr> <td>TMS</td> <td>11.6%</td> </tr> <tr> <td>WSMS</td> <td>9.7%</td> </tr> </tbody> </table> <p><b>Baseline</b> 2016-17 Baseline</p> <table border="1"> <thead> <tr> <th>School</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>DMMS</td> <td>18.5</td> <td>35.4</td> </tr> <tr> <td>SMS</td> <td>16.1</td> <td>25.8</td> </tr> <tr> <td>TMS</td> <td>18.6</td> <td>31.7</td> </tr> <tr> <td>WSMS</td> <td>16.3</td> <td>24.5</td> </tr> </tbody> </table>	School	Growth	DMMS	12.5%	SMS	12.3%	TMS	11.6%	WSMS	9.7%	School	Fall	Spring	DMMS	18.5	35.4	SMS	16.1	25.8	TMS	18.6	31.7	WSMS	16.3	24.5	<p>2019-20</p> <p>Overall 6-8th Grade Math Proficiency Growth</p> <ul style="list-style-type: none"> <li>• DMMS 12.9% (Not Met)</li> <li>• SMS 13.5% (Met)</li> <li>• TMS 14.4% (Met)</li> <li>• WSMS 9.8% (Not Met)</li> </ul> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>
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<p><b>Metric/Indicator</b> HS Transitional Math Course Proficiency Rates will show a minimum of 1% growth annually. Includes SWD.</p> <p><b>19-20</b> Increase of 1% overall average growth from FBB to 8.7%.</p> <p><b>Baseline</b> 2016-17 Baseline:</p> <p>MMHS</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>FBB</th> <th>BB</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>43</td> <td>44.55</td> <td>9.23</td> </tr> <tr> <td>Spring</td> <td>33.5</td> <td>51.73</td> <td>14.8</td> </tr> <tr> <td>Growth</td> <td>-9.5</td> <td>7.18</td> <td>5.57</td> </tr> </tbody> </table> <p>MVHS</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>FBB</th> <th>BB</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>40.1</td> <td>47.3</td> <td>11</td> </tr> <tr> <td>Spring</td> <td>40.7</td> <td>53.3</td> <td>6.03</td> </tr> <tr> <td>Growth</td> <td>.6</td> <td>6</td> <td>-5</td> </tr> </tbody> </table> <p>VMHS</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>FBB</th> <th>BB</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>46.6</td> <td>43.03</td> <td>8.53</td> </tr> <tr> <td>Spring</td> <td>40.02</td> <td>48.8</td> <td>9.27</td> </tr> <tr> <td>Growth</td> <td>-6.58</td> <td>8.77</td> <td>.74</td> </tr> </tbody> </table>	Semester	FBB	BB	B	Fall	43	44.55	9.23	Spring	33.5	51.73	14.8	Growth	-9.5	7.18	5.57	Semester	FBB	BB	B	Fall	40.1	47.3	11	Spring	40.7	53.3	6.03	Growth	.6	6	-5	Semester	FBB	BB	B	Fall	46.6	43.03	8.53	Spring	40.02	48.8	9.27	Growth	-6.58	8.77	.74	<p>2019-20</p> <p>Overall HS Transitional Math growth from FBB was 9.1% (Met)</p> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>
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<p><b>Metric/Indicator</b> HS Proficiency Rates in Think Through Math will increase a minimum of 1% annually. Includes SWD.</p> <p><b>19-20</b> Increase of 1% annual growth to:</p>	<p>2019-20</p> <p>Overall High School Math Proficiency Growth</p> <ul style="list-style-type: none"> <li>• MMHS 3.7% (Not Met)</li> <li>• MVHS 6.1% (Not Met)</li> <li>• VMHS 3.4% (Not Met)</li> </ul>																																																



Expected	Actual																
<p>School Growth</p> <p>MMHS 7.8%</p> <p>MVHS 7.5%</p> <p>VMHS 7.3%</p> <p><b>Baseline</b></p> <p>2016-17 Baseline</p> <table border="1"> <thead> <tr> <th>School</th> <th>Fall</th> <th>Spring</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>MMHS</td> <td>18%</td> <td>23%</td> <td>5%</td> </tr> <tr> <td>MVHS</td> <td>18%</td> <td>21.3%</td> <td>3.3%</td> </tr> <tr> <td>VMHS</td> <td>20.3%</td> <td>25.1%</td> <td>4.8%</td> </tr> </tbody> </table> <p>Average Growth 4.4%</p>	School	Fall	Spring	Growth	MMHS	18%	23%	5%	MVHS	18%	21.3%	3.3%	VMHS	20.3%	25.1%	4.8%	<p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>
School	Fall	Spring	Growth														
MMHS	18%	23%	5%														
MVHS	18%	21.3%	3.3%														
VMHS	20.3%	25.1%	4.8%														
<p><b>Metric/Indicator</b></p> <p>English Language Learner Progress Indicator (including reclassification rate) will increase 1% annually as reported on the California School Dashboard. (CSD)</p> <p><b>19-20</b></p> <p>This metric is no longer being used</p> <p><b>Baseline</b></p> <p>2016-17 Baseline</p> <p>67.7%</p>	<p>2019-20</p> <p>This metric is no longer being used.</p>																
<p><b>Metric/Indicator</b></p> <p>English Language Learner Reclassification Rate</p> <p>Increase annually by 1%.</p>	<p>2019-20</p> <p>English Language Learner reclassification rate was 10.5%. (Not Met)</p>																

Expected	Actual
<p><b>19-20</b> Increase EL reclassification rate by 1% to 12.5%</p> <p><b>Baseline</b> 2016-2017 Reclassification Rate: 5.5%</p>	
<p><b>Metric/Indicator</b> % English Language Learner Progress toward English Proficiency as measured by the CDELT. Reflects percentage of students moving one (1) or more levels.  2% increase annually.</p> <p><b>19-20</b> Increase percentage of students achieving level 4 on ELPAC by 1% to 40.92%</p> <p><b>Baseline</b> 2016-2017:  English Learner Level Growth 43.5% of students moving one or more levels. (Lagging Data)</p>	<p>2019-20</p> <p>ELPAC results: (Not Met) 26.64% Level 4 – Well Developed (Not Met) 42.34% Level 3 – Moderately Developed (Met) 21.41% Level 2 – Somewhat Developed (Not Met) 9.61% Level 1 – Beginning Stage (Not Met)</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A-B) Maintained up to four (4) sections at each middle school to offer math intervention/acceleration classes as identified on the Mathematics Pathway Plan. In addition, sections may be used for intervention efforts for ELA. These sections are for our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$255,349 B) 3000-3999: Employee Benefits LCFF \$75,499</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$262,824 B) 3000-3999: Employee Benefits LCFF \$74,261</p>
<p>A-B) Maintained up to seven (7) sections for intervention/acceleration classes in math, ELA, and Access/Bridge programs at each comprehensive high school. These sections are for our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$315,987 B) 3000-3999: Employee Benefits LCFF \$96,512</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$335,921 B) 3000-3999: Employee Benefits LCFF \$95,732</p>
<p>In order to provide direct intervention support to unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students), each elementary school will be provided with an Elementary Intervention Teacher.</p> <p>A) Maintained Elementary Intervention Teacher Services B) Maintained Elementary Intervention Teacher Services C) Intervention Teachers Training D) Intervention Teachers Training E-F) Intervention Teachers Resources</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$1,068,624 B) 3000-3999: Employee Benefits LCFF \$311,092 C) 1000-1999: Certificated Personnel Salaries LCFF \$6,000 D) 3000-3999: Employee Benefits LCFF \$1,248 E) 4000-4999: Books And Supplies LCFF \$5,384</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$1,073,264 B) 3000-3999: Employee Benefits LCFF \$315,741 C) 1000-1999: Certificated Personnel Salaries LCFF \$0 D) 3000-3999: Employee Benefits LCFF \$0 E) 4000-4999: Books And Supplies LCFF \$5,795 F) 5000-5999: Services And Other Operating Expenditures LCFF \$392</p>
<p>A-B) Maintained support for intervention materials: Math 180, Read 180 and iRead. These materials are for our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p>	<p>A) 4000-4999: Books And Supplies LCFF \$187,000 B) 5000-5999: Services And Other Operating Expenditures LCFF \$0</p>	<p>A) 4000-4999: Books And Supplies LCFF \$60,532 B) 5000-5999: Services And Other Operating Expenditures LCFF \$52,625</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintained licenses for middle and high school intervention/acceleration programs. These licenses are for our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students). The programs are:</p> <p>A) Imagine Math B-C) APEX/APEX PD</p>	<p>A) 5000-5999: Services And Other Operating Expenditures LCFF \$100,000</p> <p>B) 5000-5999: Services And Other Operating Expenditures Lottery \$78,550</p> <p>C) 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,200</p>	<p>A) 5000-5999: Services And Other Operating Expenditures LCFF \$109,011</p> <p>B) 5000-5999: Services And Other Operating Expenditures Lottery \$78,550</p> <p>C) 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,200</p>
<p>Provided a comprehensive program of services for English Language Learners that included counseling, intervention, parent engagement, curriculum and materials.</p> <p>A-B) Coordinator of Student Support-English Learners C-D) EL Supplemental Program Support of Services (Additional EL sections at Middle School) E-H) Imagine Learning Support of Services K-12 and costs associated with EL training, tutoring, additional EL sections, EL support services substitutes, Parent/Student Engagement, stipends I-J) Middle School EL Sections K-L) High School EL Sections</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$59,790</p> <p>B) 3000-3999: Employee Benefits LCFF \$17,275</p> <p>C) 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>D) 3000-3999: Employee Benefits LCFF \$0</p> <p>E) 5000-5999: Services And Other Operating Expenditures LCFF \$65,000</p> <p>F) 1000-1999: Certificated Personnel Salaries LCFF \$226,500</p> <p>G) 3000-3999: Employee Benefits LCFF \$47,112</p> <p>H) 4000-4999: Books And Supplies LCFF \$19,300</p> <p>I) 1000-1999: Certificated Personnel Salaries LCFF \$198,113</p> <p>J) 3000-3999: Employee Benefits LCFF \$60,656</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$60,990</p> <p>B) 3000-3999: Employee Benefits LCFF \$17,667</p> <p>C) 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>D) 3000-3999: Employee Benefits LCFF \$0</p> <p>E) 5000-5999: Services And Other Operating Expenditures LCFF \$112,871</p> <p>F) 1000-1999: Certificated Personnel Salaries LCFF \$42,652</p> <p>G) 3000-3999: Employee Benefits LCFF \$8,158</p> <p>H) 4000-4999: Books And Supplies LCFF \$5,056</p> <p>I) 1000-1999: Certificated Personnel Salaries LCFF \$271,784</p> <p>J) 3000-3999: Employee Benefits LCFF \$83,036</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	K) 1000-1999: Certificated Personnel Salaries LCFF \$181,070 L) 3000-3999: Employee Benefits LCFF \$51,324	K) 1000-1999: Certificated Personnel Salaries LCFF \$194,907 L) 3000-3999: Employee Benefits LCFF \$55,878
<p>Maintained site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students). Specifically, MMHS utilized LCFF allocations to address ESSA ATSI for SWD, MCA addressed ESSA CSI for graduation rate, all schools addressed DA for Foster Youth.</p> <p>A-E) School Site LCFF Allocations tied to SPSAs</p>	A) 1000-1999: Certificated Personnel Salaries LCFF \$112,630 B) 2000-2999: Classified Personnel Salaries LCFF \$160,098 C) 3000-3999: Employee Benefits LCFF \$79,544 D) 4000-4999: Books And Supplies LCFF \$30,964 E) 5000-5999: Services And Other Operating Expenditures LCFF \$16,974	A) 1000-1999: Certificated Personnel Salaries LCFF \$55,119 B) 2000-2999: Classified Personnel Salaries LCFF \$172,750 C) 3000-3999: Employee Benefits LCFF \$69,318 D) 4000-4999: Books And Supplies LCFF \$35,900 E) 5000-5999: Services And Other Operating Expenditures LCFF \$11,046

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Murrieta Valley Unified School District implemented all Actions and Services related to Goal 2, but due to school closures in March 2020 from the COVID-19 pandemic budgets were impacted. Unspent site supplemental funds were carried over into the 2020/21 fiscal year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 2019-20 LCAP successes include implementation of all actions and services related to Goal 2.

The school district continues to provide the following actions and services primarily focused on serving our unduplicated and targeted student groups:

- Four additional sections for middle schools to provide intervention
- Seven additional sections for high schools to provide intervention
- Additional intervention teacher at each of the elementary schools to provide direct intervention support to ensure student learning and academic success
- Provide students the support necessary with intervention programs and materials
- Provide high school students the support necessary with intervention programs and credit recovery courses
- Supports for all school sites to provide Goal 2 actions and services through SPSAs that are focused on serving unduplicated and targeted student groups

The 2019-20 LCAP challenges of implementing the actions and services related to Goal 2 is due to school closures at the end of the 19-20 school year where many of the on-campus in-person services could not be provided.

## Goal 3

Professional Development: Ensure classroom teachers, instructional support staff, and school administrators are trained in the state standards, the standards aligned curriculums, proven researched-based instructional strategies, effective instructional technologies, instructional resources/assessments, and the collection and use of data in professional discussions to inform instruction and enhance student learning. Recruit and retain a diverse and highly qualified teaching staff and support staff to promote the implementation of best practices.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p><b>19-20</b>            Maintain 100% of district teachers appropriately assigned and fully credentialed</p> <p><b>Baseline</b>            100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p>	<p>2019-20</p> <p>100% of district teachers appropriately assigned and fully credentialed. (Met)</p>

Expected	Actual
<p><b>Metric/Indicator</b> 100% participation in professional development offerings to identified faculty and staff.</p> <p><b>19-20</b> Maintain professional development participation at 90% or more.</p> <p>Professional development regarding UDL exposure, training and coaching participation at 90% or more.</p> <p>Classified staff professional development participation at 60% or more.</p> <p><b>Baseline</b> 85% participation in professional development program participation for identified teachers, administrators, and instructional classified staff as measured by sign-in sheets and post training surveys that evaluate the effectiveness of training.</p>	<p>2019-20</p> <p>92% of our teachers participated in professional development. (Met)</p> <p>Approximately 62% of our teachers participated in professional development regarding UDL due to school closures as a result of the COVID-19 pandemic. (Not Met)</p> <p>85% of our classified staff participated in professional development. (Met)</p>
<p><b>Metric/Indicator</b> 90% participation in professional development offerings to AVID teachers and staff.</p> <p><b>19-20</b> Maintain AVID professional development participation at 90% or more.</p>	<p>2019-20</p> <p>100% of AVID teachers and staff participated in PD. (Met)</p>



Expected	Actual
<p><b>Baseline</b> 93% designated AVID teacher involvement in AVID program planning meetings organized by AVID Coordinator as verified by sign-in sheets, time cards.</p>	
<p><b>Metric/Indicator</b> Maintain 100% participation of year-two teachers in the Induction Program.</p> <p><b>19-20</b> Maintain 100% of year-two teachers completing requirements to clear credential.</p> <p><b>Baseline</b> 100% of year-two teachers in the Induction Program will complete the requirements to achieve a clear credential.</p>	<p>2019-20</p> <p>100% of year-two teachers are on track to complete requirements to clear their credential. (Met)</p>
<p><b>Metric/Indicator</b> Maintain 100% access to EADMS and Inspect. Monitor number of teacher logins to determine levels of usage. Increase usage by 5% annually.</p> <p><b>19-20</b> Maintained 100% access</p> <p>Increase Teacher Logins by 5% to 7696</p> <p><b>Baseline</b> Maintain 100% access to EADMS and Inspect.</p> <p>Teacher Logins: 4801</p>	<p>2019-20</p> <p>Teachers have 100% access. Teacher logins were 1228. (Not Met)</p>

Expected	Actual
<p><b>Metric/Indicator</b> Maintain 100% participation in identified local and state assessment related meetings.</p> <p><b>19-20</b> This metric is no longer included in the LCAP.</p> <p><b>Baseline</b> 100% Participation</p>	<p>2019-20</p> <p>This metric is no longer included in the LCAP.</p>
<p><b>Metric/Indicator</b> Implementation of California State Standards. Ensuring English Language Learners access to New State Standards and ELD standards.</p> <p><b>19-20</b> Complete annual review and reflection with maintaining or improving annual ratings in each content area.</p> <p><b>Baseline</b> Local indicator reporting through the California School Dashboard will occur in the 2017-2018 academic year using the Dashboard Reflection Tool regarding 2016-2017 standards implementation.</p>	<p>2019-20</p> <p>Due to the COVID-19 pandemic, the Dashboard Reflection Tool was not required. (NA)</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>In order to ensure systemic implementation of AVID programs at all secondary schools and Avaxat Elementary School, a district TOSA at .68 FTE was maintained. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p> <p>A-B) Maintain Coordination Support to AVID Program</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$63,711</p> <p>B) 3000-3999: Employee Benefits LCFF \$18,090</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$65,631</p> <p>B) 3000-3999: Employee Benefits LCFF \$18,663</p>
<p>Redesignated secondary coaches to a site-based approach with a Data Standards Learning and Instruction (DSLII) Staff at each secondary site with a section designated for math, ELA and science. Adjust technology coach to coordinator which has been moved to Goal 1. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p> <p>A-B) Maintained Elementary TOSA Instructional Coaching Support and re-purposed coaches to implement new DSLII staff at each secondary school.</p> <p>C) Provided professional development for TOSAs</p> <p>D) TOSA materials and supplies</p> <p>E-G) Secondary site DSLII staff support</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$545,073</p> <p>B) 3000-3999: Employee Benefits LCFF \$142,505</p> <p>C) 5000-5999: Services And Other Operating Expenditures LCFF \$15,000</p> <p>D) 4000-4999: Books And Supplies LCFF \$4,240</p> <p>E) 1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant \$117,386</p> <p>F) 3000-3999: Employee Benefits Low Performing Student Block Grant \$24,415</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$553,387</p> <p>B) 3000-3999: Employee Benefits LCFF \$146,489</p> <p>C) 5000-5999: Services And Other Operating Expenditures LCFF \$7,319</p> <p>D) 4000-4999: Books And Supplies LCFF \$875</p> <p>E) 1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant \$109,612</p> <p>F) 3000-3999: Employee Benefits Low Performing Student Block Grant \$23,059</p> <p>G) 7000-7439: Other Outgo Low Performing Student Block Grant \$7,124</p>
<p>The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p> <p>A-B) Maintained induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR</p> <p>C) Training and coaching materials</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$195,000</p> <p>B) 3000-3999: Employee Benefits LCFF \$40,560</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$168,609</p> <p>B) 3000-3999: Employee Benefits LCFF \$33,852</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
D) Accreditation fees and program support	C) 4000-4999: Books And Supplies LCFF \$1,400 D) 5000-5999: Services And Other Operating Expenditures LCFF \$4,510	C) 4000-4999: Books And Supplies LCFF \$164 D) 5000-5999: Services And Other Operating Expenditures LCFF \$1,955
The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students). A-D) Maintained professional development on adopted curriculums, new standards and new teaching strategies.	A) 1000-1999: Certificated Personnel Salaries LCFF \$58,878 B) 3000-3999: Employee Benefits LCFF \$12,247	A) 1000-1999: Certificated Personnel Salaries LCFF \$34,873 B) 3000-3999: Employee Benefits LCFF \$6,221 C) 4000-4999: Books And Supplies LCFF \$676 D) 5000-5999: Services And Other Operating Expenditures LCFF \$3,505
The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students). A-B, E) Provided time for curriculum work teams to develop units, assessments, data review and planning. C-D) Provided support to professional development day.	A) 1000-1999: Certificated Personnel Salaries LCFF \$102,722 B) 3000-3999: Employee Benefits LCFF \$21,366 C) 4000-4999: Books And Supplies LCFF \$5,000 D) 5000-5999: Services And Other Operating Expenditures LCFF \$20,000	A) 1000-1999: Certificated Personnel Salaries LCFF \$41,696 B) 3000-3999: Employee Benefits LCFF \$7,175 C) 4000-4999: Books And Supplies LCFF \$18,589 D) 5000-5999: Services And Other Operating Expenditures LCFF \$4,819 E) 2000-2999: Classified Personnel Salaries LCFF \$87
The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students). A) Formative Benchmark Progress Monitoring Data Systems – EADMS, Inspect Data Analysis, and ESGI	A) 5000-5999: Services And Other Operating Expenditures LCFF \$138,550 B) 5000-5999: Services And Other Operating Expenditures LCFF \$193,790	A) 5000-5999: Services And Other Operating Expenditures LCFF \$137,724 B) 5000-5999: Services And Other Operating Expenditures LCFF \$155,554

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>B) Outsourced Data Support Services</p> <p>This action is no longer in the LCAP.</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>B) 3000-3999: Employee Benefits LCFF \$0</p> <p>C) 5000-5999: Services And Other Operating Expenditures LCFF \$0</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>B) 3000-3999: Employee Benefits LCFF \$0</p> <p>C) 5000-5999: Services And Other Operating Expenditures LCFF \$0</p>
<p>A-B) Maintained Release Time for Math and English Scoring Team Members for two days each.</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$34,123</p> <p>B) 3000-3999: Employee Benefits LCFF \$7,098</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$15,129</p> <p>B) 3000-3999: Employee Benefits LCFF \$2,520</p>
<p>Maintained site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students). Specifically, MMHS utilized LCFF allocations to address ESSA ATSI for SWD, MCA addressed ESSA CSI for graduation rate, all schools addressed DA for Foster Youth.</p> <p>A-E) School Site Allocations ties to SPSAs</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$91,239</p> <p>B) 2000-2999: Classified Personnel Salaries LCFF \$0</p> <p>C) 3000-3999: Employee Benefits LCFF \$23,338</p> <p>D) 4000-4999: Books And Supplies LCFF \$10,628</p> <p>E) 5000-5999: Services And Other Operating Expenditures LCFF \$76,505</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$71,254</p> <p>B) 2000-2999: Classified Personnel Salaries LCFF \$214</p> <p>C) 3000-3999: Employee Benefits LCFF \$18,898</p> <p>D) 4000-4999: Books And Supplies LCFF \$1,690</p> <p>E) 5000-5999: Services And Other Operating Expenditures LCFF \$58,480</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Murrieta Valley Unified School District implemented all Actions and Services related to Goal 3, but due to school closures in March 2020 from the COVID-19 pandemic budgets were impacted. Unspent site supplemental funds were carried over into the 2020/21 fiscal year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 2019-20 LCAP successes include implementation of all actions and services related to Goal 3.

The school district continues to provide the following actions and services primarily focused on serving our unduplicated and targeted student groups:

- Provide an AVID coordinator to support AVID programs and provide professional development
- Provide elementary instructional coaching support and secondary Data Standards Learning and Instructional staff to support student learning and the PLC process
- Provide professional development to all staff including new teachers through the Induction Program and new teachers to our district
- Provide professional development on standards, adopted curriculum, instructional strategies
- Provide professional development for PD days and collaboration through the curriculum work teams
- Maintain outsourced data contracts to support student group progress monitoring
- Maintain release time for English and math teachers to score common assessments and meet in PLCs to use the data to inform instruction
- Supports for all school sites to provide Goal 3 actions and services through SPSAs that are focused on serving unduplicated and targeted student groups

The 2019-20 LCAP challenges of implementing the actions and services related to Goal 3 is due to school closures at the end of the 19-20 school year where many of the on-campus in-person services could not be provided.

## Goal 4

Engagement ,Culture and Climate: Ensure all school sites have safe, welcoming, inspiring, and inclusive climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 100% of School Facilities maintained and in good repair pursuant to Education Code section 17002 (d)</p> <p><b>19-20</b> Continue 100% of School Facilities are maintained and in good repair</p> <p><b>Baseline</b> 100% of School Facilities maintained and in good repair pursuant to Education Code section 17002 (d)</p>	<p>2019-20</p> <p>100% of School Facilities are maintained and in good repair. (Met)</p>
<p><b>Metric/Indicator</b> Increase Attendance by 0.1% annually (Student Group Data located in Appendix E)</p> <p><b>19-20</b> Increase 0.1% to 95.8%</p> <p><b>Baseline</b> Attendance rate is 95.7% increased 0.2% from 2015- 2016</p>	<p>2019-20</p> <p>Attendance rate for K-12 was 96.45% and K-8 was 96.68%. (Met)</p> <p>K-12 K-8</p> <ul style="list-style-type: none"> <li>• SED was 95.7% (Met) SED was 94.6% (Not Met)</li> <li>• EL was 96.08% (Met) EL was 96.5% (Met)</li> <li>• FY was 94.64% (Met) FY was 95.63% (Met)</li> <li>• AA was 96.58% (Met) AA was 96.6% (Met)</li> </ul>

Expected	Actual
	<ul style="list-style-type: none"> <li>• Hispanic was 96.3% (Met) Hispanic was 96.44% (Met)</li> <li>• Am Indian was 95.06% (Met) Am Indian was 94.36% (Met)</li> <li>• SWD was 95.02% (Met) SWD was 95.62% (Met)</li> <li>• Multi-Race was 96.86% (Met) Multi-Race was 97.06% (Met)</li> </ul> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> Decrease chronic absenteeism rates by 0.5% % annually (Student Group Data located in Appendix E)</p> <p><b>19-20</b> Decrease by .25% to 10.05%</p> <p><b>Baseline</b> Decreased Chronic Absenteeism rates to 8.7% in 2016-2017</p>	<p>2019-20</p> <p>Chronic Absenteeism for K-12 was 9.48% and K-8 was 9.22%. (Met)</p> <p>K-12 K-8</p> <ul style="list-style-type: none"> <li>• SED was 9.2% (Met) SED was 11.7% (Met)</li> <li>• EL was 12.24% (Not Met) EL was 9.94% (Met)</li> <li>• FY was 17.88% (Met) FY was 15.3% (Met)</li> <li>• AA was 9.68% (Not Met) AA was 9.94% (Not Met)</li> <li>• Hispanic was 10.42% (Met) Hispanic was 10.48% (Met)</li> <li>• Am Indian was 16.14% (Met) Am Indian was 23.02% (Not Met)</li> <li>• SWD was 15.46% (Met) SWD was 14.34% (Met)</li> <li>• Multi-Race was 8.78% (Met) Multi-Race was 7.92% (Met)</li> </ul> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> Foster Youth – Attendance rate gap between foster youth and general student population will decrease by 0.2% annually.</p> <p><b>19-20</b> Decrease gap by .2% to a rate of 94.3%</p> <p><b>Baseline</b></p>	<p>2019-20</p> <p>Foster Youth attendance rate for K-12 was 94.64% and K-8 was 95.63%. (Met)</p> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>



Expected	Actual
2016-2017 Foster Youth Attendance Rate 93.8%	
<p><b>Metric/Indicator</b> Decrease number suspensions by 50 incidents annually. (Student Group Data located in Appendix E)</p> <p><b>19-20</b> Per Annual Review, this metric will no longer be used</p> <p><b>Baseline</b> Total Suspensions including In-house Suspension 432</p>	<p>2019-20</p> <p>This metric is no longer being used.</p>
<p><b>Metric/Indicator</b> Decrease suspension rate by .1% annually</p> <p><b>19-20</b> Maintain at 1.2% or less.</p> <p><b>Baseline</b> 1.3% of district students have been suspended one or more times.</p>	<p>2019-20</p> <p>Suspension rate is 1.5%. (Not Met)</p> <ul style="list-style-type: none"> <li>• SED was .4% with a total of 36 (Met)</li> <li>• EL was 1.3% with a total of 15 (Not Met)</li> <li>• FY was 4.5% with a total of 4 (Not Met)</li> <li>• AA was 5.5% with a total of 68 (Not Met)</li> <li>• Hispanic was 1.7% with a total of 157 (Not Met)</li> <li>• Am Indian was 4.8% with a total of 4 (Not Met)</li> <li>• SWD was 4.2% with a total of 154 (Not Met)</li> <li>• Multi-Race was 2.4% with a total of 44 (Not Met)</li> </ul> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> Decrease number of expulsions by 2 instances annually</p> <p><b>19-20</b> Maintain at less than 10 expulsions</p> <p><b>Baseline</b> Total Expulsions 2015-16: 9</p>	<p>2019-20</p> <p>Number of expulsions is 4. (Met)</p> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>

Expected	Actual
<p>2016-17: 4 Decreased by 5</p>	
<p><b>Metric/Indicator</b> Increase number of staff trained in PBIS by 75 annually</p> <p><b>19-20</b> Maintain 75 Additional Staff members trained in PBIS/Restorative Practices</p> <p><b>Baseline</b> 2016-2017 79 Staff members trained in PBIS/Boys Town Total 267 since 2014-2015</p>	<p>2019-20</p> <p>80 staff members were trained in Restorative Practices and 110 staff members trained in Youth Mental Health First Aid. (Met)</p> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> Increase SWDs Parent Engagement for Mental Health Related Workshops and Groups</p> <p><b>19-20</b> Maintain at 350 participants</p> <p><b>Baseline</b> Baseline: 2016-2017 School Year – 126 parent participants</p> <p><b>Metric/Indicator</b> Increase SWDs Parent Involvement for parents of Behavior Class Students Related Workshops and Groups</p> <p><b>19-20</b> Increase participation to 48 participants</p> <p><b>Baseline</b> Baseline: 2016-2017 School Year - 21 families</p>	<p>2019-20</p> <p>112 participants in 10 Mental Health Related Workshops and Groups. (Not Met)</p> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p> <p>2019-20</p> <p>There was 1 participant in Behavior Class Student Related Workshops and Groups. Thirty-nine (39) parents from behavior classes participated in individual sessions to support their students' specific needs. (Not Met)</p> <p>This is mid-year data before schools closed due to the COVID-19 pandemic.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Increase in SWD Parent Engagement/Implementation Strategies</p> <p><b>19-20</b> Maintain at 100% implementation of strategies</p> <p><b>Baseline</b> Baseline for implementation 50%</p> <p><b>Metric/Indicator</b> Increase SWDs Student Involvement in Summer Growth Institute: Social Skills and mental health counseling</p> <p><b>19-20</b> This metric will no longer be included in the LCAP</p> <p><b>Baseline</b> Baseline: 2016-2017 School Year - 32</p>	<p>2019-20</p> <p>100% implementation of strategies (based on written survey results). (Met)</p> <p>2019-20</p> <p>This metric is no longer being used.</p>
<p><b>Metric/Indicator</b> Conduct Annual Stakeholder Survey to ensure positive perception of school safety and school connectedness. Use Hanover Annual Survey and CHKS bi-annually for this purpose. Areas measured include: Overall Satisfaction, School Safety and Engagement, Parent Engagement, Communication and Policies and involvement.</p> <p>Increase positive perceptions (satisfaction) in these areas 5% annually. Data reflects those participating in the survey.</p> <p><b>19-20</b> Maintain for percentages at 80% or above and 1% increase for metrics below 80%</p> <p><b>Goal:</b> Overall Satisfaction Parents 90%</p>	<p>2019-20</p> <p>Panorama Stakeholder Survey:</p> <p>Survey results were NA (Not Met)</p> <p>MVUSD was unable to complete the stakeholder survey due to school closures as a result of the COVID-19 pandemic.</p>

Expected	Actual
Students 85% Certificated Staff 92% Classified Staff 94%	
School Safety and Engagement Parents 87% Students 80%	
Parent Engagement Parents 74% Certificated Staff 85% Classified Staff 84%	
Communication Parents 77% Students 76%	
Policies and Involvement Parents 59% Students 55% Certificated Staff 72% Classified Staff 49%	
<b>Baseline</b> Baseline 2016-17	
Overall Satisfaction Parents 70% Students 70% Staff 81%	
School Safety and Engagement Parents 90% Parent Engagement Parents 73% Staff 98%	

Expected	Actual
<p>Communication Parents 89% Students 70% Staff 70%</p> <p>Policies and Involvement Parents 70% Students 14% Staff 90%</p> <p><b>Metric/Indicator</b> Family Partnerships will continue for DELAC, AAPAC, LPAC, SEPAC and ATP with all groups meeting a minimum of four (4) times annually. LCAP Advisory Councils (Stakeholder Reps and Student) will meet a minimum of four (4) times annually.</p> <p><b>19-20</b> Maintain: All advisory councils will meet a minimum of 4 times annually</p> <p><b>Baseline</b> Baseline</p> <p>Advisory Councils (Stakeholder Reps and Student):</p> <p>DELAC: 3 AAPAC: 1 LPAC: 1 ATP: 5 SEPAC: 7 LCAP: 5 LCAP Student: 0</p>	<p>2019-20</p> <p>Advisory Council Meetings:</p> <ul style="list-style-type: none"> <li>• DELAC: 4 (Met)</li> <li>• AAPAC: 4 (Met)</li> <li>• LPAC: 4 (Met)</li> <li>• ATP: 4 (Met)</li> <li>• SEPAC: 4 (Met)</li> <li>• LCAP: 4 (Met)</li> <li>• LCAP MS/HS Student: 3 due to school closures as a result of the COVID-19 pandemic (Not Met)</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increased mental health services for students and their families who require this support. Each additional mental health therapist will be housed at the high schools. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p> <p>A-D) Mental Health Therapists E-F) Coordinator of Student Support to focus on Mental Health H-J) Mental Health Therapist</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$257,126 2000-2999: Classified Personnel Salaries, Mental Health Funds \$0 7000-7439: Other Outgo, SPED: Mental Health Funds \$0</p> <p>B) 3000-3999: Employee Benefits LCFF \$108,819 Employee Benefits, Mental Health Funds \$0</p> <p>C) 1000-1999: Certificated Personnel Salaries Title IV \$85,709 7000-7439: Other Outgo Title IV \$0</p> <p>D) 3000-3999: Employee Benefits Title IV \$36,273</p> <p>E) 1000-1999: Certificated Personnel Salaries LCFF \$119,580</p> <p>F) 3000-3999: Employee Benefits LCFF \$36,700</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$260,671 2000-2999: Classified Personnel Salaries SPED: Mental Health Funds \$82,120 7000-7439: Other Outgo SPED: Mental Health Funds \$6,038</p> <p>B) 3000-3999: Employee Benefits LCFF 76,451 Employee Benefits SPED: Mental Health Funds \$30,326</p> <p>C) 1000-1999: Certificated Personnel Salaries Title IV \$88,810 7000-7439: Other Outgo Title IV \$6,202</p> <p>D) 3000-3999: Employee Benefits Title IV \$26,692</p> <p>E) 1000-1999: Certificated Personnel Salaries LCFF \$120,326</p> <p>F) 3000-3999: Employee Benefits LCFF \$25,491</p>
<p>Increased support and services for Foster Youth due to DA and to address results of root cause analysis. The focus of this service is on our Foster Youth.</p> <p>Foster Youth classified support A-B) Foster Youth Liaison and Guidance Technician C-F) Foster Youth support and services</p>	<p>A) 2000-2999: Classified Personnel Salaries LCFF \$118,807</p> <p>B) 3000-3999: Employee Benefits LCFF \$48,286</p> <p>C) 1000-1999: Certificated Personnel Salaries LCFF \$13,200</p>	<p>A) 2000-2999: Classified Personnel Salaries LCFF \$94,873</p> <p>B) 3000-3999: Employee Benefits LCFF \$39,046</p> <p>C) 1000-1999: Certificated Personnel Salaries LCFF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increased support for PBIS/Restorative Practices/Tier 3 Behavior Support. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p> <p>A-C) PBIS/Restorative Practices Training to support implementation: Substitutes  D) PBIS/Restorative Practices Books and Materials  E) PBIS/Restorative Practices Training to support implementation: Conferences and Workshops  F) Tier 3 Behavior Support</p> <p>The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p> <p>A-B) Maintained purposeful elective opportunities in the arts, site interventions, STEM and other programs that connect students to school through the use of zero period sections. Up to six (6) sections per MS site.  C-F) Maintained support for MS, HS collaborative.  G-I) Maintained support for Intramural program stipends and transportation.</p>	<p>D) 3000-3999: Employee Benefits LCFF \$2,745  E) 4000-4999: Books And Supplies LCFF \$2,604  F) 5000-5999: Services And Other Operating Expenditures LCFF \$31,450  A) 1000-1999: Certificated Personnel Salaries LCFF \$34,320  B) 2000-2999: Classified Personnel Salaries LCFF \$11,000  C) 3000-3999: Employee Benefits LCFF \$10,553  D) 4000-4999: Books And Supplies LCFF \$12,280  E) 5000-5999: Services And Other Operating Expenditures LCFF \$11,500  F) 5000-5999: Services And Other Operating Expenditures LCFF \$100,000  A) 1000-1999: Certificated Personnel Salaries LCFF \$377,864  B) 3000-3999: Employee Benefits LCFF \$78,597  C) 1000-1999: Certificated Personnel Salaries LCFF \$40,427  D) 3000-3999: Employee Benefits LCFF \$8,408  E) 4000-4999: Books And Supplies LCFF \$2,000</p>	<p>D) 3000-3999: Employee Benefits LCFF \$0  E) 4000-4999: Books And Supplies LCFF \$4,748  F) 5000-5999: Services And Other Operating Expenditures LCFF \$5,769  A) 1000-1999: Certificated Personnel Salaries LCFF \$21,984  B) 2000-2999: Classified Personnel Salaries LCFF \$4,239  C) 3000-3999: Employee Benefits LCFF \$4,342  D) 4000-4999: Books And Supplies LCFF \$3,991  E) 5000-5999: Services And Other Operating Expenditures LCFF \$11,890  F) 5000-5999: Services And Other Operating Expenditures LCFF \$101,114  A) 1000-1999: Certificated Personnel Salaries LCFF \$366,479  B) 3000-3999: Employee Benefits LCFF \$77,221  C) 1000-1999: Certificated Personnel Salaries LCFF \$13,466  D) 3000-3999: Employee Benefits LCFF \$2,353  E) 4000-4999: Books And Supplies LCFF \$2,212</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	F) 5000-5999: Services And Other Operating Expenditures LCFF \$24,328 G) 1000-1999: Certificated Personnel Salaries LCFF \$16,000 H) 3000-3999: Employee Benefits LCFF \$3,328 I) 5000-5999: Services And Other Operating Expenditures LCFF \$2,672	F) 5000-5999: Services And Other Operating Expenditures LCFF \$21,746 G) 1000-1999: Certificated Personnel Salaries LCFF \$13,843 H) 3000-3999: Employee Benefits LCFF \$2,921 I) 5000-5999: Services And Other Operating Expenditures LCFF \$0
<p>The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p> <p>A) Safety and anti-bullying presentations</p>	<p>A) 5000-5999: Services And Other Operating Expenditures LCFF \$10,000</p>	<p>A) 5000-5999: Services And Other Operating Expenditures LCFF \$10,000</p>
<p>Maintained support to all schools for Attendance monitoring purposes. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students).</p> <p>A) Attention to Attendance Program and supporting conferences</p>	<p>A) 5000-5999: Services And Other Operating Expenditures LCFF \$136,300</p>	<p>A) 5000-5999: Services And Other Operating Expenditures LCFF \$133,135</p>
<p>Offer authentic methods to engage parents and students. Provided all stakeholders training in Equity, Equitable Practices and Cultural Proficiency. Focused attention upon unduplicated student and underserved student populations. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).</p> <p>A-E) Stakeholder/Student Engagement and Equity and Equitable Practices</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$14,112            B) 3000-3999: Employee Benefits LCFF \$3,530            C) 4000-4999: Books And Supplies LCFF \$22,999            D) 5000-5999: Services And Other Operating Expenditures LCFF \$56,925</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$16,833            B) 3000-3999: Employee Benefits LCFF \$3,493            C) 4000-4999: Books And Supplies LCFF \$20,182            D) 5000-5999: Services And Other Operating Expenditures LCFF \$44,238</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	E) 2000-2999: Classified Personnel Salaries LCFF \$1,912	E) 2000-2999: Classified Personnel Salaries LCFF \$3,545
<p>Maintained site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LPSBG students). Specifically, MMHS utilized LCFF allocations to address ESSA ATSI for SWD, MCA addressed ESSA CSI for graduation rate, all schools addressed DA for Foster Youth.</p> <p>A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$30,780</p> <p>B) 2000-2999: Classified Personnel Salaries LCFF \$40,262</p> <p>C) 3000-3999: Employee Benefits LCFF \$13,090</p> <p>D) 4000-4999: Books And Supplies LCFF \$39,116</p> <p>E) 5000-5999: Services And Other Operating Expenditures LCFF \$31,422</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$30,712</p> <p>B) 2000-2999: Classified Personnel Salaries LCFF 43,105</p> <p>C) 3000-3999: Employee Benefits LCFF \$16,165</p> <p>D) 4000-4999: Books And Supplies LCFF \$22,256</p> <p>E) 5000-5999: Services And Other Operating Expenditures LCFF \$48,438</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Murrieta Valley Unified School District implemented all Actions and Services related to Goal 4, but due to school closures in March 2020 from the COVID-19 pandemic budgets were impacted. Unspent site supplemental funds were carried over into the 2020/21 fiscal year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 2019-20 LCAP successes include implementation of all actions and services related to Goal 4.

The school district continues to provide the following actions and services primarily focused on serving our unduplicated and targeted student groups:

- Mental health services including therapists and a mental health coordinator
- Foster Youth services including direct supports, coordinator, and guidance technician
- MTSS including Tier II and Tier III supports as well as PBIS and restorative practices' materials, training, and services
- Six additional sections (0 Period) for middle schools to provide student engagement opportunities through intramurals, electives and intervention as well as provide opportunities for secondary staff to collaborate on initiatives such as grading practices
- Provide trainings and student/parent presentations on safety and anti-bullying
- Attendance program to monitor student attendance and incorporate attendance procedures
- Promote stakeholder engagement through advisory groups as well as equity training to support the district-wide implementation of equitable practices
- Supports for all school sites to provide Goal 4 actions and services through SPSAs that are focused on serving unduplicated and targeted student groups

The 2019-20 LCAP challenges of implementing the actions and services related to Goal 4 is due to school closures at the end of the 19-20 school year where many of the on-campus in-person services could not be provided.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staffing (K-3 smaller class sizes), Resident Teachers, Counseling Services, Tutoring, etc)	\$5,000,000	\$6,429,251.46	Yes
Safety, Disinfecting, Personal Protective Equipment and Cleaning Measures	\$2,000,000	\$2,455,640.64	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

MVUSD has prepared for in-person learning this entire school year. As of January 2021, we continued to provide instruction in a virtual environment. The MVUSD Board of Education approved the “Safe Schools for All Plan” on January 28th and submitted the approved documents to Riverside County Office of Education, Riverside County Public Health, and California Department of Public Health. To support our students’ return to school, our classified and certificated unions approved MOUs to return to in-person learning. Once Riverside County reached the adjusted COVID-19 case rate of 25 cases per 100,000, MVUSD elementary schools opened for in-person hybrid learning on March 16, 2021. Riverside County reached the red tier on March 16, 2021, allowing secondary schools to begin in-person hybrid learning. Sixth and ninth grade students returned to in-person hybrid learning on March 23rd and the remaining secondary students will return on April 6th.

MVUSD implemented hybrid in-person learning beginning in March 2021 and the planned actions outlined in the Learning Continuity Plan with fidelity.

All planned actions and services were implemented during in-person learning. The only substantive difference was the staffing actions and budget expenditures. The substantive differences included additional funding for certificated and classified staffing to support in-person cohorts, credit recovery, in-person assessments, four days of compensation for certificated staff to prepare for in-person instruction, and additional needed staff to support in-person instruction and students on campus. This included repurposed positions to support the needs of students and staff during in-person learning. Positions included additional instructional aides, tutors, substitutes, psychologists, custodial, child care, and technical support staff.

MVUSD purchased and installed safety and personal protective equipment as well as implemented disinfecting and cleaning measures to support in-person learning for our small cohorts and all students for hybrid learning. The district continues to purchase additional PPE and cleaning/disinfecting items as needed to support students returning to campus.

Our planned in-person instruction actions to offer smaller class sizes, counseling services, and professional tutoring services will be moved to the continuity of instruction section.

## **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

MVUSD successes include:

- the preparation for in-person learning and the submission of the “Safe Schools for All Plan” by the February 1, 2021 timeline which includes ratified classified and certificated MOUs
- the implementation of 200 small cohorts serving approximately 2000 struggling students, athletics, and specialty courses district-wide
- the implementation of in-person assessments for our special education and English learner students
- the purchase and installation of safety and personal protective equipment as well as implemented disinfecting and cleaning measures to support in-person learning for all students and our small cohorts
- elementary teachers were provided 12 hours of time during the workday to prepare for the transition to in-person learning
- secondary teachers were provided the remainder of the professional development days as preparation time for the transition to in-person learning
- as part of the certificated MOU, all teachers were provided four days of additional time to prepare for in-person instruction.
- elementary schools opened on March 16th for in-person hybrid learning
- secondary schools opened on March 23rd and April 6th for in-person hybrid learning
- elementary and secondary schedules were developed with minimal changes to student schedules and teacher assignments
- athletic seasons and contests began in March

MVUSD challenges are primarily focused on the inability to bring students back to school for in-person learning for the majority of the school year. As a result of this situation, student learning was negatively affected and there was an inability to accurately measure and mitigate learning loss.

To mitigate the impact of virtual learning, MVUSD implemented small cohorts to provide in-person supports for our struggling students that include our unengaged, connectivity, special education, English learners, foster/homeless, low-income, and our targeted student

groups (Hispanic and African American). As of March 2021, MVUSD had 200 small cohorts in place that served approximately 2000 struggling students. Additional cohorts included athletic conditioning and specialty courses that require hands-on instruction such as fire science, robotics, engineering, and culinary arts. In addition to the small cohorts, our special education and English learner staff conducted in-person one-on-one assessments. MVUSD hired resident and regular certificated substitutes and re-designated and trained classified staff to implement the small cohorts on all school campuses.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices and Connectivity	\$5,500,000	\$4,963,769.35	Yes
Professional Development (Leading Edge and 2 extra duty days)	\$700,000	\$750,148.35	Yes
Online supplemental curricular resources and programs (includes Canvas)	\$800,000	\$719,168.21	Yes
Staff roles and responsibilities to serve students in a virtual environment	\$500,000	\$2,804,263.30	Yes
Supports and services for students with unique needs (special education, Foster/Homeless, EL, SED) such as professional tutoring services, virtual/in-person special education related services, and other outside agency services)	\$5,000,000	\$2,122,713.37	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

MVUSD implemented virtual learning and the planned actions outlined in the Learning Continuity Plan with fidelity.

All planned actions and services were implemented during distance learning. The substantive differences were the special education budget expenditures. Special education services were provided to all students and families based on need, but did not reach the estimated budget amount.

However, we were significantly over budget in the area of staff roles and responsibilities. The substantive differences included additional funding for certificated and classified staffing to support students during virtual learning. This included repurposed positions to support the needs of students and staff during virtual learning. Positions included additional instructional aides, tutors, child care, and technical support staff.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

MVUSD successes include:

### Continuity of Instruction

- Virtual learning included daily live instruction, rigorous standards, daily use of Canvas, regular assignments and progress reporting, attendance, and virtual office hours
- Curricular resources and online programs were utilized to enhance virtual instruction that include Canvas, Nearpod, iReady, Read 180, Imagine Math, and online curriculum
- Provided access to professional tutoring services for students in grades 4 through 12
- Online assessments were administered to monitor student learning, progress, and gaps
- Activities, performing arts, and opportunities for socialization were incorporated into the virtual environment

### Access to Devices and Connectivity

- MVUSD purchased 11,000 devices and 300 hotspots to support virtual learning
- As of February 2021, there have been 12,000 devices and 266 hotspots distributed to students
- For those students who live in a remote area and cannot access the internet, small in-person cohorts were put in place at all schools to support these students in accessing virtual instruction to be successful in their learning

### Pupil Participation and Progress

- Schedules were developed that are aligned with SB98/AB77 to meet the required instructional minutes
- Teachers took daily attendance based on synchronous and asynchronous student participation
- A weekly engagement form and system was developed and successfully implemented and audited on a regular basis
- Interventions were put in place to improve student engagement throughout virtual learning
- School and district staff utilized tiered systems of support to engage those students not participating in virtual learning with a focus on our targeted students
- Support staff contacted students and families in their home language as well as site staff making home visits
- Staff sent communications to students involved in co-curricular activities including athletics

### Distance Learning Professional Development

- There was a plethora of professional development provided to all teachers, instructional aides, and classified staff
- There was ongoing training to meet the needs of staff as they gained skills and to prepare for the transition to in-person hybrid instruction
- Teachers were provided opportunities for up to 2 days of compensation for professional development to prepare for virtual instruction



- To assist elementary teachers with the transition to in-person hybrid learning, they were provided 12 hours of time during the workday to prepare for that transition
- To assist secondary teachers with the transition to in-person hybrid learning, the remainder of the professional development days were adjusted to preparation days
- As part of the certificated MOU, all teachers will be provided four days of additional time to prepare for in-person hybrid instruction

#### Supports for Pupils with Unique Needs

- English Learner, Special Education and Title I/Intervention teachers and instructional assistants/aides provided supplemental and individualized support and instruction
- Individualized and small group virtual counseling was provided as well as school communications regarding coping skills and mental health supports
- Families were provided access to Care Solace to connect with community agencies for individualized supports
- Special education students were provided “push-in” and “pull-out” supports by certificated staff and instructional assistants/aides
- Provided assistive technology for special education students as required per Individualized Education Plans (IEP) including manipulatives, equipment, and other devices
- Utilized a live virtual platform for our special education students with related services including counseling, speech, occupational, and physical therapy
- Utilized the ELLevation program to monitor English Learners’ progress
- Used digital/online programs to support English Learners including Imagine Learning and Rosetta Stone
- Monitored and supported enrollment of Foster Youth within 72 hours to prevent lapse in education
- Provided backpacks, school supplies, and hygiene products for Foster/Homeless Youth

#### MVUSD challenges have been:

- Maintaining student engagement during virtual learning
- Building staff capacity for teaching in a virtual environment
- Transitioning in-person instruction to a virtual environment effectively
- Transitioning from virtual instruction to a hybrid in-person environment effectively
- Providing opportunities for student socialization
- Effective social emotional supports for students and staff in a virtual and hybrid in-person environment
- Daily and consistent connectivity for students and staff
- Effectively meeting the specialized needs of our unduplicated and targeted student groups

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Intervention programs and services (online programs and summer school)	\$650,000	\$1,309,814.69	Yes
Intervention staff including teachers and aides (intervention, English Learner, Foster/Homeless, etc)	\$2,000,000	\$2,473,557.50	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

MVUSD implemented pupil learning loss planned actions as outlined in the Learning Continuity Plan with fidelity.

All planned actions and services were implemented during distance and hybrid in-person learning. The substantive differences were the budget expenditures exceeded the planned amounts. The intervention programs included an expanded summer school offering at the elementary, middle, and high school level to support pupil learning loss. The intervention staffing needs exceeded the budgeted amount due to the interventions provided to support learning loss, which focused on our English learners and foster youth.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

MVUSD exhausted all efforts to address pupil learning during virtual instruction. Virtual instruction was successfully implemented within the parameters of the pandemic. MVUSD staff rose to the occasion and found ways to keep learning going despite the pandemic and related circumstances. Yet, our staff discovered the challenge of providing quality virtual instruction for all students especially those with special needs, unengaged, and struggling academically.

Successes:

- Assessments were administered in alignment with the Learning Continuity Plan
- Intervention strategies including office hours and Paper tutoring services were offered to all students
- Small in-person cohorts were provided to approximately 2000 students based on need during virtual learning
- Elementary intervention teachers provided supports for students during virtual and in-person learning
- Small class sizes were maintained to support student learning and allow teachers to meet individual student needs

- Innovative scheduling measures were developed to place failing students into credit recovery classes as soon as possible to ensure graduation requirements were met

Challenges:

- Unengaged virtual students
- Consistent connectivity and reliability of devices
- Building teacher and student capacity for online learning and programs
- Work completion at the secondary level
- Adjustment of pacing of scope and sequence at all school levels
- Social emotional wellbeing of staff and students
- Teacher/student connectedness and building of relationships virtually
- Student attendance during intervention time and office hours

Analysis of the Effectiveness of the Efforts to Address Pupil Learning Loss:

MVUSD utilized universal screeners to measure learning progress. This is a comparison of mid-year data from this year to 2019-20 to demonstrate learning loss.

Those instruments will include:

- End of Year Phonics Summary (ESGI) in ELA for grades K-1
- Kindergarten 2020-21 was 74% meeting expectation (above 70%) for April administration
- 1st Grade 2020-21 was 80% meeting expectation (above 70%) for April administration
- iReady for English language arts in grades 2 - 5
- 2nd Grade 2019-20 was 56% proficient and in 20-21 was 50% proficient for December administration
- 3rd Grade 2019-20 was 72% proficient and in 20-21 was 66% proficient for December administration
- 4th Grade 2019-20 was 52% proficient and in 20-21 was 46% proficient for December administration
- 5th Grade 2019-20 was 47% proficient and in 20-21 was 47% proficient for December administration
- iReady for math in grades 2 - 5
- 2nd Grade 2019-20 was 32% proficient and in 20-21 was 34% proficient for December administration
- 3rd Grade 2019-20 was 40% proficient and in 20-21 was 32% proficient for December administration
- 4th Grade 2019-20 was 47% proficient and in 20-21 was 34% proficient for December administration
- 5th Grade 2019-20 was 52% proficient and in 20-21 was 42% proficient for December administration
- Reading Inventory (RI) in grades 6 – 11
- 6th Grade Lexile growth 49.75 with expected growth to be 60 for the March administration
- 7th Grade Lexile growth 41.25 with expected growth to be 60 for the March administration

- 8th Grade Lexile growth 36.25 with expected growth to be 60 for the March administration
  - 9th Grade Lexile growth 33 with expected growth to be 40 for the March administration
  - 10th Grade Lexile growth 28 with expected growth to be 40 for the March administration
  - 11th Grade Lexile growth 17 with expected growth to be 40 for the March administration
- 
- Imagine Math in grades 6-10
  - 6th Grade Quantile average was 711 with expected Quantile target of 810 for the February administration
  - 7th Grade Quantile average was 797 with expected Quantile target of 870 for the February administration
  - 8th Grade Quantile average was 870 with expected Quantile target of 950 for the February administration
  - 9th Grade Quantile average was 905 with expected Quantile target of 1020 for the February administration
  - 10th Grade Quantile average was 929 with expected Quantile target of 1160 for the February administration

This data demonstrates overall learning loss for our students.

Our school sites analyzed targeted data to monitor all students' attendance, engagement, and progress. District staff collaborated with school sites to ensure these conversations took place at all school sites with a focus on finding solutions to barriers that students were facing that negatively impacted learning. Ideas to meet student and family needs were shared district-wide which led to more consistency and innovative ideas to increase student engagement and learning.

The tiered systems of support were implemented as part of this collaboration. Schools continued to look at data to determine which students needed more intensive assistance. Intervention, counseling, and parent engagement were used to respond to student and family needs.

English Learner, Special Education and Title I/Intervention staff provided supplemental and individualized support and instruction. Struggling and unengaged students were invited to participate in on-campus cohorts to support them during virtual learning. Special education students were provided “push-in” and “pull-out” supports by certificated staff and instructional assistants/aides. Special education students were provided assistive technology including manipulatives, equipment, and other devices. Special education students with related services were provided a live virtual platform for counseling, speech, occupational, and physical therapy.

PLC time remained in place as part of the virtual schedule, but shifted from the cycle of inquiry to more of a supportive professional learning time as staff built capacity for the changing instructional model.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

MVUSD successfully identified district and site teams to help monitor ongoing student participation and engagement, which has enabled us to better assess each individual student's needs.

- Mental Health (MH)/Social Emotional Learning (SEL) resources and activities have been embedded into site newsletters, canvas pages and/or school websites
- Direct links to connect with the Mental Health Therapists and counselors are available on the counseling canvas pages as well as the school websites
- Elementary counselors have continued to provide virtual monthly SEL lessons for all classes to provide students with coping skills and promote social emotional wellbeing
- Elementary school counselors have provided teachers with various SEL/relationship building activities to enhance peer-peer relationships as well as student-teacher relationships
- To encourage teacher led SEL lessons, all middle and high school teachers have been given access to lessons created by the Student Supports Mental Health team
- With the assistance of Riverside University Health Systems (RUHS), various middle and high school leadership clubs/groups have been trained by the Teen Suicide Awareness and Prevention Program (TSAPP)
- TSAPP is being extended to include the Gay Straight Alliance (GSA) clubs because of the high suicidality rates that occur within this population
- All sites have participated in the Panorama survey and are starting to dig into their data to drive their Multi-Tiered Systems of Support (MTSS)

We continue to have strong community partnerships, which have resulted in students getting connected to resources and crisis response supports quickly. Our counselors, mental health therapists, and outside agencies provided extensive mental health workshops and support for our certificated and classified staff and their families including outreach social and emotional strategies and sessions.

MVUSD challenges involve low staff, parent, and student participation in MH/SEL trainings. The behavioral and mental health teams are working together to explore various methods to promote these opportunities. It has been a challenge to provide SEL support to specific students that are not participating in school. This has led to difficulty with administering the School Refusal Protocol used by the Student Supports Mental Health team and student participation in individual counseling sessions as well as small, targeted counseling groups. The student support mental health team have not only provided student and family assistance, but have provided much needed services to our staff and their families.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

MVUSD has had a number of successes in pupil and family engagement this year.

- A tiered reengagement plan is in place, and all staff supporting student reengagement have been trained both on the plan as well as on restorative practices for attendance meetings
- Tiered reengagement strategies included phone calls, home visits, incentives, parent meetings, cohorts, transportation, nutrition services, counseling services, and outside agency referrals
- Tier I strategies included engagement monitoring, site counseling services, virtual calm space, SEL lessons and activities, SEL training, PBIS strategies, suicide prevention activities, and Panorama surveys
- Tier II strategies included engagement monitoring, site counseling services, Breakthrough referrals, small group counseling, SAFE groups, hospice support groups, linkage supports through Care Solace
- Tier III strategies included engagement monitoring, site counseling services, Insight services, individual counseling, crisis response/threat assessments, gap services, Wrap services, SAFE groups, hospice groups, linkage supports through Care Solace
- Our attendance monitoring/intervention tracking software has been rolled out and is being utilized daily by site staff.
- The district attendance/engagement team is providing school sites with monthly attendance/engagement data updates as well as assist sites in modifying plans for student support and collaborate with the team to provide attendance supports for individual students and their families
- School site staff at all levels are conducting significant student/family outreach and most attendance/engagement concerns are being supported well at the school site level
- Across the district, the overall chronic absenteeism rate is lower (5.82%) and the overall attendance rate (97.44%) is higher than in previous years
- MVUSD received recognition from CDE as a Model SARB program for providing exemplary attendance/engagement support

MVUSD challenges stem from a delayed roll-out of our attendance/intervention tracking software. Some modifications were needed to address triggers for student outreach at the secondary level. These modifications were necessary to prevent redundant attendance communications to families. Although overall chronic absenteeism is down across the district, student group data indicates that the following student groups are more likely to be chronically absent: Hispanic, African American, English Learners, socioeconomically disadvantaged, students with disabilities, and Homeless or Foster youth. Site teams addressed these opportunity gaps with supportive outreach as well as with specialized small in-person cohorts.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

MVUSD successes include:

- Emailed families scannable ID cards to help Nutrition staff maintain social distancing and identify enrolled students
- Maximized opportunities for families to pick up meals by offering meals at all school sites
- Served cohorts in their designated classroom/location to maintain separation from other cohorts
- Extended serving times for curbside meal pick-up to ensure short wait times and social distancing for nutrition staff and families
- Provided weekly evening curbside meal service for working families
- Implemented a weekly meal service schedule that was convenient for families and resulted in better participation

MVUSD challenges include:

- Limited curbside access at some schools due to the physical layout of the school as well as the location of the sites' kitchen
- Staff worked in extreme weather conditions in order to provide weekly meals for our families
- Transported weekly meals to private residences in remote locations where families were not home or able to retrieve meals from the bus drivers
- Families were not always wearing face coverings when picking up meal packs and interacting with staff
- Limited refrigeration space to store bulk meal packs

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Mental Health and Counseling Staff and related service/programs	\$1,000,000	\$2,059,369.91	Yes
Pupil Engagement and Outreach	Attendance Program and Engagement staff	\$350,000	\$2,490,978.55	Yes
School Nutrition	Health and Safety Measures and Personal Protective Equipment (PPE)	\$62,000	\$80,122.24	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

MVUSD implemented all additional planned actions during virtual and in-person hybrid learning including mental health and social emotional services, pupil attendance and engagement, and school nutrition services as outlined in the Learning Continuity Plan with fidelity.

The substantive differences were the mental health and social emotional as well as the pupil engagement and outreach services expenditures well exceeded the estimated budget amounts because there were a great deal of district staff focused on student attendance and engagement in school throughout the 2020/21 school year.



## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As MVUSD is developing the 2021-24 LCAP, the following items informed the development of the actions and services related to the four goals:

### Goal 1 Student Learning and Achievement

- Offer Virtual Learning as part of our educational offerings TK-12
- Offer Learn@Home program parent directed options TK-8
- Re-institute Data Standards Learning Instruction secondary staff in the areas of English, math, and science
- Inclusion of K-12 counselors to provide supports for student learning and social emotional well-being

### Goal 2 Prevention, Intervention, and Acceleration

- Additional elementary intervention teachers
- Additional hours for bilingual aides for secondary English Learner students
- Expansion of Extended Learning Opportunities/Summer School for elementary and high schools
- Expansion of credit recovery opportunities for high school students offered during the school day
- Implementation of a Middle School Summer School for academic intervention and a high school bridge program to assist students with high school preparation

### Goal 3 Professional Development

- Proposed additional PD days to offer SEL, academic intervention, and equity training

### Goal 4 Engagement, Culture, and Climate

- Additional social emotional services district-wide to support students and families
- Social emotional tier 1 curriculum and strategies

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

MVUSD will continue to use Educational Software for Guiding Instruction (ESGI), iReady, Reading Inventory, Imagine Math, and secondary final exams in core subjects in order to assess student learning loss. We will utilize these assessments throughout the school year to gauge student learning and acceleration needs.

The following areas of our 2021-24 LCAP address learning loss especially for our unduplicated students and pupils with unique needs:

Goal 1: Student Learning and Achievement

- Smaller class sizes K-3
- Advancement Via Individualized Determination (AVID) at Avaxat Elementary and all secondary schools
- Career and college readiness including AP/IB support
- Career Technical Education (CTE)
- Alternative Education
- Counseling support services
- Site specific Goal 1 plans that address learning loss

Goal 2: Prevention, Intervention, Acceleration

- Elementary intervention teachers
- Secondary courses to support intervention and acceleration
- English Learner programs and support
- Intervention programs
- Site specific Goal 2 plans that address learning loss

Goal 3: Professional Development

- Instructional coaching support
- Induction program support
- Curriculum work teams
- Training for teachers, classified staff, and administrators focused on student learning loss
- Data collection services
- Site specific Goal 3 plans that address learning loss

Goal 4: Equity, Engagement, School Culture, and Climate

- Middle school engagement activities and zero periods
- Mental health services
- Attendance monitoring services
- Foster and Homeless Youth support services
- School safety and anti-bullying
- Positive Behavior Intervention and Supports (PBIS) and restorative practices
- Equity and cultural proficiency
- Parent/Student/Stakeholder engagement
- Site specific Goal 4 plans that address learning loss

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The only aspect of the 2020-21 Learning Continuity and Attendance Plan that does not contribute to increased or improved services or is primarily focused on our unduplicated or targeted student groups is the health and safety procedures, supplies, and equipment necessary to transition back to school safely. These procedures and resources are necessary for all students and staff to transition back to in-person learning.

All Learning Continuity and Attendance Plan actions and services were implemented as planned. The substantive differences were the budgeted expenditures exceeded the planned amounts.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

MVUSD reviewed student outcome data from the 2019-20 LCAP and the 2020-21 LCP to develop the 2021-24 LCAP goals and related actions and services. The district maintained the four goals from the previous LCAP, but included additional actions and services to meet the needs of our students during this unique time.

The following are some key takeaways from the data analysis and input from our stakeholder groups that informed the development of the 2021-24 LCAP.

- Continue to provide a variety of learning models to support the needs of students and families
- Provide additional counseling, social emotional learning, and mental health supports for students
- Provide additional academic supports and opportunities for students to accelerate learning
- Provide professional development for staff to build capacity in SEL, academic intervention, and equity
- Provide additional student and family engagement opportunities to support the transition to full-time in-person learning
- Create an inclusive environment for all student groups to meet their individual needs

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	16,967,924.00	15,883,929.00
Career Technical Education Incentive Grant (CTEIG)	77,064.00	82,919.00
LCFF	16,467,703.00	15,261,179.00
Lottery	78,550.00	78,550.00
Low Performing Student Block Grant	141,801.00	139,795.00
SPED: Mental Health Funds	0.00	118,484.00
Title I	80,824.00	81,298.00
Title IV	121,982.00	121,704.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	16,967,924.00	15,883,929.00
1000-1999: Certificated Personnel Salaries	9,970,073.00	9,447,173.00
2000-2999: Classified Personnel Salaries	661,721.00	646,729.00
3000-3999: Employee Benefits	3,073,303.00	2,834,954.00
4000-4999: Books And Supplies	773,003.00	558,463.00
5000-5999: Services And Other Operating Expenditures	2,483,505.00	2,366,677.00
5800: Professional/Consulting Services And Operating Expenditures	2,200.00	2,200.00
7000-7439: Other Outgo	4,119.00	27,733.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	16,967,924.00	15,883,929.00
1000-1999: Certificated Personnel Salaries	Career Technical Education Incentive Grant (CTEIG)	59,790.00	60,990.00
1000-1999: Certificated Personnel Salaries	LCFF	9,663,188.00	9,133,395.00
1000-1999: Certificated Personnel Salaries	Low Performing Student Block Grant	117,386.00	109,612.00
1000-1999: Certificated Personnel Salaries	Title I	44,000.00	54,366.00
1000-1999: Certificated Personnel Salaries	Title IV	85,709.00	88,810.00
2000-2999: Classified Personnel Salaries		0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	656,721.00	563,808.00
2000-2999: Classified Personnel Salaries	SPED: Mental Health Funds	0.00	82,120.00
2000-2999: Classified Personnel Salaries	Title I	5,000.00	801.00
3000-3999: Employee Benefits		0.00	0.00
3000-3999: Employee Benefits	Career Technical Education Incentive Grant (CTEIG)	17,274.00	17,703.00
3000-3999: Employee Benefits	LCFF	2,984,636.00	2,720,866.00
3000-3999: Employee Benefits	Low Performing Student Block Grant	24,415.00	23,059.00
3000-3999: Employee Benefits	SPED: Mental Health Funds	0.00	30,326.00
3000-3999: Employee Benefits	Title I	10,705.00	16,308.00
3000-3999: Employee Benefits	Title IV	36,273.00	26,692.00
4000-4999: Books And Supplies	LCFF	773,003.00	557,193.00
4000-4999: Books And Supplies	Title I	0.00	1,270.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,387,955.00	2,283,717.00
5000-5999: Services And Other Operating Expenditures	Lottery	78,550.00	78,550.00
5000-5999: Services And Other Operating Expenditures	Title I	17,000.00	4,410.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,200.00	2,200.00
7000-7439: Other Outgo		0.00	0.00
7000-7439: Other Outgo	Career Technical Education Incentive Grant (CTEIG)	0.00	4,226.00
7000-7439: Other Outgo	Low Performing Student Block Grant	0.00	7,124.00

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
7000-7439: Other Outgo	SPED: Mental Health Funds	0.00	6,038.00
7000-7439: Other Outgo	Title I	4,119.00	4,143.00
7000-7439: Other Outgo	Title IV	0.00	6,202.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	9,408,125.00	8,847,425.00
<b>Goal 2</b>	3,597,401.00	3,413,195.00
<b>Goal 3</b>	1,967,374.00	1,715,843.00
<b>Goal 4</b>	1,995,024.00	1,907,466.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$7,000,000.00	\$8,884,892.10
<b>Distance Learning Program</b>	\$12,500,000.00	\$11,360,062.58
<b>Pupil Learning Loss</b>	\$2,650,000.00	\$3,783,372.19
<b>Additional Actions and Plan Requirements</b>	\$1,412,000.00	\$4,630,470.70
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$23,562,000.00</b>	<b>\$28,658,797.57</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$2,000,000.00	\$2,455,640.64
<b>Distance Learning Program</b>		
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>	\$62,000.00	\$80,122.24
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,062,000.00</b>	<b>\$2,535,762.88</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$5,000,000.00	\$6,429,251.46
<b>Distance Learning Program</b>	\$12,500,000.00	\$11,360,062.58
<b>Pupil Learning Loss</b>	\$2,650,000.00	\$3,783,372.19
<b>Additional Actions and Plan Requirements</b>	\$1,350,000.00	\$4,550,348.46
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$21,500,000.00</b>	<b>\$26,123,034.69</b>