

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Murrieta Valley Unified School District
<b>CDS Code:</b>	3375200
<b>LEA Contact Information:</b>	Name: Mary Walters Position: Assistant Superintendent, Educational Services Phone: (951) 696-1600
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
<b>Total LCFF Funds</b>	\$219,094,859
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$15,355,280
<b>All Other State Funds</b>	\$19,967,780
<b>All Local Funds</b>	\$20,186,808
<b>All federal funds</b>	\$12,485,656
<b>Total Projected Revenue</b>	\$271,735,103

Total Budgeted Expenditures for the 2021-22 School Year	Amount
<b>Total Budgeted General Fund Expenditures</b>	\$275,189,831
<b>Total Budgeted Expenditures in the LCAP</b>	\$21,012,542
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$21,012,542
<b>Expenditures not in the LCAP</b>	\$254,177,289

Expenditures for High Needs Students in the 2020-21 School Year	Amount
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$21,500,000
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$26,123,034

Funds for High Needs Students	Amount

<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$5,657,262
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$4,623,034

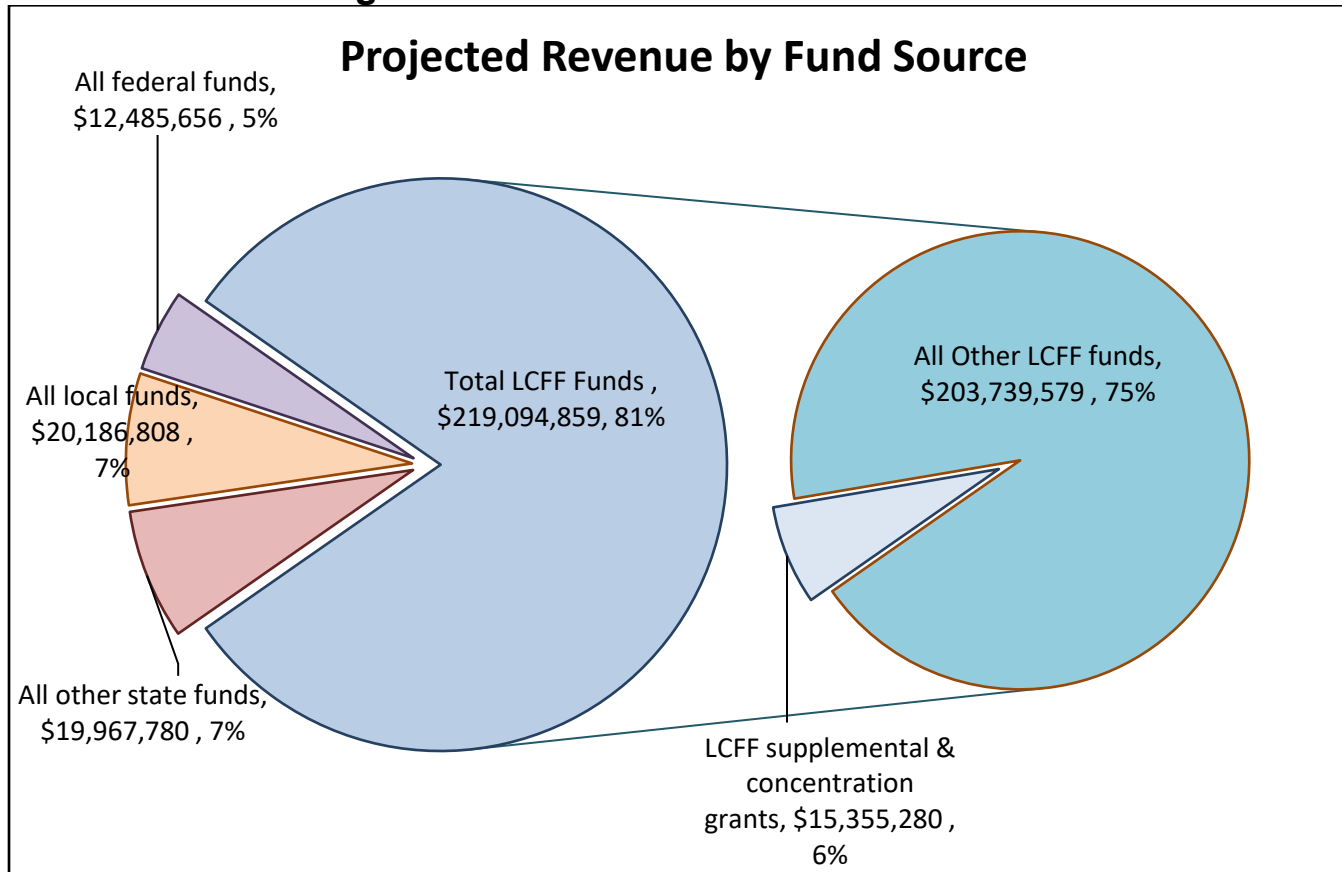
<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	General operating costs support the educational needs of all students. Expenditures include salary and benefits for employees not specifically outlined in the LCAP including teachers, custodians, librarians, facilities/grounds maintenance staff, district and site support staff, as well as classified and certificated management. Expenditures in the general fund budget also include operating expenditures such as utilities, debt service obligations, capital project expenditures, and materials/supplies necessary to operate the school district.

## **LCFF Budget Overview for Parents**

<p>Local Educational Agency (LEA) Name: Murrieta Valley Unified School District</p> <p>CDS Code: 3375200</p> <p>School Year: 2021-22</p> <p>LEA contact information:</p> <p>Mary Walters</p> <p>Assistant Superintendent, Educational Services</p> <p>(951) 696-1600</p>
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

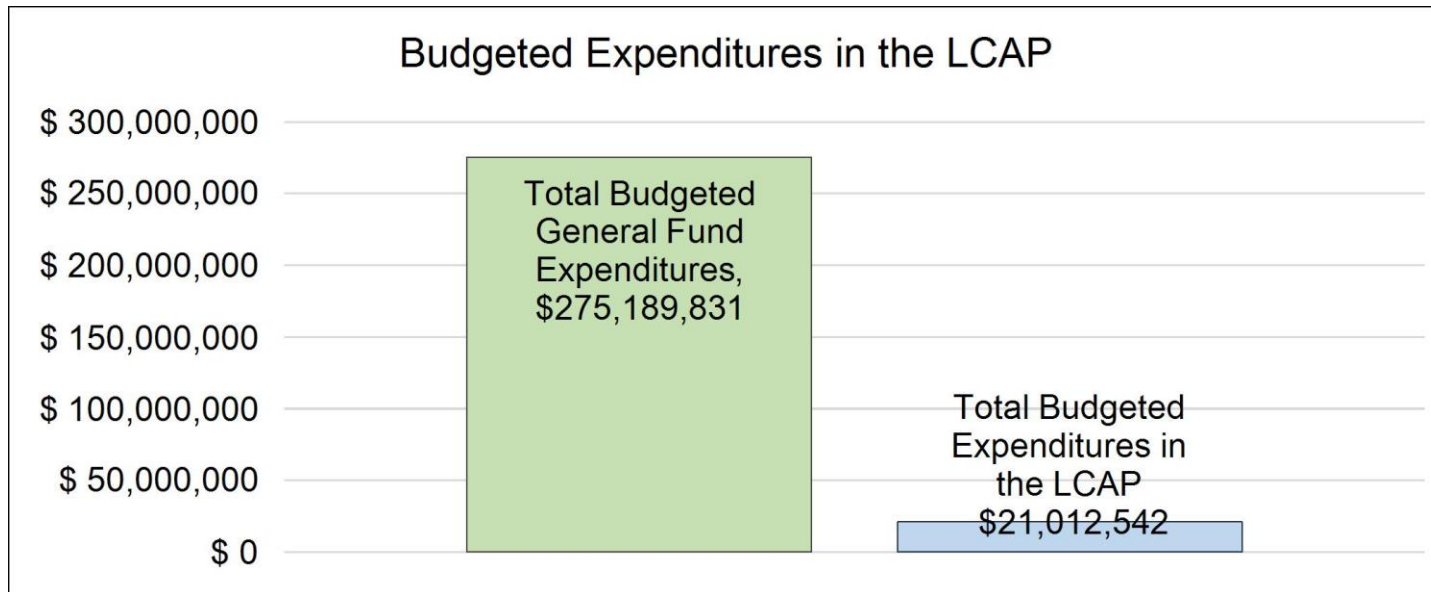


This chart shows the total general purpose revenue Murrieta Valley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Murrieta Valley Unified School District is \$271,735,103, of which \$219,094,859 is Local Control Funding Formula (LCFF), \$19,967,780 is other state funds, \$20,186,808 is local funds, and \$12,485,656 is federal funds. Of the \$219,094,859 in LCFF Funds, \$15,355,280 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Murrieta Valley Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Murrieta Valley Unified School District plans to spend \$275,189,831 for the 2021-22 school year. Of that amount, \$21,012,542 is tied to actions/services in the LCAP and \$254,177,289 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

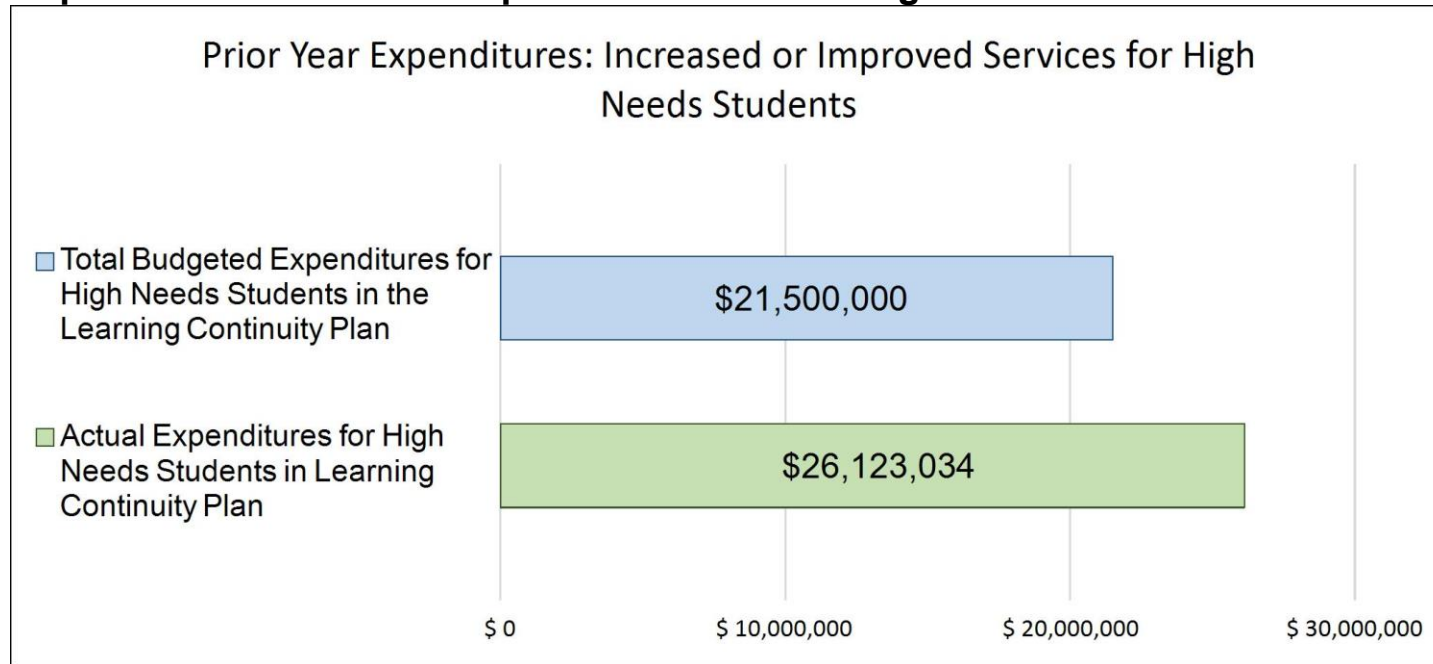
General operating costs support the educational needs of all students. Expenditures include salary and benefits for employees not specifically outlined in the LCAP including teachers, custodians, librarians, facilities/grounds maintenance staff, district and site support staff, as well as classified and certificated management. Expenditures in the general fund budget also include operating expenditures such as utilities, debt service obligations, capital project expenditures, and materials/supplies necessary to operate the school district.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Murrieta Valley Unified School District is projecting it will receive \$15,355,280 based on the enrollment of foster youth, English learner, and low-income students. Murrieta Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Murrieta Valley Unified School District plans to spend \$21,012,542 towards meeting this requirement, as described in the LCAP.

### LCFF Budget Overview for Parents

#### Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Murrieta Valley Unified School District's Learning Continuity Plan budgeted \$21,500,000 for planned actions to increase or improve services for high needs students. Murrieta Valley Unified School District actually spent \$26,123,034 for actions to increase or improve services for high needs students in 2020-21.

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Murrieta Valley Unified School District	Mary Walters Assistant Superintendent, Educational Services	mwalters@murrieta.k12.ca.us (951) 696-1600

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Murrieta Valley Unified School District (MVUSD) educates 22,609 students from Preschool through Adult Transition Program with an excellent, comprehensive academic program. Students participate in highly acclaimed visual and performing arts programs, championship interscholastic athletic programs and nationally recognized student activities programs. The student-centered educational program emphasizes a commitment to the academic success of each and every student. MVUSD is one of the highest performing districts in Riverside County with eleven California Distinguished Schools. Highly qualified teachers and staff provide a rigorous educational experience that integrates academics, co-curriculars, and job skills to prepare students for future educational and career opportunities.

#### Schools

- 11 TK-5 Elementary Schools
- 4 6-8 Middle Schools
- 3 Comprehensive High Schools
- 1 Alternative Education Campus

The district also offers adult community education, Adult-Transition, early childhood education, childcare, and a parent center.

#### Students

The student population is diverse, representing more than 9 ethnic groups and 53 languages and dialects. There are eight Title 1 schools in the district. 4.98% of the students are English Learners and 33.6% qualify for free or reduced lunches. Upon graduation, approximately 65.1% of 2020 graduates enrolled in higher educational institutions including colleges and universities across the state and nation.

#### Ethnic/Racial Distribution

- American Indian or Alaska Native .31%
- Asian 4.06%
- Pacific Islander .58%
- Filipino 3.34%
- Hispanic or Latino 40.20%

African American 5.54%  
White (not Hispanic) 36.54%  
Multiple or No Response 9.43%

## Reflections: Successes

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

### DISTRICT-WIDE

#### English Language Arts



### ENGLISH LANGUAGE ARTS (3-8 and 11)

The CDE categorizes MVUSD's performance on 3-8 and 11 English Language Arts Assessment as High, with the District's students scoring 28.3 points above Level 3 (i.e., Standard Met) with an increase of 9.4 points on the ELA component of the 2019 California Assessment of Student Performance and Progress (CAASPP). (Green)

The following American Indian student group declined but scored high.

MVUSD has no student groups scoring low (Orange) or very low (Red) on the ELA CAASPP.

- Students with Disabilities student group score low (54.3 points below Level 3) on the English Language Arts Assessment, however this represents an increase of +8.9 points (Yellow)
- Foster Youth student group score low (47.6 points below Level 3) on the English Language Arts Assessment, however this represents a significant increase of +25.3 points (Yellow)
- English Learner student group score low (11.8 points below Level 3) on the English Language Arts Assessment, however this represents an increase of +7.5 points (Yellow)
- Homeless Youth student group score medium (1.3 points below Level 3) on the English Language Arts Assessment with a significant increase of +30.5 points (Green)
- African American student group score medium (0.2 points below Level 3) on the English Language Arts Assessment with an increase of +8.2 points (Green)
- Socioeconomically Disadvantaged student group score medium (3.1 points above Level 3) on the English Language Arts Assessment with an increase of +10.1 points (Green)
- Hispanic student group score high (13.5 points above Level 3) on the English Language Arts Assessment with an increase of +10.3 points (Green)
- Two or More Races student group score high (36.3 points above Level 3) on the English Language Arts Assessment with an increase of +10.4 points (Green)
- White student group score high (39.3 points above Level 3) on the English Language Arts Assessment with an increase of +10.4 points (Green)

- Asian student group score very high (61.2 points above Level 3) on the English Language Arts Assessment with an increase of +10.6 points (Blue)
- Filipino student group score very high (61.9 points above Level 3) on the English Language Arts Assessment with an increase of +10.7 points (Blue)

### Mathematics



Green

## MATHEMATICS (3-8 and 11)

The CDE classifies MVUSD's performance on 3-8 and 11 Math Assessment as medium, with the District's students scoring 2.2 points below Level 3 (i.e., Standard Met) on the Math component of the 2019 California Assessment of Student Performance and Progress (CAASPP) with an increase of +8.2 points over the previous academic year. (Green)

MVUSD has no student groups scoring low (Orange) or very low (Red) on the Math CAASPP.

- Students with Disabilities student group score low (88.7 points below Level 3) on the Math Assessment with an increase of +6.2 points (Yellow)
- Foster Youth student group score low (71 points below Level 3) on the Math Assessment with a significant increase of +33.7 points (Yellow)
- African American student group score low (40.9 points below Level 3) on the Math Assessment with an increase of +7.5 points (Yellow)
- English Learner student group score low (37 points below Level 3) on the Math Assessment with an increase of +4.8 points (Yellow)
- Homeless Youth student group score low (28.1 points below Level 3) on the Math Assessment with a significant increase of +43.1 points (Yellow)
- Socioeconomically Disadvantaged student group score low (27.6 points below Level 3) on the Math Assessment with an increase of +7.9 points (Yellow)
- Hispanic student group score medium (20 points below Level 3) on the Math Assessment with an increase of +8.3 points (Green)
- Two or More Races student group score high (9.4 points above Level 3) on the Math Assessment with an increase of +9.1 points (Green)
- White student group score high (9.9 points above Level 3) on the Math Assessment with an increase of +9.1 points (Green)
- Filipino student group score very high (41.4 points above Level 3) on the Math Assessment with an increase of +14 points (Blue)
- Asian student group score very high (47 points above Level 3) on the Math Assessment with an increase of +14.7 points (Blue)

### Graduation Rate



Blue

## GRADUATION RATE (K-12)

The CDE classifies MVUSD's graduation rate as very high at a rate of 96.9% maintaining with a slight decline -0.6% from the previous year. (Blue)



The African American student group declined, but the graduation rate was very high at 95.3% The following student groups maintained, but the graduation rate was very high: Socioeconomically Disadvantaged (95.8%), Filipino (98%), Hispanic (96.7%), White (97.4%) and Two or More Races (98.2%).

MVUSD has no student groups with graduation rates low (Orange) or very low (Red).

- Students with Disabilities student group graduation rate was medium at 87.7% with an increase of 1.1% (Green)
- English Learner student group graduation rate was high at 92.9% with an increase of 4.2% (Green)
- Homeless student group graduation rate was very high at 96.5% with an increase of 12.1% (Blue)

#### College/Career



### COLLEGE/CAREER READINESS

The CDE classifies MVUSD's college/career readiness indicator as medium at 53.7% of our students prepared and maintained from the previous year with a decline of -1.4%. (Yellow)

MVUSD has no student groups with college/career readiness very low (Red).

- Students with Disabilities student group college/career readiness was low at 13.6% with an increase of 6% (Yellow)
- English Learner student group college/career readiness was low at 25.7% with a significant increase of 4.4% (Yellow)
- Homeless student group college/career readiness was medium at 40.4% with a significant increase of 11.5% (Green)
- Hispanic student group college/career readiness was medium at 49.6% with an increase of 2.9% (Green)
- Filipino student group college/career readiness was very high at 75.2% with a significant increase of 12.7% (Blue)

#### Suspension Rate



### SUSPENSION RATE (K-12)

The CDE classifies the suspension rate at MVUSD during the 2018-19 academic year as low, (1.5% of students suspended). MVUSD maintained with a slight decrease of -0.2% overall suspension rate over the previous academic year. (Green)

The following student groups maintained, but the suspension rate was low: Hispanic (1.6%) and White (1.4%).

The Filipino student group maintained and very low at 0.8%.

MVUSD has no student groups with suspension rates high (Orange) or very high (Red).

- Suspension rate for Foster Youth was high at 5.7%, however this represents a significant decline of 2.4% (Yellow)
- Suspension rate for Homeless Youth was medium at 3.3% with a decline of 1.2% (Green)
- Suspension rate for Students with Disabilities was medium at 2.6% with a decline of 0.7% (Green)
- Suspension rate for African American students was medium at 2.6% with a decline of 0.3% (Green)
- Suspension rate for American Indian students was low at 2.2% with a decline of 1.8% (Green)

- Suspension rate for Socioeconomically Disadvantaged students was low at 2.1% with a decline of 0.6% (Green)
- Suspension rate for Two or More Race students was low at 1.7% with a decline of 0.5% (Green)
- Suspension rate for Hispanic students was low at 1.6% but maintained with a slight decline of 0.2% (Green)
- Suspension rate for White students was low at 1.4% but maintained with a slight decline of 0.1% (Green)
- Suspension rate for Filipino students was very low at 0.8% but maintained with a slight increase of 0.2% (Blue)
- Suspension rate for Asian students was very low at 0.5% with a decline of 0.4% (Blue)

### **IMPACT OF PAST INCREASED OR IMPROVED SERVICES**

The dashboard data indicates the positive impact of increased or improved services for Foster Youth, Homeless Youth, English Learners and Low-Income students. There has been an intentional focus on these students through the following:

- ELA and math instruction and intervention: There has been a continued focus on ELA and math intervention at all levels with an emphasis on supplementary intervention aligned to core curriculum. At the secondary level, there has been an increased focus on ELA and math instruction and assessment with the support of a Data, Standards, Learning and Instruction specialist at each secondary school.
- English Learner program and support: The reclassification criteria and process has been refined. There are additional supports for all English Learners at the secondary level that includes specific courses and bilingual aides. Elementary has continued to focus on the implementation of effective designated ELD time.
- Equity work: The district offered five-day equity institutes and an equity focused district-wide professional development day. As part of our equity work, the district is making intentional efforts to implement MTSS in the academic, behavioral, and social-emotional realms. Staff are providing workshops in PBIS and restorative practices. In addition, the district has hired four mental health professionals to serve our secondary students to provide them with individual and small group counseling opportunities to enhance student learning and well-being.
- Stakeholder Engagement: There have been efforts to coordinate all stakeholder groups with the development of an umbrella advisory group called “Partnership for Thriving Students and Families (PTSF)”. This group will coordinate parent engagement opportunities and events. Our African American Parent Advisory Council (AAPAC) and Latino Parent Advisory Council (LPAC) have expanded efforts to engage parents in meaningful ways including parent leadership.
- Career Technical Education: There continues to be a focus on career technical education and the college/career indicator to ensure all students are prepared for their next steps. The district has implemented a new fire science pathway and expanded computer science at the high schools while investigating opportunities for elementary and middle school.

The district is most proud of all student groups making progress in the majority of dashboard indicators. ELA saw the most growth with 9.4 points over the previous year. Math growth was not far behind with an increase of 8.2 points over the previous year.

As these key focus areas noted above have been highly successful, the district plans to continue to focus in these areas and build upon the successes described below.

- MVUSD will continue to focus on providing standards-aligned ELA and math instruction as well as immediate interventions for those students who need supplemental instruction. We will re-implement the Data, Standards, Learning and Instruction specialists (DSLIs) at each secondary school to provide subject area teachers additional support in ELA, math, science, and social science. Additionally, intervention and DSLI teachers will provide student data and work with PLCs to review data and implement

differentiated instructional and assessment practices to increase student learning. These efforts will continue to support ELA and math instruction and student learning.

- MVUSD's graduation rate continues to remain high because of our high school counselor's intentional focus on student learning and success. Our students receive immediate intervention, summer school and repeated coursework opportunities, and tiered supports to meet the individual needs of our students.
- MVUSD high school staff continue to be focused on ensuring all our graduates are prepared for post-secondary opportunities including community college and 4-year university education. We are actively promoting CTE pathways, expanding opportunities for students, and intentionally scheduling students in the CTE pathway sequence of courses. There are designated district coordinators who provide data and work collaboratively with our secondary counselors are using data to ensure students are taking rigorous coursework and completing requirements to demonstrate college/career readiness and meet the College/Career Indicator (CCI).
- MVUSD continues to focus on equity and ensure that there are alternatives to suspension in place to support students' needs. Our Student Support department continually uses data to work collaboratively with our school sites to implement PBIS and tiered systems of supports for our students.

MVUSD will continue to build upon our previous successes in the areas below with our planned actions to support English Learner programs, equity, stakeholder engagement and Career Technical Education.

- MVUSD will continue to provide English learner programs and support through professional development, additional sections at the secondary level, secondary bilingual aide support, and the implementation of effective designated ELD time. The elementary schools will continue to utilize the district adopted ELA curriculum to provide designated ELD instruction during intervention time during the school day. The secondary schools will continue to use System 44, Read 180, and E3D curriculum in the ELD classes to support language acquisition.
- MVUSD will continue to move forward with our equity work. We have a designated equity coordinator who facilitates our district's equity efforts. MVUSD will continue to provide equity training which includes cultural proficiency and MTSS. All school sites will complete and/or refine their site's equity plan and the district will refine the district equity plan. There is a focus on hiring practices to improve diversity in our district. We will continue to provide stakeholder engagement and our male mentoring program which is focused on providing support for our African American and Hispanic secondary male students.
- MVUSD will continue to focus on stakeholder engagement. Our advisory groups have continued to thrive during the 20-21 school year in a virtual environment. Our PTSF group is the umbrella organization that will take on a more active role in coordinating meetings and activities of our varied stakeholder groups to increase communication and collaboration of all groups with the goal of meeting our students' needs.
- MVUSD will continue to support and enhance our Career Technical Education pathways. We will continue to expand the fire science to a full sequence of courses and computer science to build the connection to high school computer science and software engineering pathways. We will continue to collaborate with MSJC and CSU San Marcos to build a software engineering pathway where students can begin to take coursework in high school that will allow them to take 1-2 years of courses at MSJC and complete 2 years of coursework to obtain a bachelor's degree in software engineering at CSU San Marcos. The goal is to expand this opportunity to other majors. We will offer construction and logistics pathways at our alternative school and available to all high school students district-wide.

Additionally, as we prepare to return to full-time in-person instruction in the 2021-22 school year, we know that learning acceleration, addressing social emotional well-being, and equity will need to be areas for intentional focus due to the pandemic and national climate.

## Reflections: Identified Need

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

MVUSD does not have any indicators in Orange or Red. As the district reflected on the overall dashboard, the areas of need are chronic absenteeism, college/career, and mathematics (due to the majority of the student groups in yellow).

### Chronic Absenteeism



#### CHRONIC ABSENTEEISM (K-8)

The CDE classifies the chronic absenteeism rate at MVUSD during the 2018-19 academic year as medium, (8.7% of students chronically absent). MVUSD maintained but had a slight increase of 0.3% in chronic absenteeism rate over the previous academic year. (Yellow)  
There is one student group, American Indian, very high (Red) with a chronic absenteeism rate of 22.6%.

- American Indian chronic absenteeism was very high at 22.6% with a significant increase of 11% (Red)
- Students with Disabilities chronic absenteeism was high at 15% with an increase of 0.8% (Orange)
- Pacific Islander chronic absenteeism was high at 14.5%, but an increase of 6.6% (Orange)
- Socioeconomically Disadvantaged students' chronic absenteeism was high at 12.1% but maintained with a slight increase of 0.3% (Orange)
- Two or More Race students' chronic absenteeism was medium at 9.4% with an increase of 0.6% (Orange)
- English Learner students' chronic absenteeism was medium at 9% with an increase 0.5% (Orange)
- White students' chronic absenteeism was medium at 8.3% with an increase of 0.6% (Orange)
- Filipino students' chronic absenteeism was medium at 5.7% with an increase of 0.7% (Orange)

### College/Career



#### COLLEGE/CAREER INDICATOR

The CDE classifies the MVUSD college/career indicator during the 2018-19 academic year as medium with 53.7% of students prepared. MVUSD maintained but had a slight decline of 1.4% in college/career preparedness rate from the previous academic year. (Yellow)  
The White student group with a medium (Orange) college/career preparedness rate of 54% with a decline of 4.9%.  
MVUSD has no student groups with college/career preparedness rates very low (Red).

- Students with Disabilities college/career rate was low at 13.6% with an increase of 6% (Yellow)
- English Learner students' college/career rate was low at 25.7% with an increase of 4.4% (Yellow)
- Homeless Youth college/career rate was medium at 40.4% with an increase of 11.5% (Green)

- Socioeconomically Disadvantaged students' college/career rate was medium at 44.8% but maintained with a slight decline of 1.1% (Yellow)
- African American students' college/career rate was medium at 48% but maintained with a slight increase of 0.4% (Yellow)
- Hispanic students' college/career rate was medium at 49.6% with an increase of 2.9% (Green)
- Two or More Race students' college/career rate was high at 57.3% with a decline of 5.2% (Yellow)
- Asian students' college/career rate was high at 64.9% with a decline of 9.6% (Yellow)
- Filipino students' college/career rate was very high at 75.2% with a decline of 12.7% (Yellow)

#### Mathematics



Green

### **MATHEMATICS (3-8 and 11)**

The CDE classifies MVUSD's performance on 3-8 and 11 Math Assessment as medium, with the District's students scoring 2.2 points below Level 3 (i.e., Standard Met) on the Math component of the 2019 California Assessment of Student Performance and Progress (CAASPP) with an increase of +8.2 points over the previous academic year. (Green)

Even though there was growth in mathematics, there needs to be a continued focus on mathematics due to the performance of the student groups and their distance from meeting standard as noted below.

- Students with Disabilities student group score low (88.7 points below Level 3) on the Math Assessment with an increase of +6.2 points (Yellow)
- Foster Youth student group score low (71 points below Level 3) on the Math Assessment with a significant increase of +33.7 points (Yellow)
- African American student group score low (40.9 points below Level 3) on the Math Assessment with an increase of +7.5 points (Yellow)
- English Learner student group score low (37 points below Level 3) on the Math Assessment with an increase of +4.8 points (Yellow)
- Homeless Youth student group score low (28.1 points below Level 3) on the Math Assessment with a significant increase of +43.1 points (Yellow)
- Socioeconomically Disadvantaged student group score low (27.6 points below Level 3) on the Math Assessment with an increase of +7.9 points (Yellow)
- American Indian student group score medium (24 points below Level 3) on the Math Assessment with a decline of 5.5 points (Yellow)
- Pacific Islander student group score medium (19.7 points below Level 3) on the Math Assessment but maintained with the same rate as the previous year's assessment (Yellow)
- Hispanic student group score medium (20 points below Level 3) on the Math Assessment with an increase of 8.3 points (Green)



Blue

## GRADUATION RATE (K-12)

The CDE classifies MVUSD's graduation rate as very high at a rate of 96.9% maintaining with a slight decline -0.6% from the previous year. (Blue) MVUSD has no student groups with graduation rates low (Orange) or very low (Red).

- Asian student group graduation rate was high at 94.6% but declined 3.4% (Yellow)

## ESSA ATSI: WARM SPRINGS MIDDLE SCHOOL STUDENTS WITH DISABILITIES (SWD)

- SWD performance on the ELA assessment is very low at 76.2 points below level 3 with an increase of 22.4 points (Orange)
- SWD performance on the Math assessment is very low at 138.2 points below level 3 with a decline of 5.7 points (Red)
- SWD suspension rate is high at 9% with an increase of 0.8% (Orange)
- SWD chronic absenteeism rate is high at 16.9% but maintained with no change (Orange)

As a result of the 2019 California Dashboard results, Warm Springs Middle School qualifies for ESSA Additional Targeted Support and Improvement for Students with Disabilities.

## WARM SPRINGS MIDDLE SCHOOL STUDENTS WITH DISABILITIES:

Warm Springs Middle School is receiving ESSA Additional Targeted Support and Improvement (ATSI) as a result of special education student progress based on all red and orange indicators for the last two years. There was one red indicator in math, and three dashboard orange indicators in ELA, chronic absenteeism, and suspension rate. As part of our increased/improved services for the 2021-22 school year, the special education staff in partnership with the Warm Springs Middle School staff will utilize the differentiated assistance process to analyze current supports and improve services for our special education students.

MVUSD plans to address our greatest needs through the following initiatives:

- **LEARNING ACCELERATION:** Provide the necessary services and support for all students to accelerate learning to ensure students meet grade-level standards, career/college readiness, and close the achievement gap from school closures with a focus on our identified student groups. In addition to addressing learning loss as a result of the pandemic, this focus area will address the previous needs in mathematics, college/career indicator, and graduation rate.
- **SOCIAL EMOTIONAL WELL-BEING:** Provide the necessary services and support for staff, students, and their families to ensure mental health and social emotional well-being that promotes student learning and achievement.
- **EQUITY:** Continue to focus on equity by providing professional development for all school sites to foster continuous growth in equitable practices and cultural proficiency. Additionally, supporting sites with male mentoring programs for African American and Hispanic males to promote engagement and assist in closing the achievement gap.
- **CHRONIC ABSENTEEISM:** Provide tiered attendance services and supports at each of the school sites to address students and families with chronic absenteeism. Continue providing tier 1 strategies that focus on promoting attendance. Adjust the student calendar to change late start/early out days from Mondays to Wednesdays to promote better attendance.

# LCAP Highlights

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

The following are the key features of MVUSD 2021-24 LCAP:

## **Goal 1: Student Learning and Achievement**

- Smaller Class Sizes K-3
- Counseling Support Services K-12
- Coordinators to Support Student Learning and Achievement
- Advancement Via Individualized Determination (AVID) at Avaxat Elementary and all secondary schools
- Career Technical Education (CTE)
- Site SPSA Goal 1 Plans that Address Student Learning and Achievement

## **Goal 2: Prevention, Intervention, Acceleration**

- Elementary Intervention Teachers
- Additional Secondary Sections for Intervention/Acceleration
- English Learner Program Support
- Extended Learning Opportunities and Intervention Programs and Support
- Site SPSA Goal 2 Plans that Address Prevention, Intervention, and Acceleration

## **Goal 3: Professional Development**

- Instructional Coaching Support
- Maintain Fully Credentialed Teachers
- Professional Development, Curriculum Development, and Collaboration
- Outsourced and Data Programs to Support Student Learning and Professional Development
- Site SPSA Goal 2 Plans that Address Professional Development

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

- Equity and Equitable Practices
- Stakeholder Engagement
- Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS
- Foster and Homeless Youth Support Services
- Attendance
- Site SPSA Goal 2 Plans that Address Engagement, Culture, and Climate

# Comprehensive Support and Improvement

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

## Schools Identified

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

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

As a result of the 2019 California Dashboard results, Warm Springs Middle School qualifies for ESSA Additional Targeted Support and Improvement for Students with Disabilities.

## Support for Identified Schools

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

### **WARM SPRINGS MIDDLE SCHOOL STUDENTS WITH DISABILITIES:**

Warm Springs Middle School is receiving ESSA Additional Targeted Support and Improvement (ATSI) as a result of special education student progress based on all red and orange indicators for the last two years. There was one red indicator in math, and three dashboard orange indicators in ELA, chronic absenteeism, and suspension rate. As part of our increased/improved services for the 2021-22 school year, the special education staff in partnership with the Warm Springs Middle School staff will utilize the differentiated assistance process to analyze current supports and improve services for our special education students.

## Monitoring and Evaluating Effectiveness

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

### **WARM SPRINGS MIDDLE SCHOOL STUDENTS WITH DISABILITIES:**

With the support of RCOE and MVUSD, WSMS is utilizing the differentiated assistance model, Implementation Science, and the SELPA Performance Indicator Review (PIR) process to determine a course of action to address these performance gaps. The District is supporting Warm Springs Middle School with the disaggregation of student data and collaborative problem-solving meetings with all stakeholders to determine a plan of action to address the needs of special education students. The ATSI plan will be monitored, revised as needed, and evaluated by district/site leadership and special education staff through the cycle of inquiry and targeted discussions.



# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

MVUSD held a joint stakeholder group meeting on April 14, 2021, to present the 2021-22 Extended Learning Opportunities (ELO) Grant Plan and the 2021-24 Local Control and Accountability Plan (LCAP) requirements and plan areas. The individual stakeholder groups met later in that week to provide feedback regarding the plans. The stakeholder groups' input is included in the section below.

Our stakeholder groups include District English Learner Advisory Council, Career Technical Education Advisory Council, Special Education Parent Advisory Council, African American Parent Advisory Council, Latino Parent Advisory Council, Council Parent Teacher Association, Partnership for Thriving Students and Families, MEA Advisory Group, CSEA Advisory Group, LCAP Advisory Council, and our student LCAP advisory groups at each of our secondary sites. These stakeholder groups meet a minimum of four times annually and the meeting information is posted on our district website and sent out through social media and Aeries communications. The district website and Aeries communications can be delivered in a variety of languages of which parents/guardians determine.

A summary of the feedback provided by specific stakeholder groups.

The stakeholder groups met to provide feedback in two general areas. The first area was regarding the actions and services in the plan that they supported. The second area was regarding the actions and services they would like to us to consider adding to the plan.

The Latino Parent Advisory Council (LPAC) comprised of parents/guardians, students, teachers, site classified staff, administrators, counselors, and district personnel provided the following feedback:

Supported actions/services:

- Maintaining smaller class sizes K-3
- Counseling services at all levels
- Maintaining the AVID program
- Maintaining the CTE programs and pathways
- Maintaining supports for all areas in Goals 2, 3, and 4

Recommended actions/services:

- Additional counselors at the high school level to ensure monitoring of failing students
- Expand AVID Elementary Program to other elementary schools
- Advertise middle school CTE programs and promote all CTE programs that are offered at all of the high schools
- Provide English Learners with homework club before and after school\*
- Provide communication and information about all available intervention programs to all parents
- Provide support for teachers who do not have adequate student progress in their classrooms
- Evaluate training offerings for teachers
- Provide training for teachers and instructional assistants to use with beginning and intermediate English Learners
- Provide more culturally responsive training for staff

- Provide parent liaisons at each school site or school level to facilitate parent communications
- Provide a designated staff member at the district to handle all Spanish speaking parent communications

The African American Parent Advisory Council (AAPAC) comprised of parents/guardians, students, teachers, site classified staff, administrators, counselors, district personnel, and community members provided the following feedback:

Supported actions/services:

- Maintaining smaller class sizes K-3
- Counseling services at all levels especially with social emotional lessons and services provided for virtual classes
- Site SPSA funds to address specific site needs
- Maintaining elementary intervention teachers
- Extended learning opportunities beyond intervention so students can accelerate and enrich their learning
- Additional sections for middle and high schools for intervention and acceleration
- Number of sections at the middle school level to support the AVID program
- Maintaining instructional coaching support that included modeling instruction in the classroom
- Maintaining outsourced data programs to support authentic data and information for all stakeholders
- Continued training on equitable practices
- Continued stakeholder engagement

Recommended actions/services:

- Additional mental health supports at the middle schools
- Additional tutors to support student learning
- More information on coordinators and their duties related to support student learning
- Additional time and funds to provide hands-on support of student learning
- Additional sections to support AVID at the middle schools
- Additional funds to support STEAM related programs such as drama, dance, choir, etc.
- Site SPSA funds allocated for STEAM programs that include involvement from outside organizations
- Parent education related to college and career readiness
- Offer after school and Saturday tutoring programs
- Support and collaboration with SEED and other after school programs to provide tutoring services
- Classified training to support student learning in academics and SEL
- Training opportunities for teachers and families with time for processing of information
- Professional development provided by experts in the classroom
- Offer a parent resource position such as and equity or community liaison
- Middle and high school social emotional learning curriculum
- Equity training that is longer to be able to go into greater depth
- Data on hiring statistics and transparent practices that includes a dedicated team for recruitment of teachers
- Expand equity professional development opportunities
- District actionable equity plan

The District English Learner Advisory Council (DELAC) comprised of parents/guardians, students, teachers, site classified staff, administrators, counselors, and district personnel provided the following feedback:

Supported actions/services:

- Maintaining supports for all areas in Goals 1, 2, 3, and 4
- Counselors at all levels to provide social and emotional support for students
- Maintaining smaller class sizes K-3
- Maintaining elementary intervention teachers
- Providing intervention and tutoring programs
- Maintaining training for all teachers to support their students academically
- Appreciate the opportunity to provide feedback and input so they have a voice
- Support for Goal 4 actions and services, but want to see the results and action from Goal 4

Recommended actions/services:

- Increase the number of support staff at each of the sites (counselors, bilingual aides, instructional aides)
- Increase the hours for bilingual aides to provide direct support for students
- Additional in-person and one-on-one tutoring services in their native language
- Provide additional extracurricular activities and classroom-based offered at each site and each school and grade level especially at the lower grades
- Provide training for all teachers to support their students social emotionally especially as we transition back to school full-time
- Provide high quality training for teachers and that there is accountability for the training and implementation
- Offer training to increase collaboration among teachers, students, counselor, and instructional aides
- Inclusive of all cultures/races/needs that promote interaction among the various groups including school-wide events
- Increase the amount of information sent home in different languages as well as informational sessions offered in a variety of formats and languages
- Provide high school students and parents with more communication in native language and more detailed informational sessions regarding college application, process, admission, registration, financial aid, and other post-secondary options
- Directory of staff names and contact information that can share information and communicate with families in their native language
- Offer technology workshops for parents to learn how to use the different systems

The Special Education Parent Advisory Council (SEPAC) comprised of parents/guardians, teachers, site classified staff, administrators, and district personnel provided the following feedback:

Supported actions/services:

- Maintaining smaller class sizes K-3
- Extended learning opportunities beyond ESY for all special education students and for credit recovery at the high school

Recommended actions/services:

- Focus on closing the achievement gap especially for our SDC students

- Provide counseling services and ability for special education students to get involved in a variety of programs including ASB, clubs, etc.
- Provide AVID strategies for all students especially for our special education students
- Provide a virtual option for ESY
- Provide professional development for instructional aides so there is more alignment of knowledge and abilities
- Provide training for special education instructional aide substitutes
- Provide inclusion training for regular education teachers as well as time for them to collaborate with special education teachers
- Provide smaller class sizes and instructional aides to support inclusion for special education students
- Increase racial diversity in certificated and classified staff and more male instructional aides
- Include parent voice in professional development and IEP training
- Incorporate at least 2 parent listening panels for staff to hear parent feedback
- Provide social emotional, mental health, and behavioral supports for students
- Provide engagement activities to help students reacclimate back to in-person and full days of school
- Provide social-emotional connections with teachers to ensure the well-being of students
- Provide opportunities for students to engage and socialize with each other
- Provide beginning of the 21-22 school year activities for students to re-engage, reacclimate, and connect with other students, their teachers, and school staff

Riverside County Special Education Local Plan Area (RC SELPA) consulted with MVUSD Special Education Department as part of the stakeholder input process in the development of the LCAP.

The Career Technical Education (CTE) Advisory comprised of parents/guardians, students, teachers, administrators, counselors, district personnel, and community business members provided the following feedback:

Supported actions/services:

- Summer learning programs
- Access to additional digital resources
- Additional counseling and social workers
- Increased focus on equity
- Strong and positive culture and listens to the community

Recommended actions/services:

- Use of group learning experiences to re-socialize students
- Provide for students' social emotional needs
- Provide behavioral health training and services
- Continue to provide an open dialogue with the community

The Partnership for Thriving Students and Families (PTSF) group comprised of parents/guardians, students, teachers, classified site staff, administrators, counselors, district personnel, and community members provided the following feedback:

Supported actions/services:

- Provide in school and outside of school tutoring services
- Instructional coaching support, but include modeling in the teachers' classroom
- Include culturally responsive teaching in professional development
- Recruitment and retention of diverse staff, but want to see evidence of intentional efforts
- SEL with that is embedded and encouraged through healthy participation in schools through extracurricular and co-curricular activities
- STEM/STEAM integrated into curriculum to improve engagement

Recommended actions/services:

- Number and duties of coordinators to include more direct contact with school sites
- Smaller class sizes for full-time learning because parents are thinking classes will be similar to hybrid sizes
- Additional staff on school sites to assist with student needs
- Provide tutoring outside the school day
- Provide transportation for students who attend outside of the school day tutoring
- Provide virtual tutoring outside the school day
- Provide regular progress monitoring for students
- Academic guidelines for teachers, students, and families so they are fully aware of academic expectations and more communication regarding student progress
- Provide secondary intervention teachers
- Provide a student center where students can come for assistance and staff can advocate for their needs
- Provide professional development for instructional aides especially in core subject areas
- Implement tool for monitoring effectiveness of professional development
- Provide release time for teachers to do learning walks and observe other teachers
- Provide continuity and a focus for professional development to include implementation and progress monitoring
- Provide site level parent liaisons
- Provide extra-curricular and enrichment activities to increase engagement at the elementary and middle schools
- Provide more consistency across schools with extra-curricular and enrichment activities to ensure equitable access
- Support and collaboration with SEED and other after school programs to provide tutoring services
- Stakeholder survey is too long

The LCAP Student Advisory Groups comprised of school site students and staff as well as district staff provided the following feedback:

Supported actions/services:

- AVID and CTE should be a priority
- Counseling support services
- Smaller class sizes K-3
- Provide office hours/tutoring during the school day to benefit students
- Students do not use the services being offered such as online tutoring
- Teacher professional development to include adapting to the different makeup of students in classes

- Teachers getting to know their students and how they learn
- Continue to use online and hands-on programs to increase student engagement such as Kahoot, math games, etc.
- Social emotional learning to support the transition back to school is stressful

Recommended actions/services:

- Change wording to career/college because too much emphasis on the 4-year university
- Provide more help for students with ADD
- Provide more engaging activities to encourage student participation
- Provide more athletic teams
- Provide more mental health therapy and support options
- Provide drug recovery programs as part of the school day
- Provide tutoring during the school day to include peer tutoring since not all students will have access outside the day
- Provide time for teachers to help students during and outside the school day
- Provide additional intervention classes for all subject areas
- Counselors need to be more engaged and accessible to students so they feel comfortable asking for assistance
- Provide a designated space on campus where students can go for help and connect with peers and teachers/staff
- Provide an extra period at the secondary schools for intervention
- Provide small group instruction to access additional help during class time
- Provide mental health (signs, symptoms, and support) PD for staff
- Provide PD in updated instructional practices to actively engage students in learning (not just notes and lectures)
- Provide PD and updated history/social science curriculum to include POC and true history
- Hire a more diverse staff to reflect the student population
- Effectively address racial inequities, discrimination, and bullying by all staff (teacher, classified, and administration)
- Continue to provide online assignments and use of Canvas
- Provide greater supports and visibility of supports for LGBTQ+ students
- Teachers provide greater consistency of check-ins with students
- Teachers implement restorative circles and other practices to build trust and relationships between and with students
- Teachers need to be empathetic and build genuine/caring relationships with their students especially at the high school, so students feel like a number
- Provide engagement activities to build relationships and provide for students' needs to ease students' anxiety as they transition back to full-time school because of the isolation for over a year
- Review dress code especially for female students
- Provide more field trips for students
- Provide services for Foster Youth so they build connections with the school and staff
- Supports for students because they are overwhelmed with virtual learning, assignments, and feel like they are not learning
- Provide mental health supports for students at school because it may not be addressed in the home
- Provide a greater diversity in elective course offerings such as business and stocks, sports, and cultural learning

The CSEA LCAP Advisory Group comprised of classified staff members and district administrative staff provided the following feedback:

Supported actions/services:

- Counseling services for students
- Additional supports provided by the coordinators
- Elementary intervention teachers
- Professional development opportunities for classified staff
- Social emotional well-being and mental health supports
- Equity training for all staff

Recommended actions/services:

- Provide additional aides or additional hours for aides to support students and their learning

The LCAP Advisory Group (included the MEA LCAP Advisory Group comprised of certificated bargaining staff and district staff) comprised of parents/guardians, students, teachers, administrators, counselors, CSEA site classified bargaining members, MEA site classified bargaining members, district staff, and community members provided the following feedback:

Supported actions/services:

- Site SPSA allocations to provide flexibility for sites to address their specific needs
- Counseling supports at the elementary level
- Maintaining K-3 class sizes
- Continued support of CTE and AVID
- Interventions and credit recovery options with the option to include more to meet student needs
- Elementary intervention teachers with the option to include more to meet student needs
- Induction is a really good program and does a great job in supporting new teachers

Recommended actions/services:

- Adjusted math curriculum development and PD for the 21-22 school year
- Support for activities, athletics, and arts programs for the 21-22 school year
- An intervention period during the day to provide course supports for LCAP and other students
- A class to support LCAP students who are challenging themselves by taking AP, IB, or DE/CE courses

The following areas of the 21-24 LCAP were influenced by our stakeholder group input.

**Goal 1: Student Learning and Achievement**

- Implement AVID strategies at all schools
- Counseling more accessible to students
- Student centers at each secondary school to provide students access to assistance when needed
- Promotion of CTE pathways and further expansion at the middle school
- Clarifying coordinator duties and increased visibility at sites
- Implement regular progress monitoring of students with family communication
- Increased inclusion of special education students in regular education classes

**Goal 2: Prevention, Intervention, Acceleration**

- EL before/after school homework club
- Before/after school and Saturday tutoring for all students including in-person, virtual, during after school care, and in native languages
- Tutoring time provided during the school day at the secondary level
- Transportation for before/after school and Saturday tutoring
- Increased support staff for elementary and secondary intervention (teachers and instructional aides)
- Increased secondary sections to provide AVID, intervention, credit recovery, and support for advanced coursework
- Increased secondary bilingual aide hours
- Provide consistent communication regarding intervention opportunities

**Goal 3: Professional Development**

- Increased training for teachers, classified staff, substitutes, and families
- Ensure professional development has a focus, is consistent and includes systems for reflection, evaluation, and follow-up
- Include training on inclusion, culturally responsive teaching, equity, and social emotional learning
- Include training on effective and engaging instructional practices to promote student/staff relationships
- Provide training on instructional practices for English learners
- Include training for classified staff on academic curriculum and instructional practices
- Use in-class modeling and learning walks to enhance training



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

- Provide engaging activities at the beginning of the school year to reacclimate students to promote connections and relationships
- Provide inclusion and supports for all student groups including LGBTQ+, Foster Youth, and Students with Disabilities
- Provide communication and informational sessions in a variety of languages
- Provide parent workshops for career/college, technology, social emotional, mental health, and feedback sessions
- Increased consistency of extra-curricular activities at the elementary level
- Increased extra-curricular activities at the middle school to include athletics and the arts
- Hiring and recruitment of diverse staff as well as sharing current district statistics with stakeholders
- Increase social emotional learning at all school levels
- Development of an actionable district equity plan

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Through the analysis of our academic achievement data there is a continued need to focus on student learning and academic achievement. Our overall performance on the California Dashboard in ELA and math is green, but there is work to be done to ensure equitable access to accelerate learning and close the achievement gap for all unduplicated and targeted student groups in ELA and math. Additionally, the California Dashboard College/Career Indicator is yellow, and nearly all of our student groups need support to be prepared for college/career upon graduation. Local indicators also demonstrate this continued need for the focus on student learning and achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Additional Teachers K-3 (Grade Span Adjustment)  Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI)  Grade 1 ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI)	1.1 Additional Teachers K-3 (Grade Span Adjustment)  Grade K ESGI 64% met or exceeded expectation  Grade 1 ESGI 64% met or exceeded expectation				1.1 Additional Teachers K-3 (Grade Span Adjustment)  Grade K ESGI 70% meeting expectation  Grade 1 ESGI 70% meeting expectation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 2 iReady Increase ELA and math proficiency by 6% (December results) (iReady)	Grade 2 iReady <ul style="list-style-type: none"> <li>• ELA 50%</li> <li>• Math 34%</li> </ul>				Grade 2 iReady <ul style="list-style-type: none"> <li>• ELA 56%</li> <li>• Math 40%</li> </ul>
Grade 3 iReady Increase ELA and math proficiency by 6% (December results) (iReady)	Grade 3 iReady <ul style="list-style-type: none"> <li>• ELA 66%</li> <li>• Math 32%</li> </ul>				Grade 3 iReady <ul style="list-style-type: none"> <li>• ELA 72%</li> <li>• Math 38%</li> </ul>
Increase Grade 3 CAASPP ELA and math Percentage Met by 3%	Grade 3 CAASPP ELA rate 63.98% Met				Grade 3 CAASPP ELA rate 66.98% Met
Increase Grade 3 CAASPP scale score by 3 points in ELA and math district-wide and 6 points for student groups below the district level	ELA Scale Score (Distance From Met) <ul style="list-style-type: none"> <li>• District 24.8</li> <li>• SED 2.3</li> <li>• EL -27.9</li> <li>• FY NA</li> <li>• AA -21</li> <li>• Hispanic 12.3</li> <li>• Am Indian NA</li> <li>• SWD -35.3</li> <li>• Multi-Race 36.9</li> <li>• AMES 28.7</li> <li>• AHES 39</li> <li>• AES 26.5</li> <li>• BES 32.8</li> <li>• CCES 45.2</li> <li>• EHCES -2.4</li> <li>• LJMES 17.9</li> <li>• MVES 12.2</li> </ul>				ELA Scale Score (Distance From Met) <ul style="list-style-type: none"> <li>• District 27.8</li> <li>• SED 8.3</li> <li>• EL -21.9</li> <li>• FY NA</li> <li>• AA -15</li> <li>• Hispanic 18.3</li> <li>• Am Indian NA</li> <li>• SWD -29.3</li> <li>• Multi-Race 39.9</li> <li>• AMES 31.7</li> <li>• AHES 42</li> <li>• AES 29.5</li> <li>• BES 35.8</li> <li>• CCES 48.2</li> <li>• EHCES 1.4</li> <li>• LJMES 20.9</li> <li>• MVES 15.2</li> </ul>
Increase Grade 3 CAASPP scale score by 3 points in ELA and math at the elementary schools  (Dataquest)					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Baseline is Spring 2019 Data	<ul style="list-style-type: none"> <li>MES 30.5</li> <li>RRES 18.7</li> <li>TES 12.1</li> </ul> <p>Grade 3 CAASPP math rate 62.78% Met</p> <p>Math Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>District 19.1</li> <li>SED -3.7</li> <li>EL -24.1</li> <li>FY NA</li> <li>AA -21.3</li> <li>Hispanic 8.3</li> <li>Am Indian NA</li> <li>SWD -35.7</li> <li>Multi-Race 32.9</li> <li>AMES 16.3</li> <li>AHES 26.1</li> <li>AES 9.1</li> <li>BES 21.3</li> <li>CCES 44.5</li> <li>EHCES -0.5</li> <li>LJMES 17.6</li> <li>MVES 15.9</li> <li>MES 21.3</li> <li>RRES 23.9</li> <li>TES -0.5</li> </ul>				<ul style="list-style-type: none"> <li>MES 33.5</li> <li>RRES 21.7</li> <li>TES 15.1</li> </ul> <p>Grade 3 CAASPP math rate 65.78%</p> <p>Math Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>District 22.1</li> <li>SED 3.7</li> <li>EL -18.1</li> <li>FY NA</li> <li>AA -18.3</li> <li>Hispanic 14.3</li> <li>Am Indian NA</li> <li>SWD -29.7</li> <li>Multi-Race 35.9</li> <li>AMES 19.3</li> <li>AHES 29.1</li> <li>AES 12.1</li> <li>BES 24.3</li> <li>CCES 47.5</li> <li>EHCES 3.5</li> <li>LJMES 20.6</li> <li>MVES 18.9</li> <li>MES 24.3</li> <li>RRES 26.9</li> <li>TES 3.5</li> </ul>
1.2 Counseling Support Services K-12  <b>Elementary School</b>	1.2 Counseling Support Services K-12  <b>Elementary School</b>				<b>1.3</b> Counseling Support Services K-12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Panorama Survey (2020-21)</p> <p>Increase the Panorama Survey metrics 70%+ favorable responses by 3%</p> <p>Increase the Panorama Survey metrics between 50% and 70% favorable responses by 6%</p> <p>Increase the Panorama Survey metrics below 50% favorable responses by 10%</p> <p>(Panorama Education)</p>	<p>Panorama Survey Grades 3-5</p> <p>Academic Needs:</p> <ul style="list-style-type: none"> <li>• 70% of students responded favorably regarding getting the needed help with schoolwork</li> <li>• 63% of students responded favorably regarding their confidence in doing well in school right now</li> </ul> <p>Student Engagement:</p> <ul style="list-style-type: none"> <li>• 54% of students responded favorably regarding trying hard on schoolwork</li> <li>• 55% of students responded favorably regarding</li> </ul>				<p><b>Elementary School</b></p> <p>Panorama Survey Grades 3-5</p> <p>Academic Needs:</p> <ul style="list-style-type: none"> <li>• 73% of students responded favorably regarding getting the needed help with schoolwork</li> <li>• 69% of students responded favorably regarding their confidence in doing well in school right now</li> </ul> <p>Student Engagement:</p> <ul style="list-style-type: none"> <li>• 60% of students responded favorably regarding trying hard on schoolwork</li> <li>• 61% of students responded</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase Elementary Attendance Rates by .3% (Aeries SIS)</p>	<p>staying focused on schoolwork</p> <p>Student Relationships:</p> <ul style="list-style-type: none"> <li>• 49% of students responded favorably regarding the connections with adults at their school</li> <li>• 38% responded favorably regarding the connections with other students at school</li> </ul> <p>Elementary Attendance Rates (First Semester 2019)</p> <ul style="list-style-type: none"> <li>• AMES 96.63%</li> <li>• AHES 96.11%</li> <li>• AES 95.61%</li> <li>• BES 96.51%</li> <li>• CCES 96.41%</li> <li>• EHCES 96.07%</li> <li>• LJMES 96.85%</li> </ul>				<p>favorably regarding staying focused on schoolwork</p> <p>Student Relationships:</p> <ul style="list-style-type: none"> <li>• 59% of students responded favorably regarding the connections with adults at their school</li> <li>• 48% responded favorably regarding the connections with other students at school</li> </ul> <p>Elementary Attendance Rates (First Semester)</p> <ul style="list-style-type: none"> <li>• AMES 96.93%</li> <li>• AHES 96.41%</li> <li>• AES 95.91%</li> <li>• BES 96.81%</li> <li>• CCES 96.71%</li> <li>• EHCES 96.37%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease Elementary Chronic Absenteeism Rates by .3% (Aeries SIS)	<ul style="list-style-type: none"> <li>MVES 96.53%</li> <li>MES 96.13%</li> <li>RRES 95.95%</li> <li>TES 96.67%</li> </ul> <p>Elementary Attendance Rates (First Semester 2019)</p> <ul style="list-style-type: none"> <li>Preschool 93.7%</li> <li>TK 95.0%</li> <li>K 95.3%</li> <li>1st 95.9%</li> <li>2nd 96.1%</li> <li>3rd 96.3%</li> <li>4th 96.3%</li> <li>5th 96.5%</li> </ul> <p>Elementary Chronic Absenteeism Rates (First Semester 2019)</p> <ul style="list-style-type: none"> <li>AMES 8.43%</li> <li>AHES 9.95%</li> <li>AES 13.71%</li> <li>BES 9.13%</li> <li>CCES 9.18%</li> <li>EHCES 11.4%</li> <li>LJMES 7.53%</li> <li>MVES 8.67%</li> <li>MES 11.0%</li> <li>RRES 11.46%</li> <li>TES 7.08%</li> </ul>				<ul style="list-style-type: none"> <li>LJMES 97.15%</li> <li>MVES 96.83%</li> <li>MES 96.43%</li> <li>RRES 96.25%</li> <li>TES 96.97%</li> </ul> <p>Elementary Attendance Rates (First Semester)</p> <ul style="list-style-type: none"> <li>Preschool 94.0%</li> <li>TK 95.3%</li> <li>K 95.6%</li> <li>1st 96.2%</li> <li>2nd 96.4%</li> <li>3rd 96.6%</li> <li>4th 96.6%</li> <li>5th 96.8%</li> </ul> <p>Elementary Chronic Absenteeism Rates (First Semester)</p> <ul style="list-style-type: none"> <li>AMES 8.13%</li> <li>AHES 9.65%</li> <li>AES 13.41%</li> <li>BES 8.83%</li> <li>CCES 8.88%</li> <li>EHCES 11.1%</li> <li>LJMES 7.23%</li> <li>MVES 8.37%</li> <li>MES 10.7%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p><b>Middle School</b> Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 3% district-wide and at the middle schools</p> <p>Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 6% for the student groups below the district-wide percentage (Aeries SIS)</p> <p>Maintain District Middle School Dropout Rate (Dataquest)</p> <p><b>High School</b> Maintain High School Cohort Graduation Rate district-wide</p>	<p><b>Middle School</b> High School Readiness (2020 baseline)</p> <ul style="list-style-type: none"> <li>• District 48.8%</li> <li>• SED NA</li> <li>• EL 2.0%</li> <li>• FY NA</li> <li>• AA 31.6%</li> <li>• Hispanic 40.8%</li> <li>• Am Indian NA</li> <li>• SWD 7.1%</li> <li>• Multi-Race 56.0%</li> <li>• DMMS 57.1%</li> <li>• SMS 44.4%</li> <li>• TMS 44.5%</li> <li>• WSMS 50.2%</li> </ul> <p>Dropout Rate (Middle School) (2019-20)</p> <ul style="list-style-type: none"> <li>• District 0.0%</li> </ul> <p><b>High School</b> Cohort Graduation Rate - 4 year (2020)</p> <ul style="list-style-type: none"> <li>• District 96.9%</li> <li>• SED 95.5%</li> <li>• EL 90.1%</li> </ul>				<ul style="list-style-type: none"> <li>• RRES 11.16%</li> <li>• TES 6.78%</li> </ul> <p><b>Middle School</b> High School Readiness</p> <ul style="list-style-type: none"> <li>• District 51.8%</li> <li>• SED NA</li> <li>• EL 8.0%</li> <li>• FY NA</li> <li>• AA 37.6%</li> <li>• Hispanic 46.8%</li> <li>• Am Indian NA</li> <li>• SWD 13.1%</li> <li>• Multi-Race 59.0%</li> <li>• DMMS 60.1%</li> <li>• SMS 47.4%</li> <li>• TMS 47.5%</li> <li>• WSMS 53.2%</li> </ul> <p>Dropout Rate</p> <ul style="list-style-type: none"> <li>• District 0.0%</li> </ul> <p><b>High School</b> Cohort Graduation Rate - 4 year</p> <ul style="list-style-type: none"> <li>• District 96.9%</li> <li>• SED 98.5%</li> <li>• EL 93.1%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase High School Cohort Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy  (Dataquest)	<ul style="list-style-type: none"> <li>FY 84.6%</li> <li>AA 97.5%</li> <li>Hispanic 95.2%</li> <li>Am Indian NA</li> <li>SWD 85.2%</li> <li>Multi-Race 98.6%</li> <li>MMHS 97.6%</li> <li>MVHS 98.0%</li> <li>VMHS 97.8%</li> <li>MCA 81.3%</li> </ul>				<ul style="list-style-type: none"> <li>FY 87.6%</li> <li>AA 97.5%</li> <li>Hispanic 98.2%</li> <li>Am Indian NA</li> <li>SWD 88.2%</li> <li>Multi-Race 98.6%</li> <li>MMHS 97.6%</li> <li>MVHS 98.0%</li> <li>VMHS 97.8%</li> <li>MCA 84.3%</li> </ul>
Increase A-G Rate by 3% district-wide and at the comprehensive high schools	<p>A-G rate (2020)</p> <ul style="list-style-type: none"> <li>District 65.1%</li> <li>SED 53.7%</li> <li>EL 37.0%</li> <li>FY NA</li> <li>AA 53.8%</li> <li>Hispanic 60.6%</li> <li>Am Indian NA</li> <li>SWD 14.3%</li> <li>Multi-Race 68.8%</li> <li>MMHS 63.3%</li> <li>MVHS 65.8%</li> <li>VMHS 72.6%</li> <li>MCA 7.7%</li> </ul>				<p>A-G rate</p> <ul style="list-style-type: none"> <li>District 68.1%</li> <li>SED 59.7%</li> <li>EL 43.0%</li> <li>FY NA</li> <li>AA 59.8%</li> <li>Hispanic 66.6%</li> <li>Am Indian NA</li> <li>SWD 20.3%</li> <li>Multi-Race 71.8%</li> <li>MMHS 66.3%</li> <li>MVHS 68.8%</li> <li>VMHS 75.6%</li> <li>MCA 13.7%</li> </ul>
Increase A-G Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy  (Dataquest)	<p>A-G + CTE Completer rate (2020)</p> <ul style="list-style-type: none"> <li>District 6.5% (125/1911)</li> <li>MMHS 3.6% (20/561)</li> </ul>				<p>A-G + CTE Completer rate</p> <ul style="list-style-type: none"> <li>District 12.5%</li> <li>MMHS 9.6%</li> <li>MVHS 10.0%</li> </ul>
Increase A-G + CTE Rate by 6%  (Dataquest and Aeries SIS – Hand Calculation)					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase EAP ELA and Math Rates district-wide and at the comprehensive high schools by 3%</p> <p>Increase EAP ELA and Math Rates by 6% for the student groups below the district-wide percentage and 3% for the student groups at or above the district-wide percentage</p> <p>(Dataquest)</p>	<ul style="list-style-type: none"> <li>MVHS 4.0% (22/546)</li> <li>VMHS 10.3% (83/804)</li> </ul> <p>EAP ELA rate (2019)</p> <ul style="list-style-type: none"> <li>District 71.9%</li> <li>SED 63.5%</li> <li>EL 25.53%</li> <li>FY NA</li> <li>AA 59.09%</li> <li>Hispanic 65.6%</li> <li>Am Indian NA</li> <li>SWD 22.48%</li> <li>Multi-Race 80.0%</li> <li>MMHS 71.68%</li> <li>MVHS 73.58%</li> <li>VMHS 74.26%</li> <li>MCA 44.32%</li> </ul> <p>EAP Math rate (2019)</p> <ul style="list-style-type: none"> <li>District 44.31%</li> <li>SED 35.9%</li> <li>EL 4.16%</li> <li>FY NA</li> <li>AA 29.36%</li> <li>Hispanic 36.81%</li> <li>Am Indian NA</li> <li>SWD 4.61%</li> </ul>				<ul style="list-style-type: none"> <li>VMHS 16.3%</li> </ul> <p>EAP ELA rate</p> <ul style="list-style-type: none"> <li>District 74.9%</li> <li>SED 69.5%</li> <li>EL 31.53%</li> <li>FY NA</li> <li>AA 65.09%</li> <li>Hispanic 71.6%</li> <li>Am Indian NA</li> <li>SWD 28.48%</li> <li>Multi-Race 83.0%</li> <li>MMHS 74.68%</li> <li>MVHS 76.58%</li> <li>VMHS 77.26%</li> <li>MCA 47.32%</li> </ul> <p>EAP Math rate</p> <ul style="list-style-type: none"> <li>District 47.31%</li> <li>SED 41.9%</li> <li>EL 10.16%</li> <li>FY NA</li> <li>AA 35.36%</li> <li>Hispanic 42.81%</li> <li>Am Indian NA</li> <li>SWD 10.61%</li> <li>Multi-Race 59.42%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Multi-Race 56.42%</li> <li>MMHS 38.41%</li> <li>MVHS 45.94%</li> <li>VMHS 50.86%</li> <li>MCA 11.25%</li> </ul>				<ul style="list-style-type: none"> <li>MMHS 41.41%</li> <li>MVHS 48.94%</li> <li>VMHS 53.86%</li> <li>MCA 14.25%</li> </ul>
Increase CCI Rate by 3% district-wide and at the comprehensive high schools	CCI rate (2020) <ul style="list-style-type: none"> <li>District 60.1%</li> <li>SED 51.2%</li> <li>EL 27.8%</li> <li>FY NA</li> <li>AA 43.8%</li> <li>Hispanic 53.5%</li> <li>Am Indian NA</li> <li>SWD 12.2%</li> <li>Multi-Race 70.2%</li> <li>MMHS 55.7%</li> <li>MVHS 62.8%</li> <li>VMHS 68.9%</li> <li>MCA 8.8%</li> </ul>				CCI rate <ul style="list-style-type: none"> <li>District 63.1%</li> <li>SED 57.2%</li> <li>EL 33.8%</li> <li>FY NA</li> <li>AA 49.8%</li> <li>Hispanic 59.5%</li> <li>Am Indian NA</li> <li>SWD 18.2%</li> <li>Multi-Race 73.2%</li> <li>MMHS 58.7%</li> <li>MVHS 65.8%</li> <li>VMHS 71.9%</li> <li>MCA 14.8%</li> </ul>
Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy  (California School Dashboard)					
Maintain District High School Dropout Rate	Dropout Rate (2019-20) <ul style="list-style-type: none"> <li>District 0.5%</li> <li>SED 0.7%</li> <li>EL 2.5%</li> <li>FY 7.7%</li> <li>AA 0.0%</li> <li>Hispanic 0.9%</li> <li>Am Indian NA</li> </ul>				Dropout Rate <ul style="list-style-type: none"> <li>District 0.7%</li> <li>SED 0.4%</li> <li>EL 2.2%</li> <li>FY 7.4%</li> <li>AA 0.0%</li> <li>Hispanic 0.9%</li> <li>Am Indian NA</li> <li>SWD 2.3%</li> </ul>
Decrease District High School Dropout Rate by .3% for the following student groups: SED, EL, FY, SWD  (Dataquest)					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• SWD 2.6%</li> <li>• Multi-Race 0%</li> </ul>				<ul style="list-style-type: none"> <li>• Multi-Race 0%</li> </ul>
<p>1.3 Coordinators to Support Student Learning and Achievement</p> <p><b>Elementary School</b></p> <p>Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide (Dataquest)</p>	<p>1.3 Coordinators to Support Student Learning and Achievement</p> <p><b>Elementary School</b></p> <p>CAASPP/CAST Scale Score (Distance from met)</p> <p>ELA</p> <ul style="list-style-type: none"> <li>• 3rd 24.8</li> <li>• 4th 24.4</li> <li>• 5th 21.4</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• 3rd 19.1</li> <li>• 4th 16.3</li> <li>• 5th 0.8</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• 5th -6.1</li> <li>• 8th -9.5</li> <li>• HS -8.8</li> </ul>				<p>1.3 Coordinators to Support Student Learning and Achievement</p> <p><b>Elementary School</b></p> <p>CAASPP/CAST Scale Score (Distance from met)</p> <p>ELA</p> <ul style="list-style-type: none"> <li>• 3rd 27.8</li> <li>• 4th 27.4</li> <li>• 5th 24.4</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• 3rd 22.1</li> <li>• 4th 19.3</li> <li>• 5th 3.8</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• 5th -3.1</li> <li>• 8th -6.5</li> <li>• HS -5.8</li> </ul>
<p><b>Secondary/Counseling Middle School</b></p> <p>Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 3% district-</p>	<p><b>Middle School</b></p> <p>Refer to Middle School Metrics in 1.2 Counseling Support Services K-12</p>				<p><b>Middle School</b></p> <p>Refer to Middle School Metrics in 1.2 Counseling Support Services K-12</p>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase A-G Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (Dataquest)</p>					
<p>Increase CCI Rate by 3% district-wide and at the comprehensive high schools</p>					
<p>Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (California School Dashboard)</p>					
<p>Maintain District High School Dropout Rate</p>					
<p>Decrease District High School Dropout Rate by .3% for the following student groups: SED, EL, FY, SWD (Dataquest)</p>					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1.4 Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools</p> <p>Avaxat Elementary Increase Grade 3 CAASPP scale score by 3 points in ELA and math (Dataquest)</p> <p>Increase grade level attendance rates by .3% (Aeries SIS)</p>	<p>1.4 AVID</p> <p>Avaxat Elementary School CAASPP Data (Distance From Met)</p> <p>Grade 3 CAASPP ELA rate</p> <ul style="list-style-type: none"> <li>• AES 26.5</li> </ul> <p>Grade 3 CAASPP math rate</p> <ul style="list-style-type: none"> <li>• AES 9.1</li> </ul> <p>Grade 4 CAASPP ELA rate</p> <ul style="list-style-type: none"> <li>• AES 7.5</li> </ul> <p>Grade 4 CAASPP math rate</p> <ul style="list-style-type: none"> <li>• AES -21.5</li> </ul> <p>Grade 5 CAASPP ELA rate</p> <ul style="list-style-type: none"> <li>• AES 7.5</li> </ul> <p>Grade 5 CAASPP math rate</p> <ul style="list-style-type: none"> <li>• AES -30.2</li> </ul> <p>Avaxat Elementary School Attendance Rates Kindergarten: 97% 1st Grade: 97%</p>				<p>1.4 AVID</p> <p>Avaxat Elementary School CAASPP Data (Distance From Met)</p> <p>Grade 3 CAASPP ELA rate</p> <ul style="list-style-type: none"> <li>• AES 29.5</li> </ul> <p>Grade 3 CAASPP math rate</p> <ul style="list-style-type: none"> <li>• AES 12.1</li> </ul> <p>Grade 4 CAASPP ELA rate</p> <ul style="list-style-type: none"> <li>• AES 10.5</li> </ul> <p>Grade 4 CAASPP math rate</p> <ul style="list-style-type: none"> <li>• AES -18.5</li> </ul> <p>Grade 5 CAASPP ELA rate</p> <ul style="list-style-type: none"> <li>• AES 10.5</li> </ul> <p>Grade 5 CAASPP math rate</p> <ul style="list-style-type: none"> <li>• AES -27.2</li> </ul> <p>Avaxat Elementary School Attendance Rates Kindergarten: 97.3% 1st Grade: 97.3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2nd Grade: 97.3%</p> <p>3rd Grade: 97.5%</p> <p>4th Grade: 97.5%</p> <p>5th Grade: 97.9%</p>	<p>2nd Grade: 97.6%</p> <p>3rd Grade: 97.8%</p> <p>4th Grade: 97.8%</p> <p>5th Grade: 98.2%</p>				
<p>Secondary Schools</p> <p>Increase AVID Demo School (MMHS &amp; WSMS) participation to 20% district-wide and by 1% for the student groups below the district-wide percentage (2020-21 Data) (Aeries SIS)</p> <p>Increase AVID non-Demo School (All Other Secondary Schools) participation by 1% district-wide and for the student groups (2020-21 Data) (Aeries SIS)</p>	<p>Secondary</p> <p>AVID Demo School participation</p> <ul style="list-style-type: none"> <li>District 19.1%</li> <li>SED 28.5%</li> <li>EL 8.5%</li> <li>FY 7.8%</li> <li>AA 11.3%</li> <li>Hispanic 13.9%</li> <li>Am Indian 13.7%</li> <li>Multi-Race 9.9%</li> </ul> <p>AVID non-Demo School participation</p> <ul style="list-style-type: none"> <li>District 9.4%</li> <li>SED 13.9%</li> <li>EL 17.3%</li> <li>FY 28.6%</li> <li>AA 20.9%</li> <li>Hispanic 18.2%</li> <li>Am Indian 18.8%</li> <li>Multi-Race 13.4%</li> </ul>				<p>Secondary</p> <p>AVID Demo School participation</p> <ul style="list-style-type: none"> <li>District 20%</li> <li>SED 28.5%</li> <li>EL 9.5%</li> <li>FY 8.8%</li> <li>AA 12.3%</li> <li>Hispanic 14.9%</li> <li>Am Indian 14.7%</li> <li>Multi-Race 10.9%</li> </ul> <p>AVID non-Demo participation</p> <ul style="list-style-type: none"> <li>District 10.4%</li> <li>SED 14.9%</li> <li>EL 18.3%</li> <li>FY 29.6%</li> <li>AA 21.9%</li> <li>Hispanic 19.2%</li> <li>Am Indian 19.8%</li> <li>Multi-Race 14.4%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase the percentage of AVID students with a 2.5+ GPA by 3% if the percentage is below 80% (1st Semester 2020-21)</p> <p>Maintain the percentage of AVID students with a 2.5+ GPA if the percentage is 80% or more (1st Semester 2020-21)</p> <p>(Aeries SIS)</p>	<p>Percentage of Students with GPA 2.5+</p> <ul style="list-style-type: none"> <li>DMMS 89% (113/127)</li> <li>SMS 64% (50/83)</li> <li>TMS 48% (55/114)</li> <li>WSMS 72% (120/166)</li> <li>MMHS 63.5% (298/469)</li> <li>MVHS 66% (149/225)</li> <li>VMHS 75% (307/411)</li> </ul>				<p>Percentage of Students with GPA 2.5+</p> <ul style="list-style-type: none"> <li>DMMS 89%</li> <li>SMS 67%</li> <li>TMS 51%</li> <li>WSMS 75%</li> <li>MMHS 66.5%</li> <li>MVHS 69%</li> <li>VMHS 78%</li> </ul>
<p>Increase Middle School Retention Rates district-wide by 3%, SMS and WSMS by 6%, and DMMS and TMS by 3% (2019-20 data)</p> <p>(Aeries SIS)</p>	<p>Middle School Retention Rates Cohort 8th Grade Class of 2020</p> <ul style="list-style-type: none"> <li>District 67.2% (130/204)</li> <li>DMMS 86.8% (46/53 2 yr)</li> <li>SMS 52.8% (28/53 2 yr)</li> <li>TMS 85.2% (23/27 2 yr)</li> <li>WSMS 56.3% (40/71 3 yr)</li> </ul>				<p>Middle School Retention Rates Cohort 8th Grade Class of 2020</p> <ul style="list-style-type: none"> <li>District 70.2%</li> <li>DMMS 89.8%</li> <li>SMS 58.8%</li> <li>TMS 88.2%</li> <li>WSMS 62.3%</li> </ul>
<p>Increase High School Readiness (Pass all core classes and 3.0+</p>	<p>Middle School High School Readiness (2020 baseline)</p>				<p>Middle School High School Readiness</p> <ul style="list-style-type: none"> <li>District 62.2%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
GPA) by 6% for the district and all schools (Aeries SIS)	<ul style="list-style-type: none"> <li>District 56.2% (77/137)</li> <li>DMMS 60.9% (28/46)</li> <li>SMS 42.9% (12/28)</li> <li>TMS 56.5% (13/23)</li> <li>WSMS 60.0% (24/40)</li> </ul>				<ul style="list-style-type: none"> <li>DMMS 66.9%</li> <li>SMS 48.9%</li> <li>TMS 62.5%</li> <li>WSMS 66.0%</li> </ul>
Increase High School Retention Rates district-wide to 70%, MMHS by 6%, and MVHS to 75% (2019-20 data) (Aeries SIS)	<p>High School Retention Rates Cohort Class of 2020 (9-12)</p> <ul style="list-style-type: none"> <li>District 68.0% (174/256)</li> <li>MMHS 58.7% (64/109)</li> <li>MVHS 74.4% (29/39)</li> <li>VMHS 75.0% (81/108)</li> </ul>				<p>High School Retention Rates Cohort Class of 2020 (9-12)</p> <ul style="list-style-type: none"> <li>District 70.0%</li> <li>MMHS 64.7%</li> <li>MVHS 75.0%</li> <li>VMHS 75.0%</li> </ul>
Increase High School Advanced Coursework Rates by 3% district-wide and MMHS by 6% (2019-20 data) (Aeries SIS)	<p>High School Advanced Coursework Cohort Class of 2020 (9-12)</p> <ul style="list-style-type: none"> <li>District 68.4% (119/174)</li> <li>MMHS 59.4% (38/64)</li> <li>MVHS 89.7% (26/29)</li> <li>VMHS 67.9% (55/81)</li> </ul>				<p>High School Advanced Coursework Cohort Class of 2020 (9-12)</p> <ul style="list-style-type: none"> <li>District 71.4%</li> <li>MMHS 65.4%</li> <li>MVHS 89.7%</li> <li>VMHS 70.9%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.5 Support for Career Technical Education (CTE) pathways at all high schools that includes the CTE coordinator	1.5 CTE Pathways				1.5 CTE Pathways
Increase CTE Participation, Pathway Completion, Certifications and College Credits by approximately 10% (refer to actual numbers in desired outcome)	<p>CTE Participation</p> <ul style="list-style-type: none"> <li>District 3268 (2019-20 Data)</li> </ul> <p>CTE Pathway Completion</p> <ul style="list-style-type: none"> <li>District 170 (2020 Cohort Graduation Data)</li> </ul> <p>CTE Certifications</p> <ul style="list-style-type: none"> <li>District 80 (2019-20 Data)</li> </ul> <p>CTE College Credits</p> <ul style="list-style-type: none"> <li>District 122 Students recommended for college credits (2019-20 Data)</li> <li>District 97 Students awarded college</li> </ul>				<p>CTE Participation</p> <ul style="list-style-type: none"> <li>District 3300</li> </ul> <p>CTE Pathway Completion</p> <ul style="list-style-type: none"> <li>District 187</li> </ul> <p>CTE Certifications</p> <ul style="list-style-type: none"> <li>District 90</li> </ul> <p>CTE College Credits</p> <ul style="list-style-type: none"> <li>District 134 Students recommended for college credits</li> <li>District 107 Students awarded</li> </ul>
CTE Participation, Pathway Completion, Certifications (Aeries SIS)					
CTE College Credits (CATEMA)					
Baseline is 2019-20 Data					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	credits (2019-20 Data)  This data was impacted by school closures due to the COVID pandemic				college credits
1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB)  AP Course Enrollment  Maintain AP Course Enrollment district- wide  Increase AP Course Enrollment by 1% for student groups  (Aeries SIS)	1.6 College/Career Readiness  Overall AP Course Enrollment rate was 29.98%. (Fall 2020) <ul style="list-style-type: none"> <li>• SED was 24.93%</li> <li>• EL was 14.25%</li> <li>• FY was 4.25%</li> <li>• AA was 23.13%</li> <li>• Hispanic was 27.34%</li> <li>• Am Indian was 33.25%</li> <li>• SWD was 2.88%</li> <li>• Multi-Race was 26.09%</li> </ul>				1.6 College/Career Readiness  Overall AP enrollment rate was 29.98%. (Fall 2020) <ul style="list-style-type: none"> <li>• SED was 25.93%</li> <li>• EL was 15.25%</li> <li>• FY was 5.25%</li> <li>• AA was 24.13%</li> <li>• Hispanic was 28.34%</li> <li>• Am Indian was 34.25%</li> <li>• SWD was 3.88%</li> <li>• Multi-Race was 27.09%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Exam Participation (College Board Info) Increase AP Exam Participation by 3% district-wide, high schools, and student groups	AP Exam Participation (College Board Info) <ul style="list-style-type: none"> <li>District 19.9%</li> <li>SED 24.0%</li> <li>EL NA</li> <li>FY NA</li> <li>AA 4.2%</li> <li>Hispanic 31.7%</li> <li>Am Indian .005%</li> <li>SWD NA</li> <li>Multi-Race 9.8%</li> <li>MMHS 16.8%</li> <li>MVHS 19.2%</li> <li>VMHS 22.5%</li> </ul>				AP Exam Participation (College Board Info) <ul style="list-style-type: none"> <li>District 22.9%</li> <li>SED 27.0%</li> <li>EL NA</li> <li>FY NA</li> <li>AA 7.2%</li> <li>Hispanic 34.7%</li> <li>Am Indian 3.005%</li> <li>SWD NA</li> <li>Multi-Race 12.8%</li> <li>MMHS 19.8%</li> <li>MVHS 22.2%</li> <li>VMHS 25.5%</li> </ul>
AP Exam Participation based on Course Enrollment Increase AP Exam Participation based on Course Enrollment by 3% district-wide and high schools with the exception of MMHS 6% (Aeries SIS and College Board)	AP Exam Participation based on Course Enrollment <ul style="list-style-type: none"> <li>District 81.2%</li> <li>MMHS 70.7%</li> <li>MVHS 84.3%</li> <li>VMHS 87.4%</li> </ul>				AP Exam Participation based on Course Enrollment <ul style="list-style-type: none"> <li>District 84.2%</li> <li>MMHS 76.7%</li> <li>MVHS 87.3%</li> <li>VMHS 90.4%</li> </ul>
IB Exam Participation	IB Exam Participation based on Course Enrollment				IB Exam Participation based on Course Enrollment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase IB Exam Participation by 3% at MVHS	<ul style="list-style-type: none"> <li>MVHS 76.0%</li> </ul>				<ul style="list-style-type: none"> <li>MVHS 79.0%</li> </ul>
IB Exams Passed with 4+ Maintain IB Exam Pass Rate at MVHS (IBO) Baseline is Spring 2019 Data	IB Exam Passed with 4+ <ul style="list-style-type: none"> <li>MVHS 82.0%</li> </ul>				IB Exam Passed with 4+ <ul style="list-style-type: none"> <li>MVHS 82.0%</li> </ul>
1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)	1.7 Site SPSA Support				1.7 Site SPSA Support
Increase Grade Level CAASPP percentage met in ELA and math by 3%	CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> <li>3rd 63.98%</li> <li>4th 63.61%</li> <li>5th 66.73%</li> <li>6th 58.81%</li> <li>7th 66.20%</li> <li>8th 58.56%</li> <li>11th 71.90%</li> </ul>				CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> <li>3rd 66.98%</li> <li>4th 66.61%</li> <li>5th 69.73%</li> <li>6th 61.81%</li> <li>7th 69.20%</li> <li>8th 61.56%</li> <li>11th 74.90%</li> </ul>
Increase Grade Level CAASPP/CAST scale score by 3 points (Dataquest) Based on Spring 2019 Data	Scale Score (Distance from met) ELA <ul style="list-style-type: none"> <li>3rd 24.8</li> <li>4th 24.4</li> <li>5th 21.4</li> <li>6th 11.9</li> <li>7th 27.1</li> </ul>				Scale Score (Distance from met) ELA <ul style="list-style-type: none"> <li>3rd 27.8</li> <li>4th 27.4</li> <li>5th 24.4</li> <li>6th 14.9</li> <li>7th 30.1</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• 8th 16.5</li> <li>• 11th 54.3</li> </ul> <p>CAASPP Math Percentage Met Math</p> <ul style="list-style-type: none"> <li>• 3rd 62.78%</li> <li>• 4th 61.29%</li> <li>• 5th 53.94%</li> <li>• 6th 48.18%</li> <li>• 7th 48.22%</li> <li>• 8th 47.09%</li> <li>• 11th 44.31%</li> </ul> <p>Scale Score (Distance from met) Math</p> <ul style="list-style-type: none"> <li>• 3rd 19.1</li> <li>• 4th 16.3</li> <li>• 5th 0.8</li> <li>• 6th -10.8</li> <li>• 7th -5.3</li> <li>• 8th -14.1</li> <li>• 11th -22.7</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• 5th -6.1</li> <li>• 8th -9.5</li> <li>• HS -8.8</li> </ul> <p>Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12</p> <p>High School</p>				<ul style="list-style-type: none"> <li>• 8th 19.5</li> <li>• 11th 57.3</li> </ul> <p>CAASPP Math Percentage Met Math</p> <ul style="list-style-type: none"> <li>• 3rd 65.78%</li> <li>• 4th 64.29%</li> <li>• 5th 56.94%</li> <li>• 6th 51.18%</li> <li>• 7th 51.22%</li> <li>• 8th 50.09%</li> <li>• 11th 47.31%</li> </ul> <p>Scale Score (Distance from met) Math</p> <ul style="list-style-type: none"> <li>• 3rd 22.1</li> <li>• 4th 19.3</li> <li>• 5th 3.8</li> <li>• 6th -7.8</li> <li>• 7th -2.3</li> <li>• 8th -11.1</li> <li>• 11th -19.7</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• 5th -3.1</li> <li>• 8th -6.5</li> <li>• HS -5.8</li> </ul> <p>Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12</p> <p>High School</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Refer to High School Metrics in 1.2 Counseling Support Services K-12				Refer to High School Metrics in 1.2 Counseling Support Services K-12
1 Standards Aligned Instructional Materials  Maintain 100% of students in the school district have access to the standards-aligned instructional materials (Williams Act)	1 Standards Aligned Instructional Materials  Maintain 100% of students in the school district have access to the standards-aligned instructional materials				1 Standards Aligned Instructional Materials  Maintain 100% of students in the school district have access to the standards-aligned instructional materials



# Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Additional Teachers K-3 (Grade Span Adjustment)	Maintain additional teachers at the K-3 level for all elementary schools in order to provide greater opportunity to differentiate instruction to meet the learning needs of students from unduplicated and targeted populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD) to ensure academic achievement, meeting grade-level standards, and preparedness for the next grade level.	\$4,304,049.00	Yes
2	1.2 Maintain Counseling Support Services K-12	Maintain additional elementary, middle, and high school counseling support services to ensure students' social emotional well-being, grade level preparedness, and college/career readiness upon graduation. Offer priority services to students from unduplicated and targeted populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	\$2,746,928.00	Yes
3	1.3 Maintain Coordinators to Support Student Learning and Achievement	Maintain coordinators to support student learning through coordination of counseling services, data disaggregation and analysis, curriculum and standards implementation, instructional technology and computer science, PLC support and teacher work teams. The focus of their services is on students from unduplicated and targeted populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	\$785,388.00	Yes
4	1.4 Maintain Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools	AVID Program support through AVID coordination, AVID sections, professional development, AVID tutors, instructional supplies, field trips, transportation, AVID licensing costs. Offer priority registration to students from unduplicated and targeted populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	\$1,818,248.00	Yes
5	1.5 Support for Career Technical Education (CTE) pathways at all high schools.	Support CTE pathways at the high schools and continue to build courses at the middle schools to feed the high school pathways. Focus on recruitment of students from unduplicated and targeted populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	\$2,935,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB)	Provide supplemental programs and supports to promote college/career readiness. Offer priority participation to students from unduplicated and targeted populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	\$217,695.00	Yes
7	1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)	Maintain site LCFF allocations tied to School Plans for Student Achievement (SPSA) to provide services to support the following: standards-aligned instruction to improve student learning and CAASPP scores, counseling services to support academics/student engagement/relationships, graduation rates, counseling services to promote students completing A-G/CTE/CCI, AVID program and participation, student participation/support in advanced coursework, and CTE pathways/program support. These services are primarily focused on unduplicated and targeted student groups at the school sites (Foster/Homeless, EL, LI, Hispanic, African American and SWD). Specifically, WSMS will address ESSA ATSI for SWD.	\$543,724.00	Yes

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Through the analysis of our academic achievement data there is a continued need to focus on prevention, intervention, and acceleration. Our overall performance on the California Dashboard in ELA and math is green, but there is work to be done to address learning loss and close the achievement gap for the unduplicated and targeted student groups. Local indicators also demonstrate this continued need for the focus on prevention, intervention, and acceleration actions and services.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Elementary Intervention Teachers	2.1 Elementary Intervention Teachers				2.1 Elementary Intervention Teachers
Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI)	Grade K ESGI 64% met or exceeded expectation				Grade K ESGI 70% meeting expectation
Grade 1 ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI)	Grade 1 ESGI 64% met or exceeded expectation				Grade 1 ESGI 70% meeting expectation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 2 iReady Increase ELA and math proficiency by 6% (December results) (iReady)	Grade 2 iReady <ul style="list-style-type: none"> <li>• ELA 50%</li> <li>• Math 34%</li> </ul>				Grade 2 iReady <ul style="list-style-type: none"> <li>• ELA 56%</li> <li>• Math 40%</li> </ul>
Grade 3 iReady Increase ELA and math proficiency by 6% (December results) (iReady)	Grade 3 iReady <ul style="list-style-type: none"> <li>• ELA 66%</li> <li>• Math 32%</li> </ul>				Grade 3 iReady <ul style="list-style-type: none"> <li>• ELA 72%</li> <li>• Math 38%</li> </ul>
Increase Grade Level CAASPP percentage met in ELA and math by 3%	CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> <li>• 3rd 63.98%</li> <li>• 4th 63.61%</li> <li>• 5th 66.73%</li> </ul> CAASPP Math Percentage Met Math <ul style="list-style-type: none"> <li>• 3rd 62.78%</li> <li>• 4th 61.29%</li> <li>• 5th 53.94%</li> </ul>				CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> <li>• 3rd 66.98%</li> <li>• 4th 66.61%</li> <li>• 5th 69.73%</li> </ul> CAASPP Math Percentage Met Math <ul style="list-style-type: none"> <li>• 3rd 65.78%</li> <li>• 4th 64.29%</li> <li>• 5th 56.94%</li> </ul>
Increase Grade 3 CAASPP scale score by 3 points in ELA and math district-wide and 6 points for student groups below the district level	Grade 3 CAASPP ELA rate Scale Score (Distance From Met) <ul style="list-style-type: none"> <li>• District 24.8</li> <li>• SED 2.3</li> <li>• EL -27.9</li> <li>• FY NA</li> <li>• AA -21</li> </ul>				Grade 3 CAASPP ELA rate Scale Score (Distance From Met) <ul style="list-style-type: none"> <li>• District 27.8</li> <li>• SED 8.3</li> <li>• EL -21.9</li> <li>• FY NA</li> <li>• AA -15</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase Grade 3 CAASPP scale score by 3 points in ELA and math at the elementary schools</p> <p>(Dataquest)</p> <p>Baseline is Spring 2019 Data</p>	<ul style="list-style-type: none"> <li>Hispanic 12.3</li> <li>Am Indian NA</li> <li>SWD -35.3</li> <li>Multi-Race 36.9</li> <li>AMES 28.7</li> <li>AHES 39</li> <li>AES 26.5</li> <li>BES 32.8</li> <li>CCES 45.2</li> <li>EHCES -2.4</li> <li>LJMES 17.9</li> <li>MVES 12.2</li> <li>MES 30.5</li> <li>RRES 18.7</li> <li>TES 12.1</li> </ul> <p>Grade 3 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>District 19.1</li> <li>SED -3.7</li> <li>EL -24.1</li> <li>FY NA</li> <li>AA -21.3</li> <li>Hispanic 8.3</li> <li>Am Indian NA</li> <li>SWD -35.7</li> <li>Multi-Race 32.9</li> <li>AMES 16.3</li> <li>AHES 26.1</li> <li>AES 9.1</li> <li>BES 21.3</li> <li>CCES 44.5</li> <li>EHCES -0.5</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic 18.3</li> <li>Am Indian NA</li> <li>SWD -29.3</li> <li>Multi-Race 39.9</li> <li>AMES 31.7</li> <li>AHES 42</li> <li>AES 29.5</li> <li>BES 35.8</li> <li>CCES 48.2</li> <li>EHCES 1.4</li> <li>LJMES 20.9</li> <li>MVES 15.2</li> <li>MES 33.5</li> <li>RRES 21.7</li> <li>TES 15.1</li> </ul> <p>Grade 3 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>District 22.1</li> <li>SED 3.7</li> <li>EL -18.1</li> <li>FY NA</li> <li>AA -18.3</li> <li>Hispanic 14.3</li> <li>Am Indian NA</li> <li>SWD -29.7</li> <li>Multi-Race 35.9</li> <li>AMES 19.3</li> <li>AHES 29.1</li> <li>AES 12.1</li> <li>BES 24.3</li> <li>CCES 47.5</li> <li>EHCES 3.5</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>LJMES 17.6</li> <li>MVES 15.9</li> <li>MES 21.3</li> <li>RRES 23.9</li> <li>TES -0.5</li> </ul> <p>Grade 4 CAASPP ELA rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>District 24.4</li> <li>SED 0.8</li> <li>EL -27.1</li> <li>FY NA</li> <li>AA -0.5</li> <li>Hispanic 10.1</li> <li>Am Indian NA</li> <li>SWD -53.1</li> <li>Multi-Race --</li> <li>AMES 33.7</li> <li>AHES 44.7</li> <li>AES 7.5</li> <li>BES 14.8</li> <li>CCES 42.1</li> <li>EHCES 22.1</li> <li>LJMES 27.7</li> <li>MVES -24.7</li> <li>MES 20.3</li> <li>RRES 34.1</li> <li>TES 35.8</li> </ul> <p>Grade 4 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>District 16.3</li> <li>SED -3.9</li> </ul>				<ul style="list-style-type: none"> <li>LJMES 20.6</li> <li>MVES 18.9</li> <li>MES 24.3</li> <li>RRES 26.9</li> <li>TES 3.5</li> </ul> <p>Grade 4 CAASPP ELA rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>District 27.4</li> <li>SED 6.8</li> <li>EL -21.1</li> <li>FY NA</li> <li>AA 2.5</li> <li>Hispanic 16.1</li> <li>Am Indian NA</li> <li>SWD -47.1</li> <li>Multi-Race --</li> <li>AMES 36.7</li> <li>AHES 47.7</li> <li>AES 10.5</li> <li>BES 17.8</li> <li>CCES 45.1</li> <li>EHCES 25.1</li> <li>LJMES 30.7</li> <li>MVES -21.7</li> <li>MES 23.3</li> <li>RRES 37.1</li> <li>TES 38.8</li> </ul> <p>Grade 4 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>District 19.3</li> <li>SED 2.1</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• EL -28.6</li> <li>• FY NA</li> <li>• AA -14.0</li> <li>• Hispanic 1.5</li> <li>• Am Indian NA</li> <li>• SWD -46.2</li> <li>• Multi-Race 40.8</li> <li>• AMES 18.1</li> <li>• AHES 33.3</li> <li>• AES -21.5</li> <li>• BES 6.6</li> <li>• CCES 42.2</li> <li>• EHCES 8.1</li> <li>• LJMES 33.9</li> <li>• MVES -21.3</li> <li>• MES 13.5</li> <li>• RRES 28.0</li> <li>• TES 18.6</li> </ul> <p>Grade 5 CAASPP ELA rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>• District 31.4</li> <li>• SED 8.6</li> <li>• EL -36.8</li> <li>• FY NA</li> <li>• AA 5.9</li> <li>• Hispanic 14.0</li> <li>• Am Indian NA</li> <li>• SWD -52.3</li> <li>• Multi-Race 23.5</li> <li>• AMES 49.8</li> <li>• AHES 39.0</li> <li>• AES 7.5</li> </ul>				<ul style="list-style-type: none"> <li>• EL -22.6</li> <li>• FY NA</li> <li>• AA -8.0</li> <li>• Hispanic 7.5</li> <li>• Am Indian NA</li> <li>• SWD -40.2</li> <li>• Multi-Race 43.8</li> <li>• AMES 21.1</li> <li>• AHES 36.3</li> <li>• AES -18.5</li> <li>• BES 9.6</li> <li>• CCES 45.2</li> <li>• EHCES 11.1</li> <li>• LJMES 36.9</li> <li>• MVES -18.3</li> <li>• MES 16.5</li> <li>• RRES 31.0</li> <li>• TES 21.6</li> </ul> <p>Grade 5 CAASPP ELA rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>• District 34.4</li> <li>• SED 14.6</li> <li>• EL -30.8</li> <li>• FY NA</li> <li>• AA 11.9</li> <li>• Hispanic 20.0</li> <li>• Am Indian NA</li> <li>• SWD -46.3</li> <li>• Multi-Race 29.5</li> <li>• AMES 52.8</li> <li>• AHES 42.0</li> <li>• AES 10.5</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• BES 26.4</li> <li>• CCES 53.9</li> <li>• EHCES 6.6</li> <li>• LJMES 46.4</li> <li>• MVES 16.0</li> <li>• MES 37.8</li> <li>• RRES 10.3</li> <li>• TES 27.3</li> </ul> <p>Grade 5 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>• District 0.8</li> <li>• SED -21.9</li> <li>• EL -59.9</li> <li>• FY NA</li> <li>• AA -28.3</li> <li>• Hispanic - 17.4</li> <li>• Am Indian NA</li> <li>• SWD -76.9</li> <li>• Multi-Race - 1.6</li> <li>• AMES 27.2</li> <li>• AHES 0.7</li> <li>• AES -30.2</li> <li>• BES -5.5</li> <li>• CCES 36.8</li> <li>• EHCES -20.3</li> <li>• LJMES 6.6</li> <li>• MVES -17.6</li> <li>• MES -5.2</li> <li>• RRES -5.1</li> <li>• TES -1.3</li> </ul>				<ul style="list-style-type: none"> <li>• BES 29.4</li> <li>• CCES 56.9</li> <li>• EHCES 9.6</li> <li>• LJMES 49.4</li> <li>• MVES 19.0</li> <li>• MES 40.8</li> <li>• RRES 13.3</li> <li>• TES 30.3</li> </ul> <p>Grade 5 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> <li>• District 3.8</li> <li>• SED -15.9</li> <li>• EL -53.9</li> <li>• FY NA</li> <li>• AA -22.3</li> <li>• Hispanic - 11.4</li> <li>• Am Indian NA</li> <li>• SWD -70.9</li> <li>• Multi-Race 4.4</li> <li>• AMES 30.2</li> <li>• AHES 3.7</li> <li>• AES -27.2</li> <li>• BES -2.5</li> <li>• CCES 39.8</li> <li>• EHCES -17.3</li> <li>• LJMES 9.6</li> <li>• MVES -14.6</li> <li>• MES -2.2</li> <li>• RRES -2.1</li> <li>• TES 1.7</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2.2 Provide additional MS/HS Sections for Intervention/Acceleration</p> <p>Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6%</p> <p>(Aeries SIS)</p> <p>Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race</p>	<p>2.2 Provide additional MS/HS Sections for Intervention/Acceleration</p> <p>High School Grade of "F" Rate (2 or more from 1st semester 2019)</p> <ul style="list-style-type: none"> <li>• Overall 4.36%</li> <li>• SED 6.85%</li> <li>• EL 11.68%</li> <li>• FY 13.04%</li> <li>• AA 5.76%</li> <li>• Hispanic 6.02%</li> <li>• Am Indian 22.58%</li> <li>• SWD 7.99%</li> <li>• Multi-Race 4.16%</li> <li>• MMHS 3.70%</li> <li>• MVHS 3.79%</li> <li>• VMHS 4.34%</li> <li>• MCA (Daily) 21.56%</li> </ul> <p>Middle School Grade of "F" Rate (2 or more from 1st semester 2019)</p> <ul style="list-style-type: none"> <li>• Overall 2.47%</li> <li>• SED 4.38%</li> <li>• EL 4.05%</li> </ul>				<p>2.2 Provide additional MS/HS Sections for Intervention/Acceleration</p> <p>High School Grade of "F" Rate (2 or more from 1st semester)</p> <ul style="list-style-type: none"> <li>• Overall 3.61%</li> <li>• SED 5.35%</li> <li>• EL 10.18%</li> <li>• FY 11.54%</li> <li>• AA 4.26%</li> <li>• Hispanic 4.52%</li> <li>• Am Indian 21.08%</li> <li>• SWD 6.49%</li> <li>• Multi-Race 3.41%</li> <li>• MMHS 2.95%</li> <li>• MVHS 3.04%</li> <li>• VMHS 3.59%</li> <li>• MCA (Daily) 15.56%</li> </ul> <p>Middle School Grade of "F" Rate</p> <ul style="list-style-type: none"> <li>• Overall 2.17%</li> <li>• SED 3.63%</li> <li>• EL 3.30%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
group rate), and SMS by .75%  (Aeries SIS)	<ul style="list-style-type: none"> <li>• FY 7.14%</li> <li>• AA 4.01%</li> <li>• Hispanic 3.61%</li> <li>• Am Indian 11.76%</li> <li>• SWD 3.59%</li> <li>• Multi-Race 1.07%</li> <li>• DMMS 1.86%</li> <li>• SMS 3.72%</li> <li>• TMS 2.16%</li> <li>• WSMS 2.05%</li> </ul>				<ul style="list-style-type: none"> <li>• FY 6.39%</li> <li>• AA 3.26%</li> <li>• Hispanic 2.86%</li> <li>• Am Indian 11.01%</li> <li>• SWD 2.84%</li> <li>• Multi-Race 1.07%</li> <li>• DMMS 1.56%</li> <li>• SMS 2.97%</li> <li>• TMS 1.86%</li> <li>• WSMS 1.75%</li> </ul>
Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide  (Dataquest)	<p>CASSPP/CAST Scale Score (Distance from met)</p> <p>ELA</p> <ul style="list-style-type: none"> <li>• 6th 11.9</li> <li>• 7th 27.1</li> <li>• 8th 16.5</li> <li>• 11th 54.3</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• 6th -10.8</li> <li>• 7th -5.3</li> <li>• 8th -14.1</li> <li>• 11th -22.7</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• 8th -9.5</li> <li>• HS -8.8</li> </ul>				<p>CAASPP/CAST Scale Score (Distance from met)</p> <p>ELA</p> <ul style="list-style-type: none"> <li>• 6th 14.9</li> <li>• 7th 30.1</li> <li>• 8th 19.5</li> <li>• 11th 57.3</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• 6th -7.8</li> <li>• 7th -2.3</li> <li>• 8th -11.1</li> <li>• 11th -19.7</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• 8th -6.5</li> <li>• HS -5.8</li> </ul>
Maintain High School Cohort Graduation Rate district-wide	<p>Cohort Graduation Rate - 4 year (2020)</p> <ul style="list-style-type: none"> <li>• District 96.9%</li> </ul>				<p>Cohort Graduation Rate - 4 year</p> <ul style="list-style-type: none"> <li>• District 96.9%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase High School Cohort Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy</p> <p>(Dataquest)</p>	<ul style="list-style-type: none"> <li>• SED 95.5%</li> <li>• EL 90.1%</li> <li>• FY 84.6%</li> <li>• AA 97.5%</li> <li>• Hispanic 95.2%</li> <li>• Am Indian NA</li> <li>• SWD 85.2%</li> <li>• Multi-Race 98.6%</li> <li>• MMHS 97.6%</li> <li>• MVHS 98.0%</li> <li>• VMHS 97.8%</li> <li>• MCA 81.3%</li> </ul>				<ul style="list-style-type: none"> <li>• SED 98.5%</li> <li>• EL 93.1%</li> <li>• FY 87.6%</li> <li>• AA 97.5%</li> <li>• Hispanic 98.2%</li> <li>• Am Indian NA</li> <li>• SWD 88.2%</li> <li>• Multi-Race 98.6%</li> <li>• MMHS 97.6%</li> <li>• MVHS 98.0%</li> <li>• VMHS 97.8%</li> <li>• MCA 84.3%</li> </ul>
<p>Maintain District High School Dropout Rate</p> <p>Decrease District High School Dropout Rate by .3% for the following student groups: SED, EL, FY, SWD</p> <p>(Dataquest)</p>	<p>High School Dropout Rate (2019-20)</p> <ul style="list-style-type: none"> <li>• District 0.5%</li> <li>• SED 0.7%</li> <li>• EL 2.5%</li> <li>• FY 7.7%</li> <li>• AA 0.0%</li> <li>• Hispanic 0.9%</li> <li>• Am Indian NA</li> <li>• SWD 2.6%</li> <li>• Multi-Race 0%</li> </ul>				<p>High School Dropout Rate</p> <ul style="list-style-type: none"> <li>• District 0.7%</li> <li>• SED 0.4%</li> <li>• EL 2.2%</li> <li>• FY 7.4%</li> <li>• AA 0.0%</li> <li>• Hispanic 0.9%</li> <li>• Am Indian NA</li> <li>• SWD 2.3%</li> <li>• Multi-Race 0%</li> </ul>
<p>Maintain District Middle School Dropout Rate</p> <p>(Dataquest)</p> <p>Baseline on Spring 2019 Data</p>	<p>Middle School Dropout Rate (2019-20)</p> <ul style="list-style-type: none"> <li>• District 0.0%</li> </ul>				<p>Middle School Dropout Rate</p> <ul style="list-style-type: none"> <li>• District 0.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2.3 English Learner Program Support though access to CCSS and ELD Standards</p> <p>Increase English Learner Progress Indicator (ELPI) completion by 3% (California School Dashboard)</p>	<p>2.3 English Learner Program Support</p> <p>ELPI rate</p> <ul style="list-style-type: none"> <li>• District 57.9%</li> <li>• AMES 65.3%</li> <li>• AHES 50.0%</li> <li>• AES 49.0%</li> <li>• BES 60.8%</li> <li>• CCES 67.2%</li> <li>• EHCES 54.3%</li> <li>• LJMES 45.2%</li> <li>• MVES 44.4%</li> <li>• MES 63.0%</li> <li>• RRES 68.2%</li> <li>• TES 51.1%</li> <li>• DMMS 55.8%</li> <li>• SMS 59.5%</li> <li>• TMS 59.0%</li> <li>• WSMS 56.6%</li> <li>• MMHS 54.7%</li> <li>• MVHS 48.6%</li> <li>• VMHS 62.9%</li> <li>• MCA NA</li> </ul>				<p>2.3 English Learner Program Support</p> <p>ELPI rate</p> <ul style="list-style-type: none"> <li>• District 60.9%</li> <li>• AMES 68.3%</li> <li>• AHES 53.0%</li> <li>• AES 52.0%</li> <li>• BES 63.8%</li> <li>• CCES 70.2%</li> <li>• EHCES 57.3%</li> <li>• LJMES 48.2%</li> <li>• MVES 47.4%</li> <li>• MES 66.0%</li> <li>• RRES 71.2%</li> <li>• TES 54.1%</li> <li>• DMMS 58.8%</li> <li>• SMS 62.5%</li> <li>• TMS 62.0%</li> <li>• WSMS 59.6%</li> <li>• MMHS 57.7%</li> <li>• MVHS 51.6%</li> <li>• VMHS 65.9%</li> <li>• MCA NA</li> </ul>
<p>Increase English Learner reclassification by 3% (Dataquest)</p>	<p>EL reclassification rate</p> <ul style="list-style-type: none"> <li>• District 25.2%</li> <li>• AMES 40.0%</li> <li>• AHES 22.0%</li> </ul>				<p>EL reclassification rate</p> <ul style="list-style-type: none"> <li>• District 28.2%</li> <li>• AMES 43.0%</li> <li>• AHES 25.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Baseline is Spring 2019 Data	<ul style="list-style-type: none"> <li>• AES 36.4%</li> <li>• BES 17.8%</li> <li>• CCES 29.1%</li> <li>• EHCES 15.3%</li> <li>• LJMES 20.0%</li> <li>• MVES 26.4%</li> <li>• MES 16.9%</li> <li>• RRES 25.0%</li> <li>• TES 22.0%</li> <li>• DMMS 19.6%</li> <li>• SMS 23.5%</li> <li>• TMS 43.3%</li> <li>• WSMS 12.1%</li> <li>• MMHS 18.1%</li> <li>• MVHS 25.5%</li> <li>• VMHS 31.7%</li> <li>• MCA NA</li> <li>• Numbers 335 reclassified out of 1329 total</li> </ul>				<ul style="list-style-type: none"> <li>• AES 39.4%</li> <li>• BES 20.8%</li> <li>• CCES 32.1%</li> <li>• EHCES 18.3%</li> <li>• LJMES 23.0%</li> <li>• MVES 29.4%</li> <li>• MES 19.9%</li> <li>• RRES 28.0%</li> <li>• TES 25.0%</li> <li>• DMMS 22.6%</li> <li>• SMS 26.5%</li> <li>• TMS 46.3%</li> <li>• WSMS 15.1%</li> <li>• MMHS 21.1%</li> <li>• MVHS 28.5%</li> <li>• VMHS 34.7%</li> <li>• MCA NA</li> <li>• Numbers 345 reclassified out of 1329 total</li> </ul>
2.4 Extended Learning Opportunities and Intervention Programs and Support	2.4 Extended Learning Opportunities and Intervention Programs				2.4 Extended Learning Opportunities and Intervention Programs
Grade K ESGI End of Year Phonics Summary	Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers				Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers
Grade 1 ESGI End of Year Phonics Summary					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 2 iReady ELA and math results					
Grade 3 iReady ELA and math results					
Grade 4 iReady ELA and math results					
Grade 5 iReady ELA and math results					
Middle School Increase Reading Inventory (Lexile) scores by 3% district-wide and for group metrics at 50% or higher	<p>Middle School 6th Grade Reading Inventory/Lexile (March 2021)</p> <ul style="list-style-type: none"> <li>• Overall 57%</li> <li>• SED 47%</li> <li>• EL 8%</li> <li>• FY NA</li> <li>• AA 50%</li> <li>• Hispanic 48%</li> <li>• Am Indian NA</li> <li>• SWD 19%</li> <li>• Multi-Race 68%</li> </ul>				<p>Middle School 6th Grade Reading Inventory/Lexile (March)</p> <ul style="list-style-type: none"> <li>• Overall 60%</li> <li>• SED 53%</li> <li>• EL 14%</li> <li>• FY NA</li> <li>• AA 53%</li> <li>• Hispanic 54%</li> <li>• Am Indian NA</li> <li>• SWD 25%</li> <li>• Multi-Race 71%</li> </ul>
Increase Reading Inventory (Lexile) scores by 6% for group metrics under 50% (Reading Inventory)	<p>7th Grade Reading Inventory/Lexile (March 2021)</p> <ul style="list-style-type: none"> <li>• Overall 68%</li> <li>• SED 61%</li> <li>• EL 9%</li> <li>• FY NA</li> <li>• AA 64%</li> <li>• Hispanic 61%</li> </ul>				<p>7th Grade Reading Inventory/Lexile (March)</p> <ul style="list-style-type: none"> <li>• Overall 71%</li> <li>• SED 64%</li> <li>• EL 15%</li> <li>• FY NA</li> <li>• AA 67%</li> <li>• Hispanic 64%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• Am Indian NA</li> <li>• SWD 25%</li> <li>• Multi-Race 67%</li> </ul> <p>8th Grade Reading Inventory/Lexile (March 2021)</p> <ul style="list-style-type: none"> <li>• Overall 69%</li> <li>• SED 58%</li> <li>• EL 8%</li> <li>• FY NA</li> <li>• AA 59%</li> <li>• Hispanic 64%</li> <li>• Am Indian NA</li> <li>• SWD 27%</li> <li>• Multi-Race 70%</li> </ul>				<ul style="list-style-type: none"> <li>• Am Indian NA</li> <li>• SWD 31%</li> <li>• Multi-Race 70%</li> </ul> <p>8th Grade Reading Inventory/Lexile (March)</p> <ul style="list-style-type: none"> <li>• Overall 72%</li> <li>• SED 61%</li> <li>• EL 14%</li> <li>• FY NA</li> <li>• AA 62%</li> <li>• Hispanic 67%</li> <li>• Am Indian NA</li> <li>• SWD 33%</li> <li>• Multi-Race 73%</li> </ul>
<p>Increase Middle School Imagine Learning/Math Programs overall grade level growth by 100 Quantile points</p> <p>(Imagine Math)</p>	<p>Middle School Overall Imagine Math/Quantile (February 2021)</p> <ul style="list-style-type: none"> <li>• 6th Grade - 711</li> <li>• 7th Grade - 797</li> <li>• 8th Grade - 870</li> </ul>				<p>Middle School Overall Imagine Math/Quantile</p> <ul style="list-style-type: none"> <li>• 6th Grade - 811</li> <li>• 7th Grade - 897</li> <li>• 8th Grade - 970</li> </ul>
<p>High School Increase Reading Inventory (Lexile) scores by 3% district-wide and for group metrics at 50% or higher</p>	<p>High School 9th Grade Reading Inventory/Lexile (March 2021)</p> <ul style="list-style-type: none"> <li>• Overall 75%</li> <li>• SED 67%</li> <li>• EL 18%</li> </ul>				<p>High School 9th Grade Reading Inventory/Lexile (March)</p> <ul style="list-style-type: none"> <li>• Overall 78%</li> <li>• SED 70%</li> <li>• EL 24%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase Reading Inventory (Lexile) scores by 6% for group metrics under 50%  (Reading Inventory)</p>	<ul style="list-style-type: none"> <li>• FY NA</li> <li>• AA 69%</li> <li>• Hispanic 68%</li> <li>• Am Indian NA</li> <li>• SWD 45%</li> <li>• Multi-Race 79%</li> </ul> <p>10th Grade Reading Inventory/Lexile (March 2021)</p> <ul style="list-style-type: none"> <li>• Overall 80%</li> <li>• SED 72%</li> <li>• EL 16%</li> <li>• FY NA</li> <li>• AA 73%</li> <li>• Hispanic 76%</li> <li>• Am Indian NA</li> <li>• SWD 45%</li> <li>• Multi-Race 81%</li> </ul> <p>11th Grade Reading Inventory/Lexile (March 2021)</p> <ul style="list-style-type: none"> <li>• Overall 73%</li> <li>• SED 67%</li> <li>• EL 3%</li> <li>• FY NA</li> <li>• AA 64%</li> <li>• Hispanic 67%</li> <li>• Am Indian NA</li> <li>• SWD 35%</li> <li>• Multi-Race 84%</li> </ul>				<ul style="list-style-type: none"> <li>• FY NA</li> <li>• AA 72%</li> <li>• Hispanic 71%</li> <li>• Am Indian NA</li> <li>• SWD 51%</li> <li>• Multi-Race 82%</li> </ul> <p>10th Grade Reading Inventory/Lexile (March)</p> <ul style="list-style-type: none"> <li>• Overall 83%</li> <li>• SED 75%</li> <li>• EL 21%</li> <li>• FY NA</li> <li>• AA 76%</li> <li>• Hispanic 79%</li> <li>• Am Indian NA</li> <li>• SWD 51%</li> <li>• Multi-Race 84%</li> </ul> <p>11th Grade Reading Inventory/Lexile (March)</p> <ul style="list-style-type: none"> <li>• Overall 76%</li> <li>• SED 70%</li> <li>• EL 9%</li> <li>• FY NA</li> <li>• AA 67%</li> <li>• Hispanic 70%</li> <li>• Am Indian NA</li> <li>• SWD 41%</li> <li>• Multi-Race 87%</li> </ul>
<p>Increase High School Imagine</p>	<p>High School Overall Imagine</p>				



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learning/Math Programs overall grade level growth by 150 Quantile points  (Imagine Math)	Math/Quantile (February 2021) <ul style="list-style-type: none"> <li>9th Grade - 905</li> <li>10th Grade - 929</li> </ul>				High School Overall Imagine Math/Quantile <ul style="list-style-type: none"> <li>9th Grade - 1055</li> <li>10th Grade - 1079</li> </ul>
Increase APEX Programs course completion by 10% (APEX Learning)	APEX Course Completions (2020) <ul style="list-style-type: none"> <li>District: 2614</li> <li>MCA: 1955</li> <li>MMHS: 256</li> <li>MVHS: 146</li> <li>VMHS: 257</li> </ul>				APEX Course Completions <ul style="list-style-type: none"> <li>District: 2875</li> <li>MCA: 2150</li> <li>MMHS: 281</li> <li>MVHS: 161</li> <li>VMHS: 283</li> </ul>
Increase the number of Summer School courses recovered by 10% (Aeries SIS)	Semester Courses Recovered (2020) <ul style="list-style-type: none"> <li>Summer School: 660</li> </ul>				Semester Courses Recovered <ul style="list-style-type: none"> <li>Summer School: 726</li> </ul>
2.5 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)	2.5 Site SPSA Support				2.5 Site SPSA Support
Grade K ESGI End of Year Phonics Summary	Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers				Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers
Grade 1 ESGI End of Year Phonics Summary					
Grade 2 iReady ELA and math results					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Grade 3 iReady ELA and math results</p> <p>Grade 4 iReady ELA and math results</p> <p>Grade 5 iReady ELA and math results</p> <p>Increase Grade 3 CAASPP scale score by 3 points in ELA and math district-wide and 6 points for student groups below the district level</p> <p>Increase Grade 3 CAASPP scale score by 3 points in ELA and math at the elementary schools</p> <p>Baseline is Spring 2019 Data</p> <p>Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6%</p>	<p>Secondary Refer to Metrics in 2.2 Provide additional MS/HS Sections for Intervention/Acceleration</p>				<p>Secondary Refer to Metrics in 2.2 Provide additional MS/HS Sections for Intervention/Acceleration</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race group rate), and SMS by .75%</p> <p>Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide</p> <p>Maintain High School Cohort Graduation Rate district-wide</p> <p>Increase High School Cohort Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy</p> <p>Maintain District High School Dropout Rate</p> <p>Decrease District High School Dropout Rate by .3% for the following student</p>					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
groups: SED, EL, FY, SWD  Maintain District Middle School Dropout Rate  Baseline on Spring 2019 Data					

# Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Elementary Intervention Teachers	Maintain elementary intervention teachers to provide direct intervention services for elementary students. Offer priority support to unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	\$1,381,428.00	Yes
2	2.2 Additional MS/HS Sections for Intervention/Acceleration	Maintain six (6) sections at the middle school and five(5) sections at the high schools for intervention and/or acceleration classes. Offer priority to unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	\$859,055.00	Yes
3	2.3 English Learning Program Support	Maintain English Learner program support including language acquisition programs, additional MS/HS sections, curriculum, materials, counseling, intervention programs, and parent engagement. These services are designated for our English Learner student group.	\$1,039,221.00	Yes
4	2.4 Extended Learning Opportunities and Intervention Programs and Support	Provide extended learning opportunities outside the school day and year. Provide professional development, language acquisition programs, intervention programs and support including Read 180, iReady, Imagine Learning/Math, Rosetta Stone, APEX, and Beyond SST. These programs and materials are primarily for our unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	\$330,492.00	Yes
5	2.5 Site School Plans for Student Achievement (SPSA) Plans	Maintain site LCFF allocations tied to School Plans for Student Achievement (SPSA) to provide services to support the following: intervention supports at the elementary and secondary schools, English Learning supports at all levels, extended learning opportunities including programs, in-school supports, after school programs, Saturday programs, and summer programs. These services are primarily focused on meeting the needs of school sites' unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). Specifically, WSMS will address ESSA ATSI for SWD.	\$379,379.00	Yes

# Goals and Actions

## Goal

Goal #	Description
3	Professional Development: Ensure classroom teachers, instructional support staff, and school administrators are trained in state standards, standards aligned curriculum, proven research-based instructional strategies, effective instructional technologies and programs, instructional resources/assessments, and the collection and use of data in professional learning communities to inform instruction, implement equitable practices, and enhance student learning. Recruit and retain a diverse and highly qualified staff to promote equity and implementation of best practices.

An explanation of why the LEA has developed this goal.

Through the analysis of our academic achievement data there is a continued need to focus on student learning and academic achievement. Our overall performance on the California Dashboard in ELA and math is green, but there is still work to be done to close the achievement gap and bring all unduplicated and targeted student groups. Local indicators also demonstrate this continued need for the focus on professional development to support student learning.

As a result of our analysis, there needs to be a continued focus on professional development for core subject areas. Additionally, professional development needs to focus on equity, Professional Learning Communities (PLC), social emotional learning, learning acceleration, English Learner instruction, and instructional and grading practices that support students' needs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Maintain Instructional Coaching Support (Elementary and Secondary)	3.1 Maintain Instructional Coaching Support				3.1 Maintain Instructional Coaching Support
Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI)	Grade K ESGI 64% met or exceeded expectation				Grade K ESGI 70% meeting expectation
Grade 1 ESGI End of Year Phonics	Grade 1 ESGI 64% met or exceeded				Grade 1 ESGI 70% meeting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summary (April results) Increase by 6% meeting expectation (ESGI)	expectation				expectation
iReady Increase ELA and math proficiency by 6% (December results) (iReady)	Grade 2 iReady <ul style="list-style-type: none"> <li>• ELA 50%</li> <li>• Math 34%</li> </ul> Grade 3 iReady <ul style="list-style-type: none"> <li>• ELA 66%</li> <li>• Math 32%</li> </ul> Grade 4 iReady <ul style="list-style-type: none"> <li>• ELA 46%</li> <li>• Math 34%</li> </ul> Grade 5 iReady <ul style="list-style-type: none"> <li>• ELA 47%</li> <li>• Math 42%</li> </ul>				Grade 2 iReady <ul style="list-style-type: none"> <li>• ELA 56%</li> <li>• Math 40%</li> </ul> Grade 3 iReady <ul style="list-style-type: none"> <li>• ELA 72%</li> <li>• Math 38%</li> </ul> Grade 4 iReady <ul style="list-style-type: none"> <li>• ELA 52%</li> <li>• Math 40%</li> </ul> Grade 5 iReady <ul style="list-style-type: none"> <li>• ELA 53%</li> <li>• Math 48%</li> </ul>
Increase Grade Level CAASPP percentage met in ELA and math by 3%	CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> <li>• 3rd 63.98%</li> <li>• 4th 63.61%</li> <li>• 5th 66.73%</li> <li>• 6th 58.81%</li> <li>• 7th 66.20%</li> <li>• 8th 58.56%</li> <li>• 11th 71.90%</li> </ul>				CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> <li>• 3rd 66.98%</li> <li>• 4th 66.61%</li> <li>• 5th 69.73%</li> <li>• 6th 61.81%</li> <li>• 7th 69.20%</li> <li>• 8th 61.56%</li> <li>• 11th 74.90%</li> </ul>
Increase CAASPP scale scores in ELA and math and CAST	CAASPP/CAST Scale Score (Distance				CAASPP/CAST Scale Score (Distance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>science by 3 points district-wide (Dataquest)</p>	<p>from met) ELA</p> <ul style="list-style-type: none"> <li>• 3rd 24.8</li> <li>• 4th 24.4</li> <li>• 5th 21.4</li> <li>• 6th 11.9</li> <li>• 7th 27.1</li> <li>• 8th 16.5</li> <li>• 11th 54.3</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• 3rd 19.1</li> <li>• 4th 16.3</li> <li>• 5th 0.8</li> <li>• 6th -10.8</li> <li>• 7th -5.3</li> <li>• 8th -14.1</li> <li>• 11th -22.7</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• 5th -6.1</li> <li>• 8th -9.5</li> <li>• HS -8.8</li> </ul>				<p>from met) ELA</p> <ul style="list-style-type: none"> <li>• 3rd 27.8</li> <li>• 4th 27.4</li> <li>• 5th 24.4</li> <li>• 6th 14.9</li> <li>• 7th 30.1</li> <li>• 8th 19.5</li> <li>• 11th 57.3</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• 3rd 22.1</li> <li>• 4th 19.3</li> <li>• 5th 3.8</li> <li>• 6th -7.8</li> <li>• 7th -2.3</li> <li>• 8th -11.1</li> <li>• 11th -19.7</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• 5th -3.1</li> <li>• 8th -6.5</li> <li>• HS -5.8</li> </ul>
<p>Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6% (Aeries SIS)</p>	<p>High School Grade of "F" Rate (2 or more from 1st semester 2019)</p> <ul style="list-style-type: none"> <li>• Overall 4.36%</li> <li>• SED 6.85%</li> <li>• EL 11.68%</li> <li>• FY 13.04%</li> <li>• AA 5.76%</li> <li>• Hispanic 6.02%</li> </ul>				<p>High School Grade of "F" Rate (2 or more from 1st semester)</p> <ul style="list-style-type: none"> <li>• Overall 3.61%</li> <li>• SED 5.35%</li> <li>• EL 10.18%</li> <li>• FY 11.54%</li> <li>• AA 4.26%</li> <li>• Hispanic 4.52%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race group rate), and SMS by .75%</p> <p>(Aeries SIS)</p> <p>Based on Spring 2019 Data</p>	<ul style="list-style-type: none"> <li>• Am Indian 22.58%</li> <li>• SWD 7.99%</li> <li>• Multi-Race 4.16%</li> <li>• MMHS 3.70%</li> <li>• MVHS 3.79%</li> <li>• VMHS 4.34%</li> <li>• MCA (Daily) 21.56%</li> </ul> <p>Middle School Grade of "F" Rate (2 or more from 1st semester 2019)</p> <ul style="list-style-type: none"> <li>• Overall 2.47%</li> <li>• SED 4.38%</li> <li>• EL 4.05%</li> <li>• FY 7.14%</li> <li>• AA 4.01%</li> <li>• Hispanic 3.61%</li> <li>• Am Indian 11.76%</li> <li>• SWD 3.59%</li> <li>• Multi-Race 1.07%</li> <li>• DMMS 1.86%</li> <li>• SMS 3.72%</li> <li>• TMS 2.16%</li> <li>• WSMS 2.05%</li> </ul>				<ul style="list-style-type: none"> <li>• Am Indian 21.08%</li> <li>• SWD 6.49%</li> <li>• Multi-Race 3.41%</li> <li>• MMHS 2.95%</li> <li>• MVHS 3.04%</li> <li>• VMHS 3.59%</li> <li>• MCA (Daily) 15.56%</li> </ul> <p>Middle School Grade of "F" Rate</p> <ul style="list-style-type: none"> <li>• Overall 2.17%</li> <li>• SED 3.63%</li> <li>• EL 3.30%</li> <li>• FY 6.39%</li> <li>• AA 3.26%</li> <li>• Hispanic 2.86%</li> <li>• Am Indian 11.01%</li> <li>• SWD 2.84%</li> <li>• Multi-Race 1.07%</li> <li>• DMMS 1.56%</li> <li>• SMS 2.97%</li> <li>• TMS 1.86%</li> <li>• WSMS 1.75%</li> </ul>
3.2 Maintain Fully Credentialed Teachers	3.2 Maintain Fully Credentialed Teachers				3.2 Maintain Fully Credentialed Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100% appropriately assigned and fully credentialed in the subject area and for the students they are teaching (CAL SIS)	<ul style="list-style-type: none"> <li>District - 100% teachers are fully credentialed</li> </ul>				<ul style="list-style-type: none"> <li>District - Maintain 100% teachers fully credentialed</li> </ul>
Maintain 100% participation of teachers in the Induction Program (District Documents)	<ul style="list-style-type: none"> <li>100% participation of teachers in the Induction Program</li> </ul>				<ul style="list-style-type: none"> <li>100% participation of teachers in the Induction Program</li> </ul>
Maintain 100% teachers in the Induction Program completing their clear credential (CAL SIS)	<ul style="list-style-type: none"> <li>100% of teachers participate in the Induction Program to complete their clear credential</li> </ul>				<ul style="list-style-type: none"> <li>100% of teachers participate in the Induction Program to complete their clear credential</li> </ul>
Retain 96% teachers participating and completing the Induction Program (District Documents)	<ul style="list-style-type: none"> <li>District retains at least 96% teachers who participate and complete the Induction Program</li> </ul>				<ul style="list-style-type: none"> <li>District retains at least 96% teachers who participate and complete the Induction Program</li> </ul>
Baseline is 2019-20 Data					
3.3 Maintain Professional Development, Curriculum	3.3 Maintain Professional Development, Curriculum Development, and				3.3 Maintain Professional Development, Curriculum Development, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Development, and Collaboration	Collaboration				Collaboration
Grade K ESGI End of Year Phonics Summary	Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics				Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics
Grade 1 ESGI End of Year Phonics Summary					
Grade 2 iReady ELA and math results					
Grade 3 iReady ELA and math results					
Grade 4 iReady ELA and math results					
Grade 5 iReady ELA and math results					
Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide					
Maintain High School Cohort Graduation Rate district-wide	High School Cohort Graduation Rate - 4 year (2020)				High School Cohort Graduation Rate - 4 year
Increase High School Cohort Graduation Rate by 3% for the student groups below	<ul style="list-style-type: none"> <li>• District 96.9%</li> <li>• SED 95.5%</li> <li>• EL 90.1%</li> <li>• FY 84.6%</li> <li>• AA 97.5%</li> </ul>				<ul style="list-style-type: none"> <li>• District 96.9%</li> <li>• SED 98.5%</li> <li>• EL 93.1%</li> <li>• FY 87.6%</li> <li>• AA 97.5%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>the district-wide percentage and at Murrieta Canyon Academy (Dataquest)</p>	<ul style="list-style-type: none"> <li>Hispanic 95.2%</li> <li>Am Indian NA</li> <li>SWD 85.2%</li> <li>Multi-Race 98.6%</li> <li>MMHS 97.6%</li> <li>MVHS 98.0%</li> <li>VMHS 97.8%</li> <li>MCA 81.3%</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic 98.2%</li> <li>Am Indian NA</li> <li>SWD 88.2%</li> <li>Multi-Race 98.6%</li> <li>MMHS 97.6%</li> <li>MVHS 98.0%</li> <li>VMHS 97.8%</li> <li>MCA 84.3%</li> </ul>
<p>Increase CCI Rate by 3% district-wide and at the comprehensive high schools.</p>	<p>CCI rate (2020)</p> <ul style="list-style-type: none"> <li>District 60.1%</li> <li>SED 51.2%</li> <li>EL 27.8%</li> <li>FY NA</li> <li>AA 43.8%</li> <li>Hispanic 53.5%</li> <li>Am Indian NA</li> <li>SWD 12.2%</li> <li>Multi-Race 70.2%</li> <li>MMHS 55.7%</li> <li>MVHS 62.8%</li> <li>VMHS 68.9%</li> <li>MCA 8.8%</li> </ul>				<p>CCI rate</p> <ul style="list-style-type: none"> <li>District 63.1%</li> <li>SED 57.2%</li> <li>EL 33.8%</li> <li>FY NA</li> <li>AA 49.8%</li> <li>Hispanic 59.5%</li> <li>Am Indian NA</li> <li>SWD 18.2%</li> <li>Multi-Race 73.2%</li> <li>MMHS 58.7%</li> <li>MVHS 65.8%</li> <li>VMHS 71.9%</li> <li>MCA 14.8%</li> </ul>
<p>Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (California School Dashboard)</p>	<p>CCI rate (2020)</p> <ul style="list-style-type: none"> <li>District 60.1%</li> <li>SED 51.2%</li> <li>EL 27.8%</li> <li>FY NA</li> <li>AA 43.8%</li> <li>Hispanic 53.5%</li> <li>Am Indian NA</li> <li>SWD 12.2%</li> <li>Multi-Race 70.2%</li> <li>MMHS 55.7%</li> <li>MVHS 62.8%</li> <li>VMHS 68.9%</li> <li>MCA 8.8%</li> </ul>				<p>CCI rate</p> <ul style="list-style-type: none"> <li>District 63.1%</li> <li>SED 57.2%</li> <li>EL 33.8%</li> <li>FY NA</li> <li>AA 49.8%</li> <li>Hispanic 59.5%</li> <li>Am Indian NA</li> <li>SWD 18.2%</li> <li>Multi-Race 73.2%</li> <li>MMHS 58.7%</li> <li>MVHS 65.8%</li> <li>VMHS 71.9%</li> <li>MCA 14.8%</li> </ul>
<p>Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6%</p>	<p>Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics</p>				<p>Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(Aeries SIS)</p> <p>Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race group rate), and SMS by .75%</p> <p>(Aeries SIS)</p> <p>Based on Spring 2019 Data</p>					
<p>3.4 Maintain Outsourced Data and Programs to Support Student Learning and Teacher Professional Development</p> <p>Grade K ESGI End of Year Phonics Summary</p> <p>Grade 1 ESGI End of Year Phonics Summary</p> <p>Grade 2 iReady ELA and math results</p> <p>Grade 3 iReady ELA and math results</p>	<p>3.4 Maintain Outsourced Data and Programs to Support Student Learning</p> <p>Refer to Metrics in 3.1 Maintain Instructional Coaching Support</p>				<p>3.4 Maintain Outsourced and Data and Programs to Support Student Learning</p> <p>Refer to Metrics in 3.1 Maintain Instructional Coaching Support</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 4 iReady ELA and math results					
Grade 5 iReady ELA and math results					
Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide					
Maintain High School Cohort Graduation Rate district-wide	Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration - Graduation and CCI rates				Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration – Graduation and CCI rates
Increase High School Cohort Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy					
Increase CCI Rate by 3% district-wide and at the comprehensive high schools					
Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6%</p> <p>Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race group rate), and SMS by .75%</p> <p>Complete Annual Reflection Tool for the Local Performance Indicators with Maintained or Improved Annual Rates in each of the LCFF Priority Areas</p> <p>(California School Dashboard)</p> <p>Based on Spring 2019 Data</p>	<p>Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics</p> <p>Completed Annual Reflection Tool for the Local Performance Indicators with Maintained or Improved Annual Rates in each of the LCFF Priority Areas</p>				<p>Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate Metrics</p> <p>Completed Annual Reflection Tool for the Local Performance Indicators with Maintained or Improved Annual Rates in each of the LCFF Priority Areas</p>
3.5 Maintain School Site LCFF Allocations tied to School Plans	3.5 Site SPSA Support				3.5 Site SPSA Support

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



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

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

# Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Instructional Coaching Support	Maintain elementary and secondary instructional coaching support to provide professional development in standards-aligned instruction, learning acceleration supports, social emotional supports, PLCs, and equity. These services primarily focus on meeting the needs of our unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	\$1,053,348.00	Yes
2	3.2 Maintain Fully Credentialed Teachers	Maintain the Induction Program to train and retain fully credentialed teachers by providing new teachers with support, training, and coaching. These services primarily focus on meeting the needs of our unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	\$211,910.00	Yes
3	3.3 Maintain Professional Development, Curriculum Development, and Collaboration	Maintain professional development, curriculum teams, and time for collaboration on state standards, adopted curriculums, curriculum development, PLCs, teaching strategies, learning acceleration, social emotional supports, equity, assessments, data review, grading practices, and planning. These services primarily focus on meeting the needs of our unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	\$163,345.00	Yes
4	3.4 Maintain Outsourced and Data Programs to Support Student Learning and Teacher Professional Development	Maintain outsourced programs and data support services to support professional development, student learning/acceleration, PLCs, academic achievement, and grading practices. These services primarily focus on meeting the needs of our unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	\$321,902.00	Yes
5	3.4 School Plans for Student Achievement (SPSA) Plans	Maintain site LCFF allocations tied to School Plans for Student Achievement (SPSA) to provide services to support the following: instructional coaching support focused on standards-aligned instruction/learning acceleration/social-emotional learning/equity/PLCs, new teacher program supports, professional development focused on curriculum development/PLCs/assessments/differentiation/grading practices/use of outsources programs to support instruction and student learning. These services are primarily	\$152,796.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>focused on meeting the needs of our unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD), accelerate student learning, and provide social emotional supports. Specifically, WSMS will address ESSA ATSI for SWD.</p>		

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

The district is committed to ensuring all school sites embrace the diversity of students and families as well as foster intentional equitable learning experiences focused on the whole student.

The attendance data indicates that overall ADA rates exceed 95% and most student groups are in the range of 95%. There still needs to be a focus on chronic absenteeism which is an identified area of need due to a yellow indicator with a rate of 9.2%. Additionally, nearly all of our unduplicated student groups have a chronic absenteeism rate of over 9.2%.

Suspension rates continue to be the lowest in Riverside County at 1.5%, but many of our student groups have higher suspension rates. There continues to be a need to focus on providing supports and strategies through MTSS, PBIS, and restorative practices to mitigate suspensions.

In addition to student behavior, mental health and social emotional learning continue to be identified as areas of need based on input from our various stakeholder meetings including teacher meetings, principal meetings, counselor meetings, Administrative Collaborative, SEPAC, LPAC, and AAPAC as well as our student LCAP advisory meetings.

Stakeholder engagement continues to be an area of focus and need specifically for our unduplicated and targeted student groups. The district developed an umbrella stakeholder advisory, Partnership for Thriving Students, with representatives from all of our parent advisory groups to coordinate and collaborate on district efforts. The district has been committed to stakeholder engagement for several years and believes it is necessary to support school culture and student achievement.

Equity and equitable practices are a continued focus area for the district. Based on stakeholder input and student group data, there is a need to provide ongoing equity training and implement equitable practices to support students and their families more effectively. Our continued efforts are part of a multi-year plan to increase organizational understanding and responsiveness to equity issues.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4.1 Equity and Equitable Practices</p> <p>Equity Training/Institutes</p> <p>100% of elementary staff attend the equity institute in the 2021-22 school year</p> <p>100% of school and district staff will attend annual equity training (District Documents)</p> <p>100% of schools complete an equity plan with annual progress monitoring and revisions (District Documents)</p> <p>The district will complete the district equity strategic plan with annual progress monitoring and revisions (District Documents)</p> <p>Stakeholder Survey Equity Metrics (April 2021) (Panorama Education)</p>	<p>4.1 Equity and Equitable Practices</p> <p>100% of staff participate in equity training</p> <p>100% of schools complete their site equity plan</p> <p>District will complete the district equity strategic plan</p> <p>Stakeholder Surveys Equity Measure:</p>				<p>4.1 Equity and Equitable Practices</p> <p>100% of staff participate in equity training</p> <p>Maintain 100% of schools complete and revise their site equity plan</p> <p>Maintain - District will complete and revise the district equity strategic plan</p> <p>Stakeholder Surveys Equity Measure:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase survey participation by 10%	Secondary Student Surveys 2973 student responses				Secondary Student Surveys 3003 student responses
Increase survey percentages by 6% for metrics above 50% and 10% for metrics below 50%	68% Students fair treatment of others from different backgrounds 74% Staff fair treatment of students from different backgrounds than themselves 47% Students spend time with other students from different backgrounds than themselves 47% Students have honest conversations about race, ethnicity, and/or culture				74% Students fair treatment of others from different backgrounds 80% Staff fair treatment of students from different backgrounds than themselves 57% Students spend time with other students from different backgrounds than themselves 57% Students have honest conversations about race, ethnicity, and/or culture
Increase survey participation by 10%	Family Surveys 1219 family responses				Family Surveys 1231 family responses
Increase survey percentages by 6% for metrics above 50% and 10% for metrics below 50%	82% Staff fair treatment of others of different backgrounds than themselves 73% Students spend time with other students from different backgrounds than themselves				88% Staff fair treatment of others of different backgrounds than themselves 79% Students spend time with other students from different

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>61% Students be given opportunities to learn about people from different backgrounds than themselves</p> <p>Increase survey participation by 10%</p> <p>Increase survey percentages by 6% for metrics above 50% and 10% for metrics below 50%</p>	<p>District Staff Surveys 138 district staff responses</p> <p>78% Staff fair treatment of others from different backgrounds 39% Staff have honest conversations about backgrounds/ideologies than their own 39% Staff are encouraged to think about topics related to people from different backgrounds 49% Staff feel equity PD is effective</p>				<p>backgrounds than themselves</p> <p>67% Students be given opportunities to learn about people from different backgrounds than themselves</p> <p>District Staff Surveys 152 district staff responses</p> <p>84% Staff fair treatment of others from different backgrounds 49% Staff have honest conversations about backgrounds/ideologies than their own 49% Staff are encouraged to think about topics related to people from different backgrounds 59% Staff feel equity PD is effective</p>
<p>Increase survey participation by 10%</p> <p>Increase survey percentages by 6% for metrics above 50% and 10% for metrics below 50%</p>	<p>Site Staff Surveys 429 site staff responses</p> <p>79% Staff fair treatment of others from different backgrounds</p>				<p>Site Staff Surveys 472 site staff responses</p> <p>85% Staff fair treatment of others</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>46% Staff have honest conversations about backgrounds/ideologies than their own</p> <p>46% Staff are encouraged to think about topics related to people from different backgrounds</p> <p>43% Staff feel equity PD is effective</p>				<p>from different backgrounds</p> <p>56% Staff have honest conversations about backgrounds/ideologies than their own</p> <p>56% Staff are encouraged to think about topics related to people from different backgrounds</p> <p>53% Staff feel equity PD is effective</p>
<p>Suspension Rates (Mid-Year Data 2019-20)</p> <p>Maintain the district suspension rate</p> <p>Decrease student group suspension rates by .3% if the rate exceeds the district rate</p> <p>(California School Dashboard)</p>	<p>Suspension Rates (2019-20 Mid-Year)</p> <ul style="list-style-type: none"> <li>District 1.5%</li> <li>SED 0.4% (36)</li> <li>EL 1.3% (15)</li> <li>FY 4.5% (4)</li> <li>AA 5.5% (68)</li> <li>Hispanic 1.7% (157)</li> <li>Am Indian 4.8% (4)</li> <li>SWD 4.2% (154)</li> <li>Multi-Race 2.4% (44)</li> </ul>				<p>Suspension Rates (Mid-Year)</p> <ul style="list-style-type: none"> <li>District 1.5%</li> <li>SED 0.4%</li> <li>EL 1.3%</li> <li>FY 4.2%</li> <li>AA 5.2%</li> <li>Hispanic 1.4%</li> <li>Am Indian 4.5%</li> <li>SWD 3.9%</li> <li>Multi-Race 2.1%</li> </ul>
<p>Expulsion Numbers (Mid-Year Data 2019-20)</p> <p>Maintain expulsion numbers</p>	<p>Expulsion Numbers (Mid-Year Data 2019-20)</p> <ul style="list-style-type: none"> <li>District - 4</li> </ul>				<p>Expulsion Numbers (Mid-Year Data)</p> <ul style="list-style-type: none"> <li>District - 4</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Dataquest)					
<p>4.2 Stakeholder Engagement</p> <p>Annual Stakeholder Survey Responses Use of Panorama Education to conduct annual stakeholder survey areas measured include:</p> <p>Secondary Students Increase survey participation by 10%</p> <p>Student Survey Increase metrics below 50% by 20% growth Increase metrics between 50-75% by 10% growth Increase metrics over 75% by 6% growth</p> <p>Family Survey Increase survey participation by 10%</p>	<p>4.2 Stakeholder Engagement</p> <p>Annual Stakeholder Survey Measure:</p> <p>Secondary Student Surveys 2973 student responses 51% Students feel they can do well in school 27% Students are satisfied with amount of time with friends 62% Students are putting effort into classes 37% Students try hard on their schoolwork 80% Students have an adult at school to go to for help</p> <p>Family Surveys 1219 responses 68% Families are comfortable communicating with the school</p>				<p>4.2 Stakeholder Engagement</p> <p>Annual Stakeholder Survey Measure:</p> <p>Secondary Student Surveys 3003 student responses 61% Students feel they can do well in school 47% Students are satisfied with amount of time with friends 72% Students are putting effort into classes 57% Students try hard on their schoolwork 86% Students have an adult at school to go to for help</p> <p>Family Surveys 1231 family responses 74% Families are comfortable communicating with the school</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase metrics below 60% by 10% growth</p> <p>Increase metrics over 60% by 6% growth</p>	<p>50% Families feel the school values their opinions</p> <p>72% Families felt favorably about ease of contact with their student's teacher(s)</p> <p>59% Families are concerned about their student's academic growth</p> <p>58% Families are concerned about their student's social emotional well-being</p>				<p>60% Families feel the school values their opinions</p> <p>78% Families felt favorably about ease of contact with their student's teacher(s)</p> <p>69% Families are concerned about their student's academic growth</p> <p>68% Families are concerned about their student's social emotional well-being</p>
<p>Staff Surveys</p> <p>Increase survey participation by 10%</p> <p>Decrease Academic Growth and Social Emotional Well-Being Concern by 20%</p> <p>Increase other metrics by 6% growth</p>	<p>District Staff Surveys</p> <p>138 district staff responses</p> <p>86% Staff are concerned about students' academic growth</p> <p>91% Staff are concerned about students' social emotional well-being</p> <p>73% Staff felt colleagues respect them</p> <p>68% Staff felt they belong in the district</p> <p>70% Staff felt department or district leadership has been</p>				<p>District Staff Surveys</p> <p>152 district staff responses</p> <p>66% Staff are concerned about students' academic growth</p> <p>71% Staff are concerned about students' social emotional well-being</p> <p>79% Staff felt colleagues respect them</p> <p>74% Staff felt they belong in the district</p> <p>76% Staff felt department or district leadership has been</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>effective in resolving challenges</p> <p>Site Staff Surveys</p> <p>429 site staff responses</p> <p>85% Staff are concerned about students' academic growth</p> <p>88% Staff are concerned about students' social emotional well-being</p> <p>77% Staff felt colleagues respect them</p> <p>74% Staff felt they belong in the district</p> <p>69% Staff felt school's leadership has been effective in resolving challenges</p>				<p>effective in resolving challenges</p> <p>Site Staff Surveys</p> <p>472 site staff responses</p> <p>65% Staff are concerned about students' academic growth</p> <p>68% Staff are concerned about students' social emotional well-being</p> <p>83% Staff felt colleagues respect them</p> <p>80% Staff felt they belong in the district</p> <p>75% Staff felt school's leadership has been effective in resolving challenges</p>
<p>Stakeholder Meetings</p> <p>Stakeholder Advisory Group Meetings</p> <p>Maintain at least four (4) meetings with stakeholder groups annually</p> <p>(District Documents)</p>	<p>Stakeholder Advisory Annual Group Meetings</p> <p>Number of Meetings Annually:</p> <p>LCAP: 4</p> <p>PTSF: 4</p> <p>DELAC: 4</p> <p>SEPAC: 4</p> <p>AAPAC: 4</p> <p>LPAC: 4</p> <p>Student LCAP: 4</p>				<p>Stakeholder Advisory Annual Group Meetings</p> <p>Maintain Number of Meetings Annually:</p> <p>LCAP: 4</p> <p>PTSF: 4</p> <p>DELAC: 4</p> <p>SEPAC: 4</p> <p>AAPAC: 4</p> <p>LPAC: 4</p> <p>Student LCAP: 4</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Middle School Student Involvement</p> <p>Increase the percentage of Middle School intramural and activities student involvement by 6%</p> <p>(5 Star Program)</p>	<p>Student Involvement Middle School</p> <p>Intramurals 6th Grade</p> <p>DMMS - 20% (91/464)</p> <p>SMS - 15% (67/443)</p> <p>TMS - 32% (168/527)</p> <p>WSMS - 18% (53/292)</p> <p>7th Grade</p> <p>DMMS - 11% (53/474)</p> <p>SMS - 22% (104/467)</p> <p>TMS - 24% (135/560)</p> <p>WSMS - 7% (21/309)</p> <p>8th Grade</p> <p>DMMS - 8% (41/512)</p> <p>SMS - 24% (118/487)</p> <p>TMS - 30% (174/582)</p> <p>WSMS - 22% (73/330)</p>				<p>Student Involvement Middle School</p> <p>Intramurals 6th Grade</p> <p>DMMS - 27%</p> <p>SMS - 21%</p> <p>TMS - 38%</p> <p>WSMS - 24%</p> <p>7th Grade</p> <p>DMMS - 17%</p> <p>SMS - 28%</p> <p>TMS - 30%</p> <p>WSMS - 13%</p> <p>8th Grade</p> <p>DMMS - 15%</p> <p>SMS - 30%</p> <p>TMS - 36%</p> <p>WSMS - 28%</p>
<p>Increase the percentage of Middle School intramural and activities student involvement by 6%</p> <p>(5 Star Program)</p>	<p>Middle School Activities 6th Grade</p> <p>DMMS - 86% (402/464)</p> <p>SMS - 62% (267/443)</p> <p>TMS - 54% (283/527)</p> <p>WSMS - 65% (191/292)</p> <p>7th Grade</p> <p>DMMS - 80% (378/474)</p> <p>SMS - 40% (188/467)</p> <p>TMS - 49% (278/560)</p>				<p>Middle School Activities 6th Grade</p> <p>DMMS - 68%</p> <p>SMS - 60%</p> <p>WSMS - 71%</p> <p>7th Grade</p> <p>DMMS - 46%</p> <p>SMS - 55%</p> <p>WSMS - 68%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	WSMS - 62% (192/309)  8th Grade DMMS - 81% (414/512) SMS - 62% (302/487) TMS - 49% (289/582) WSMS - 54% (180/330)				8th Grade DMMS SMS - 68% TMS - 55% WSMS - 60%
4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS  Panorama Survey (2020-21)  Increase the Panorama Survey metrics 70%+ favorable responses by 3%  Increase the Panorama Survey metrics between 50% and 70% favorable responses by 6%  Increase the Panorama Survey metrics below 50% favorable responses by 10%	4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS  Panorama Student Survey Grades 3-5 Academic Needs: <ul style="list-style-type: none"> <li>70% of students responded favorably regarding getting the needed help with schoolwork</li> <li>63% of students responded favorably regarding their confidence in doing well in</li> </ul>				4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS  Panorama Student Survey Grades 3-5 Academic Needs: <ul style="list-style-type: none"> <li>73% of students responded favorably regarding getting the needed help with schoolwork</li> <li>69% of students responded favorably regarding their confidence in doing well in</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p data-bbox="489 152 659 215">school right now</p> <p data-bbox="390 224 699 254">Student Engagement:</p> <ul data-bbox="443 263 659 837" style="list-style-type: none"> <li data-bbox="443 263 659 509">• 54% of students responded favorably regarding trying hard on schoolwork</li> <li data-bbox="443 557 659 837">• 55% of students responded favorably regarding staying focused on schoolwork</li> </ul> <p data-bbox="390 881 699 912">Student Relationships</p> <ul data-bbox="443 920 684 1495" style="list-style-type: none"> <li data-bbox="443 920 684 1203">• 49% of students responded favorably regarding the connections with adults at their school</li> <li data-bbox="443 1211 684 1495">• 38% responded favorably regarding the connections with other students at school</li> </ul>				<p data-bbox="1822 152 1992 215">school right now</p> <p data-bbox="1728 224 2037 254">Student Engagement:</p> <ul data-bbox="1780 263 1997 837" style="list-style-type: none"> <li data-bbox="1780 263 1997 509">• 60% of students responded favorably regarding trying hard on schoolwork</li> <li data-bbox="1780 557 1997 837">• 61% of students responded favorably regarding staying focused on schoolwork</li> </ul> <p data-bbox="1728 881 2037 912">Student Relationships</p> <ul data-bbox="1780 920 2022 1495" style="list-style-type: none"> <li data-bbox="1780 920 2022 1203">• 59% of students responded favorably regarding the connections with adults at their school</li> <li data-bbox="1780 1211 2022 1495">• 48% responded favorably regarding the connections with other students at school</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Panorama Survey (2020-21)</p> <p>Increase the Panorama Survey metrics 70%+ favorable responses by 3%</p> <p>Increase the Panorama Survey metrics between 50% and 70% favorable responses by 6%</p> <p>Increase the Panorama Survey metrics below 50% favorable responses by 10%</p>	<p>Panorama Student Survey Grades 6-12 Academic Needs:</p> <ul style="list-style-type: none"> <li>63% of students responded favorably regarding getting the needed help with schoolwork</li> <li>45% of students responded favorably regarding their confidence in doing well in school right now</li> </ul> <p>Student Engagement</p> <ul style="list-style-type: none"> <li>67% of students responded favorably regarding the effort into classes</li> <li>31% of students responded favorably regarding staying</li> </ul>				<p>Panorama Student Survey Grades 6-12 Academic Needs:</p> <ul style="list-style-type: none"> <li>69% of students responded favorably regarding getting the needed help with schoolwork</li> <li>55% of students responded favorably regarding their confidence in doing well in school right now</li> </ul> <p>Student Engagement</p> <ul style="list-style-type: none"> <li>73% of students responded favorably regarding the effort into classes</li> <li>41% of students responded favorably regarding staying</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>focused on schoolwork</p> <p>Student Relationships</p> <ul style="list-style-type: none"> <li>79% responded favorably regarding adults at school whom you can go to for needed help</li> <li>18% of students responded favorably regarding connections with adults at school</li> <li>10% responded favorably regarding connections with other students at school</li> </ul>				<p>focused on schoolwork</p> <p>Student Relationships</p> <ul style="list-style-type: none"> <li>89% responded favorably regarding adults at school whom you can go to for needed help</li> <li>28% of students responded favorably regarding connections with adults at school</li> <li>20% responded favorably regarding connections with other students at school</li> </ul>
<p>Suspension Rates (Mid-Year Data 2019-20)</p> <p>Maintain the district suspension rate</p>	<p>Suspension Rates (2019-20 Mid-Year)</p> <ul style="list-style-type: none"> <li>District 1.5%</li> <li>SED 0.4% (36)</li> <li>EL 1.3% (15)</li> <li>FY 4.5% (4)</li> </ul>				<p>Suspension Rates (Mid-Year)</p> <ul style="list-style-type: none"> <li>District 1.5%</li> <li>SED 0.4%</li> <li>EL 1.3%</li> <li>FY 4.2%</li> <li>AA 5.2%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease student group suspension rates by .3% if the rate exceeds the district rate (California School Dashboard)	<ul style="list-style-type: none"> <li>AA 5.5% (68)</li> <li>Hispanic 1.7% (157)</li> <li>Am Indian 4.8% (4)</li> <li>SWD 4.2% (154)</li> <li>Multi-Race 2.4% (44)</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic 1.4%</li> <li>Am Indian 4.5%</li> <li>SWD 3.9%</li> <li>Multi-Race 2.1%</li> </ul>
Expulsion Numbers (Mid-Year Data 2019-20) Maintain expulsion numbers (Dataquest)	Expulsion Numbers (Mid-Year Data 2019-20) <ul style="list-style-type: none"> <li>District - 4</li> </ul>				Expulsion Numbers (Mid-Year Data) <ul style="list-style-type: none"> <li>District - 4</li> </ul>
Staff Training 100% staff will attend the two mandated mental health and social emotional well-being annual trainings (District Documents)	Staff Training <ul style="list-style-type: none"> <li>100% staff will attend the two mandated mental health and social emotional well-being annual trainings</li> </ul>				Staff Training <ul style="list-style-type: none"> <li>100% staff will attend the two mandated mental health and social emotional well-being annual trainings</li> </ul>
Increase the number of staff attending voluntary mental health and social emotional well-being training by 10%	<ul style="list-style-type: none"> <li>190 teachers were trained in Restorative Practices and Youth</li> </ul>				<ul style="list-style-type: none"> <li>209 teachers were trained in Restorative Practices and Youth</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(District Documents)	Mental Health First Aid				Mental Health First Aid
SEL Classroom Strategies	SEL Classroom Strategies				SEL Classroom Strategies
Increase the implementation of SEL classroom strategies by 100 teachers (District Documents)	<ul style="list-style-type: none"> <li>100 teachers implement SEL classroom strategies (2021-22)</li> </ul>				<ul style="list-style-type: none"> <li>200 teachers implement SEL classroom strategies</li> </ul>
Breakthrough Referrals and Appointments	Breakthrough Referrals and Appointments				Breakthrough Referrals and Appointments
Maintain the number of referrals	<ul style="list-style-type: none"> <li>126 Breakthrough referrals during 2019-20</li> </ul>				<ul style="list-style-type: none"> <li>126 Breakthrough referrals</li> </ul>
Increase the percentage of completed appointments from referrals by 10% (District Documents)	<ul style="list-style-type: none"> <li>64 (51%) completed Breakthrough appointments from referrals</li> </ul>				<ul style="list-style-type: none"> <li>77 (61%) completed Breakthrough appointments from referrals</li> </ul>
4.4 Foster and Homeless Youth Support Services	4.4 Foster and Homeless Youth Support Services				4.4 Foster and Homeless Youth Support Services
Attendance	Attendance Rates K-12 (First Semester 2019)				Attendance Rates K-12 (First Semester)
Increase district and FY metric by .3%					<ul style="list-style-type: none"> <li>District 96.75%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Aeries SIS)	<ul style="list-style-type: none"> <li>District 96.45%</li> <li>FY 94.64%</li> </ul>				<ul style="list-style-type: none"> <li>FY 94.94%</li> </ul>
	Attendance Rates K-8 (First Semester 2019) <ul style="list-style-type: none"> <li>District 96.68%</li> <li>FY 95.63%</li> </ul>				Attendance Rates K-8 (First Semester) <ul style="list-style-type: none"> <li>District 96.98%</li> <li>FY 95.93%</li> </ul>
Chronic Absenteeism Rates	Chronic Absenteeism Rates K-12 (First Semester 2019)				Chronic Absenteeism Rates K-12 (First Semester)
Decrease district rate by .3%	<ul style="list-style-type: none"> <li>District 9.48%</li> <li>FY 17.88%</li> </ul>				<ul style="list-style-type: none"> <li>District 9.18%</li> <li>FY 16.38%</li> </ul>
Decrease FY rate by 1.5%	Chronic Absenteeism Rates K-8 (First Semester 2019)				Chronic Absenteeism Rates K-8 (First Semester)
(Aeries SIS)	<ul style="list-style-type: none"> <li>District 9.22%</li> <li>FY 15.3%</li> </ul>				<ul style="list-style-type: none"> <li>District 8.92%</li> <li>FY 13.8%</li> </ul>
"F" Rates	High School Grade of "F" Rate (2 or more from 1st semester 2019)				High School Grade of "F" Rate (2 or more from 1st semester)
Decrease high school "F" rate (2+ from 1st semester) by .75% district-wide FY by 1.5%	<ul style="list-style-type: none"> <li>Overall 4.36%</li> <li>FY 13.04%</li> </ul>				<ul style="list-style-type: none"> <li>Overall 3.61%</li> <li>FY 11.54%</li> </ul>
Decrease middle school "F" rate (2+ from 1st semester) by .3% district-wide and FY by .75%	Middle School Grade of "F" Rate (2 or more from 1st semester 2019)				Middle School Grade of "F" Rate (2 or more from 1st semester)
(Aeries SIS)	<ul style="list-style-type: none"> <li>Overall 2.47%</li> <li>FY 7.14%</li> </ul>				<ul style="list-style-type: none"> <li>Overall 2.17%</li> <li>FY 6.39%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Maintain the district suspension rate Decrease the FY suspension rate by .3% (Aeries SIS)	Suspension Rates (First Semester 2019) <ul style="list-style-type: none"> <li>District 1.5%</li> <li>FY 4.5% (4)</li> </ul>				Suspension Rates (First Semester) <ul style="list-style-type: none"> <li>District 1.5%</li> <li>FY 4.2%</li> </ul>
4.5 Attendance  Attendance Rates  Increase each group metric by .3%  (Aeries SIS)	4.5 Attendance  Elementary Attendance Rates (First Semester 2019) <ul style="list-style-type: none"> <li>AMES 96.63%</li> <li>AHES 96.11%</li> <li>AES 95.61%</li> <li>BES 96.51%</li> <li>CCES 96.41%</li> <li>EHCES 96.07%</li> <li>LJMES 96.85%</li> <li>MVES 96.53%</li> <li>MES 96.13%</li> <li>RRES 95.95%</li> <li>TES 96.67%</li> </ul> Attendance Rates (First Semester 2019) <ul style="list-style-type: none"> <li>Preschool 93.7%</li> <li>TK 95.0%</li> <li>K 95.3%</li> <li>1st 95.9%</li> </ul>				4.5 Attendance  Elementary Attendance Rates (First Semester) <ul style="list-style-type: none"> <li>AMES 96.93%</li> <li>AHES 96.41%</li> <li>AES 95.91%</li> <li>BES 96.81%</li> <li>CCES 96.71%</li> <li>EHCES 96.37%</li> <li>LJMES 97.15%</li> <li>MVES 96.83%</li> <li>MES 96.43%</li> <li>RRES 96.25%</li> <li>TES 96.97%</li> </ul> Attendance Rates (First Semester) <ul style="list-style-type: none"> <li>Preschool 94.0%</li> <li>TK 95.3%</li> <li>K 95.6%</li> <li>1st 96.2%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• 2nd 96.1%</li> <li>• 3rd 96.3%</li> <li>• 4th 96.3%</li> <li>• 5th 96.5%</li> <li>• 6th 96.7%</li> <li>• 7th 96.4%</li> <li>• 8th 96.6%</li> <li>• 9th 96.6%</li> <li>• 10th 96.7%</li> <li>• 11th 96.3%</li> <li>• 12th 95.0%</li> </ul> <p>Attendance Rates K-12 (First Semester 2019)</p> <ul style="list-style-type: none"> <li>• District 96.45%</li> <li>• SED 95.7%</li> <li>• EL 96.08%</li> <li>• FY 94.64%</li> <li>• AA 96.58%</li> <li>• Hispanic 96.3%</li> <li>• Am Indian 95.06%</li> <li>• SWD 95.02%</li> <li>• Multi-Race 96.86%</li> </ul> <p>Attendance Rates K-8 (First Semester 2019)</p> <ul style="list-style-type: none"> <li>• District 96.68%</li> <li>• SED NA</li> <li>• EL 96.5%</li> <li>• FY 95.63%</li> <li>• AA 96.6%</li> </ul>				<ul style="list-style-type: none"> <li>• 2nd 96.4%</li> <li>• 3rd 96.6%</li> <li>• 4th 96.6%</li> <li>• 5th 96.8%</li> <li>• 6th 97.0%</li> <li>• 7th 96.7%</li> <li>• 8th 96.9%</li> <li>• 9th 96.9%</li> <li>• 10th 97.0%</li> <li>• 11th 96.6%</li> <li>• 12th 95.3%</li> </ul> <p>Attendance Rates K-12 (First Semester)</p> <ul style="list-style-type: none"> <li>• District 96.75%</li> <li>• SED 96.0%</li> <li>• EL 96.38%</li> <li>• FY 94.94%</li> <li>• AA 96.88%</li> <li>• Hispanic 96.6%</li> <li>• Am Indian 95.36%</li> <li>• SWD 95.32%</li> <li>• Multi-Race 97.16%</li> </ul> <p>Attendance Rates K-8 (First Semester)</p> <ul style="list-style-type: none"> <li>• District 96.98%</li> <li>• SED NA</li> <li>• EL 96.8%</li> <li>• FY 95.93%</li> <li>• AA 96.9%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Chronic Absenteeism Rates</p> <p>Decrease group metric by 1.5% if metric is over 10%</p> <p>Decrease group metric by .3% if metric is under 10%</p> <p>(Aeries SIS)</p>	<ul style="list-style-type: none"> <li>Hispanic 96.44%</li> <li>Am Indian 94.36%</li> <li>SWD 95.62%</li> <li>Multi-Race 97.06%</li> </ul> <p>Elementary Chronic Absenteeism Rates (First Semester 2019)</p> <ul style="list-style-type: none"> <li>AMES 8.43%</li> <li>AHES 9.95%</li> <li>AES 13.71%</li> <li>BES 9.13%</li> <li>CCES 9.18%</li> <li>EHCES 11.4%</li> <li>LJMES 7.53%</li> <li>MVES 8.67%</li> <li>MES 11.0%</li> <li>RRES 11.46%</li> <li>TES 7.08%</li> </ul> <p>Chronic Absenteeism Rates (First Semester 2019)</p> <ul style="list-style-type: none"> <li>Preschool 18.78%</li> <li>TK 13.38%</li> <li>K 12.20%</li> <li>1st 10.32%</li> <li>2nd 9.10%</li> <li>3rd 8.36%</li> <li>4th 8.16%</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic 96.74%</li> <li>Am Indian 94.66%</li> <li>SWD 95.92%</li> <li>Multi-Race 97.36%</li> </ul> <p>Elementary Chronic Absenteeism Rates (First Semester)</p> <ul style="list-style-type: none"> <li>AMES 8.13%</li> <li>AHES 9.65%</li> <li>AES 12.21%</li> <li>BES 8.83%</li> <li>CCES 8.88%</li> <li>EHCES 9.9%</li> <li>LJMES 7.23%</li> <li>MVES 8.37%</li> <li>MES 9.50%</li> <li>RRES 9.96%</li> <li>TES 6.78%</li> </ul> <p>Chronic Absenteeism Rates (First Semester)</p> <ul style="list-style-type: none"> <li>Preschool 17.28%</li> <li>TK 11.88%</li> <li>K 10.70%</li> <li>1st 8.82%</li> <li>2nd 8.80%</li> <li>3rd 8.06%</li> <li>4th 7.86%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• 5th 8.16%</li> <li>• 6th 7.28%</li> <li>• 7th 9.00%</li> <li>• 8th 8.30%</li> <li>• 9th 8.08%</li> <li>• 10th 8.74%</li> <li>• 11th 9.96%</li> <li>• 12th 13.94%</li> </ul> <p>Chronic Absenteeism Rates K-12 (First Semester 2019)</p> <ul style="list-style-type: none"> <li>• District 9.48%</li> <li>• SED 9.2%</li> <li>• EL 12.24%</li> <li>• FY 17.88%</li> <li>• AA 9.68%</li> <li>• Hispanic 10.42%</li> <li>• Am Indian 16.14%</li> <li>• SWD 15.46%</li> <li>• Multi-Race 8.78%</li> </ul> <p>Chronic Absenteeism Rates K-8 (First Semester 2019)</p> <ul style="list-style-type: none"> <li>• District 9.22%</li> <li>• SED NA</li> <li>• EL 9.94%</li> <li>• FY 15.3%</li> <li>• AA 9.94%</li> <li>• Hispanic 10.48%</li> <li>• Am Indian 23.02%</li> </ul>				<ul style="list-style-type: none"> <li>• 5th 7.86%</li> <li>• 6th 9.98%</li> <li>• 7th 8.70%</li> <li>• 8th 8.00%</li> <li>• 9th 7.78%</li> <li>• 10th 8.44%</li> <li>• 11th 9.66%</li> <li>• 12th 12.44%</li> </ul> <p>Chronic Absenteeism Rates K-12 (First Semester)</p> <ul style="list-style-type: none"> <li>• District 9.18%</li> <li>• SED 8.9%</li> <li>• EL 10.74%</li> <li>• FY 16.38%</li> <li>• AA 9.38%</li> <li>• Hispanic 8.92%</li> <li>• Am Indian 14.64%</li> <li>• SWD 13.96%</li> <li>• Multi-Race 8.48%</li> </ul> <p>Chronic Absenteeism Rates K-8 (First Semester)</p> <ul style="list-style-type: none"> <li>• District 8.92%</li> <li>• SED NA</li> <li>• EL 9.64%</li> <li>• FY 13.8%</li> <li>• AA 9.64%</li> <li>• Hispanic 8.98%</li> <li>• Am Indian 21.52%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• SWD 14.34%</li> <li>• Multi-Race 7.92%</li> </ul>				<ul style="list-style-type: none"> <li>• SWD 12.84%</li> <li>• Multi-Race 7.62%</li> </ul>
<p>4.6 Site SPSA Support</p> <p>Equity Training/Institutes</p> <p>100% of elementary staff attend the equity institute in the 2021-22 school year</p> <p>100% of school and district staff will attend annual equity training</p> <p>100% of schools complete an equity plan with annual progress monitoring and revisions (District Documents)</p> <p>Site Attendance Rates</p> <p>Site Chronic Absenteeism Rates</p> <p>Site Stakeholder Survey Results</p> <p>Middle School Student Involvement</p>	<p>4.6 Site SPSA Support</p> <p>100% of staff participate in equity training</p> <p>100% of schools complete their site equity plan</p> <p>Refer to Metrics in 4.5 Attendance</p> <p>Refer to Metrics in 4.2 Stakeholder Engagement</p>				<p>4.6 Site SPSA Support</p> <p>100% of staff participate in equity training</p> <p>Maintain 100% of schools complete and revise their site equity plan</p> <p>Refer to Growth Metrics in 4.5 Attendance</p> <p>Refer to Growth Metrics in 4.2 Stakeholder Engagement</p> <p>Refer to Growth Metrics in 4.2</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of MS student involvement by 6%	Refer to Metrics in 4.2 Stakeholder Engagement				Stakeholder Engagement
4 Facilities in Good Repair	4 Facilities in Good Repair				4 Facilities in Good Repair
100% of School Facilities are maintained and in good repair  (Williams' Act)	100% of School Facilities are maintained and in good repair				Maintain 100% of School Facilities are maintained and in good repair

# Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Equitable Practices	Provide all stakeholders training in Equity, Equitable Practices, and Cultural Proficiency. Provide school sites and departments with the necessary supports to develop and implement equity plans. These services are primarily for unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	\$228,064.00	Yes
2	4.2 Stakeholder Engagement	<p>Maintain authentic methods to engage parents and students as well as staff. Provide support for our stakeholder advisory groups efforts to promote engagement and equity across our district. These services primarily focus on meeting the needs of unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).</p> <p>Maintain purposeful opportunities for students to engage at the secondary schools that include arts, intramurals, and a variety of other activities that engage students. These activities are primarily focused on serving unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).</p>	\$68,357.00	Yes
3	4.3 Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS	<p>Provide mental health services for students and their families who require this support. Additional mental health therapists and coordinators are available district-wide to provide services. Maintain support for MTSS, Restorative Practices, and PBIS that incorporates Tier II and Tier III services. Maintain support for presentations and activities that promote student safety, anti-bullying, and the dangers of social media. These services primarily focus on meeting the needs of unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).</p>	\$929,983.00	Yes
4	4.4 Foster and Homeless Youth Support Services	Maintain support and services for Foster/Homeless Youth to provide the necessary services to ensure student attendance, involvement, social-emotional health, and academic achievement. These services are provided for our Foster/Homeless Youth.	\$200,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	4.5 Attendance	Maintain support to all schools for attendance monitoring to improve attendance as well as address chronic absenteeism. This support will include the attendance program and coordinator costs. These services are primarily for unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	\$225,637.00	Yes
6	4.6 Site School Plans for Student Achievement (SPSA) Support	Maintain site LCFF allocations tied to School Plans for Student Achievement (SPSA) to provide services to support the following: mental health services, MTSS, Restorative Practices, PBIS, Foster/Homeless Youth support, secondary school engagement, safety/anti-bullying/social media support, attendance/chronic absenteeism, equity, and stakeholder engagement. These services are primarily focused on unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). Specifically, WSMS will address ESSA ATSI for SWD.	\$114,963.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.54%	\$15,355,280

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

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

### 1.1 Additional Teachers K-3 (Grade Span Adjustment - GSA)

MVUSD continues to see improvement in the literacy/math scores for our unduplicated students and targeted student groups (K-3), we will continue to support additional teachers K-3 from the 2017-20 LCAP to support our unduplicated students through LCAP funds. CAASPP 3<sup>rd</sup> grade ELA standard met or exceeded was 64% and 3<sup>rd</sup> grade math standard met or exceeded was 62.8%. Our district overall CAASPP ELA scale score distance from standard (DFS) is 24.8 and our unduplicated student groups are as follows: SED 2.3, EL -27.9, Hispanic 12.3, and African American -21. Our district overall CAASPP math scale score distance from standard (DFS) is 19.1 and our unduplicated student groups are as follows: SED -3.7, EL -24.1, Hispanic 8.3, and African American -21.3. With continued improvement, the learning gaps still exist with our unduplicated and targeted student groups.

There continues to be a need to focus on providing K-3 ELA and math standards aligned instruction focused on our unduplicated students district-wide. Grade Span Average (GSA) ensures all classes are less than 32:1 and enables teachers to differentiate more effectively to meet individual student needs. Both individualized instruction and early intervention are essential strategies for meeting the needs of unduplicated students. This district-wide action is principally directed to and will be effective in increasing the scores of unduplicated students on the CAASPP ELA and math.

Funds directed towards smaller class sizes K-3 provide opportunities for Tier I support of all students and are principally directed to the unduplicated students whose needs for re-teaching and intervention within the regular classroom will be the focus of continued teacher training and emphasis. From the Harvard Magazine and research study, "After four years, it was clear that smaller classes did bring substantial improvement in early learning in cognitive subjects such as reading and arithmetic. Following the groups further, the Lasting Benefits Study demonstrated that the positive effects persisted into grades 4, 5, 6, and 7, so that students who had originally been enrolled in smaller classes continued to perform better than their grade mates who had started in larger classes." (Harvard Magazine, August 28, 2019) This research is encouraging as it speaks specifically to the purpose and implementation of K-3 GSA within our elementary schools.

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

## 1.2 Counseling Support Services K-12

MVUSD continues to see the effectiveness of consistent counseling services K-12, we will continue to support counseling services at each of our school levels from the 2017-20 LCAP to support our unduplicated students through LCAP funds. At the elementary level, our counselors focus on social emotional learning and mental health. At the elementary level, our attendance rates by grade level are as follows: Preschool 93.7%, TK 95%, K 95.3%, 1<sup>st</sup> Grade 95.9%, 2<sup>nd</sup> Grade 96.1%, 3<sup>rd</sup> Grade 96.3%, 4<sup>th</sup> Grade 96.3%, 5<sup>th</sup> Grade 96.5%. At the middle school level, our counselors focus on social emotional learning, mental health, and high school preparation. At the middle school level, our high school readiness rates are as follows: District 48.8%, EL 2.0%, African American 31.6%, Hispanic 40.8%, SWD 7.1%. At the high school level, our counselors focus on academic preparation for career and college. At the high school level, our A-G rates are as follows: District 65.1%, SED 53.7%, EL 37.0%, African American 53.8%, Hispanic 60.6%, SWD 14.3%. With continued consistent counseling services, gaps still exist with our unduplicated and targeted student groups.

There continues to be a need for counselors to provide comprehensive mental health support, social emotional learning, academic guidance with an equity lens, and focus on preparing students for career and college through access to coursework including CTE pathways. Our unduplicated students and targeted student groups are receiving increased contact which allows for early intervention, mental health and academic support, and college/career guidance. The coordinator of counseling ensures that consistent and impactful practices are in place district-wide. This district-wide action is effective in increasing attendance rates at the elementary level, high school readiness at the middle school, and A-G rates at the high school level for unduplicated and targeted student groups.

Funds directed towards consistent counseling services K-12 provide mental health support, social emotional learning, academic guidance with an equity lens, and preparing students for career and college which are principally directed to the unduplicated students. From an ASCA Empirical Research Study, Supporting the Value of School Counseling - Comprehensive school counseling in Rhode Island, Dimmitt, C., & Wilkerson, B. 2012, explored relationships among school counseling practices, secondary school demographics, and student outcomes in the state of Rhode Island during a 2-year period. The takeaway from this research study was that the presence of comprehensive school counseling programs is linked to an array of positive student outcomes ranging from better attendance to a stronger sense of connection to school. Another ASCA study focused on elementary counseling, comprehensive school counseling programs and student achievement outcomes: A comparative analysis of Recognized ASCA Model Program (RAMP) versus non-RAMP schools, Wilkerson, K., Perusse, R., & Hughes, A. (2013). Findings indicate that school-wide proficiency rates in English/Language Arts and Math are significantly higher in RAMP designated elementary schools compared to elementary controls. The takeaway from this research is there is strong evidence that elementary schools with comprehensive data-driven school counseling programs display higher academic outcomes compared to schools without such programs.

(State Priorities: 3, 4, 5, 6 and 7)

## 1.3 Maintain Coordinators to Support Student Learning and Achievement

MVUSD continues to see improvement in the literacy/math scores for our unduplicated and targeted student groups, we will continue to maintain coordinators to support student learning and achievement from the 2017-20 LCAP to serve our unduplicated students. This action and service provides effective support for our district teachers to work in professional learning communities (PLCs) with a focus on student learning. At the elementary level, our CAASPP scores in ELA by grade level (distance from met) are as follows: 3<sup>rd</sup> Grade 24.8, 4<sup>th</sup> Grade 24.4, 5<sup>th</sup> Grade 21.4. At the elementary level, our CAASPP scores in math by grade level (distance from met) are as follows: 3<sup>rd</sup> Grade 19.1, 4<sup>th</sup> Grade 16.3, 5<sup>th</sup> Grade 0.8. At the middle school level, our high school readiness rates are as follows: District 48.8%, EL 2.0%, African American 31.6%, Hispanic 40.8%, SWD

7.1%. At the high school level, our A-G rates are as follows: District 65.1%, SED 53.7%, EL 37.0%, African American 53.8%, Hispanic 60.6%, SWD 14.3%. With continued improvement, the learning gaps still exist with our unduplicated and targeted student groups.

There continues to be a need to maintain coordinators to support student learning and achievement focused on our unduplicated student groups district wide. This district-wide action is focused on student learning which is principally directed and effective in increasing the scores of unduplicated and identified student groups on the CAASPP ELA and math, high school readiness rates, and A-G rates.

Funds directed towards maintaining coordinators of student learning are primarily focused on teachers' work in PLCs to support student achievement for our unduplicated and targeted student groups. In a review of research on the impact of professional learning communities on teaching practice and student learning, Vescio, V., Ross, D., & Adams, A. 2007., the reviewed studies clearly show this model (PLC) is working to shift teachers' habits of mind and create cultures of teaching that engage educators in enhancing teacher and student learning. Additionally, in those studies where the work of PLCs is linked to student achievement, the research clearly demonstrated a strong positive connection. In each of these cases, the key was collaboration with a clear and persistent focus on data about student learning. This finding is consistent with the findings of other researchers who have reviewed literature about the importance of a focus on student learning and the analysis of student work (Guskey, 1997; Little, Gearhart, Curry, & Kafka, 2003). The studies in our sample documented changes in student achievement over time, in some cases up to 5 years. What these studies show is that working collaboratively is the process not the goal of a PLC which enhances student achievement.

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

#### 1.4 Maintain Support for Advancement Via Individual Determination (AVID) and AVID strategies

MVUSD continues to see the effectiveness of the AVID program district wide for our unduplicated and targeted student groups from the 2017-20 LCAP, we will continue to support the AVID program through LCAP funds. At Avaxat Elementary School, CAASPP ELA rates (distance from met) are as follows: 3<sup>rd</sup> Grade 26.5, 4<sup>th</sup> Grade 7.5, 5<sup>th</sup> Grade 7.5. At Avaxat Elementary School, CAASPP math rates (distance from met) are as follows: 3<sup>rd</sup> Grade 9.1, 4<sup>th</sup> Grade -21.5, 5<sup>th</sup> Grade -30.2. At the middle school level, our high school readiness rates are as follows: District 48.8%, EL 2.0%, African American 31.6%, Hispanic 40.8%, SWD 7.1%. At the high school level, our A-G rates are as follows: District 65.1%, SED 53.7%, EL 37.0%, African American 53.8%, Hispanic 60.6%, SWD 14.3%. With continued improvement, the learning gaps still exist with our unduplicated and targeted student groups.

There continues to be a need to focus on providing the AVID program district-wide at our middle and high schools and at Avaxat Elementary School. This AVID program support includes the AVID instructional coach. The AVID program provides program support through the instructional coach, academic support, scheduling guidance, and college information/application support. The AVID program principally supports our unduplicated and targeted student groups. This district-wide action is principally directed and effective in increasing the scores of unduplicated and identified student groups on the CAASPP ELA and math at Avaxat Elementary school, high school readiness rates at our middle schools, and A-G rates at our high schools.

Funds directed towards the AVID program support our unduplicated and targeted students. Students who participate in our AVID program have demonstrated a decline in the number of D and F grades in all subject areas as well as successful completion of A-G courses. The research shows AVID is a "Best Practice in Innovative Programming" (Hanover Research, December 2012). Specifically, the findings show, "Advancement Via Individual Determination (AVID), a college readiness program aimed at disadvantaged students of moderate academic ability, boasts significant graduation and college attendance rates for program participants. In a study of 'best practices' AVID schools, researchers identified several aspects central to program success. These included targeted recruitment efforts and the identification and retention of qualified tutors. Nearly every 'best practice' school examined in the study employed AVID graduates as tutors, as these individuals were widely considered to be most knowledgeable

on students' attitudes and needs." (Best Practices in Innovative Programming, December 2012). We continue to adhere to the AVID prescribed implementation guidance and, as a result, we continue to achieve outstanding outcomes for all of our AVID participants.

(State Priorities: 3, 4, 5, 6 and 7)

### 1.5 Maintain Support for Career Technical Education (CTE) Pathways

MVUSD continues to see improvement in CTE pathway completers, CTE certifications, and college credits awarded. We will continue to support through LCAP funds for CTE pathways and programs due to the effectiveness from the 2017-20 LCAP. The district-wide CTE pathway completion total is 170, CTE certifications total 80, and 97 students awarded college credits. With this continuous improvement, there is emphasis on the three-course sequence to support pathway completion, certifications, and college credits for our unduplicated and targeted student groups.

There continues to be a need to focus on CTE three-course sequence pathways to support certifications and/or pathways to community colleges, technical colleges, or the workplace for our unduplicated students. We continue to track the number of CTE pathway participants and completers and are beginning to track the number of students who complete certifications and articulation agreements. This district-wide action is principally directed to and effective in increasing CTE pathway completion, CTE certifications, and college credits for our unduplicated students. These metrics contribute to the College Career Indicator.

Funds directed towards CTE pathways and programs are principally directed to our unduplicated students to support career readiness. The Research of the Labor Market Information (LMI) justifies the district support for Career Technical Education (CTE) in three primary ways:

#1: Countywide research includes monthly updates from the County Workforce Development Board that supports CTE.

#2: Regional research includes bi-annual LMI provided by Centers of Excellence, funded by the Chancellor's Office, includes relevant research for community colleges to modify course offerings and pathways. This same research is used by MVUSD when writing grants to braid resources with our area partners and colleges.

#3: Local research includes monthly meetings with City Economic Development Department and City Chamber of Commerce to review the local LMI needs which inform CTE pathways, coursework, partnerships, and growth opportunities. They are key members of our CTE advisory executive team and strongly support and promote CTE.

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

### 1.6 Promote College/Career Readiness and Maintain Support for Advanced Programs

MVUSD continues to see improvement in AP course enrollment and exam participation for our unduplicated and targeted student groups from the 2017-20 LCAP, we will continue to support college/career readiness efforts through LCAP funds. The college readiness actions include Summer Bridge, AP Readiness, AP/IB exam fee waivers, college field trips, etc. AP course enrollment percentages are as follows: District-wide 29.98%, SED 24.93%, EL 14.25%, FY 4.25%, African American 23.13%, Hispanic 27.34%, American Indian 33.25%, SWD 2.88%, Multi-race 26.09%. AP exam participation percentages are as follows: District-wide 19.9%, SED 24.0%, EL NA, FY NA, African American 4.2%, Hispanic 31.7%, American Indian .005%, SWD NA, Multi-race 9.8%. With continued improvement, the gaps still exist with our unduplicated and targeted student groups.

There continues to be a need to focus on college and career readiness for our unduplicated and targeted student groups. Providing our unduplicated and targeted student groups with access to and supports in advanced coursework, college field trips, and a Summer Bridge program to prepare for high school will help our students be prepared for college and career upon graduation. This district-wide action is principally directed and effective in increasing AP enrollment and AP exam participation for our unduplicated students.



Funds directed toward college/career readiness and support for advanced programs are principally directed to our unduplicated students to provide access to and support in advanced coursework to ensure college/career readiness upon graduation. Parents and students report the increased benefits they have gained regarding college preparation, admission, and completion. Research shows that students who take AP courses and exams are much more likely than their peers to complete a college degree on time—which means they avoid paying for, for example, a fifth year of tuition. Most colleges and universities nationwide offer college credit, advanced placement, or both for qualifying AP Exam scores. This can mean fulfilling graduation requirements early and being able to skip introductory courses or required general-education courses. (AP Central at <https://apcentral.collegeboard.org/about-ap/discover-benefits>)

According to National Council Access Network (NCAN), the following are barriers to students attending college: they are not academically prepared, they do not understand options for college, they don't understand the importance of college entrance exams, they are not involved in extra-curricular activities, they come from families who are unfamiliar with higher education. The programs that we are putting in place help to eliminate these barriers for unduplicated students. The research supports intentional efforts to focus on unduplicated and targeted student groups who are not likely to matriculate into post-secondary education and provide them with support to overcome college entrance barriers.

(State Priorities: 3, 4, 5, 6, and 7)

#### 1.7, 2.5, 3.5, 4.6 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)

MVUSD continues to see the effectiveness of school site LCFF supplemental funds allocated to meet the local needs of unduplicated and targeted student groups at every school which is outlined in each school's Single Plan for Student Achievement/Site LCAP. We will continue to support SPSAs due to continued student progress from the 2017-20 LCAP and CAASPP scores. SPSAs are developed around the same four goals outlined in the district's LCAP: Goal 1-Student Learning and Achievement; Goal 2-Prevention, Intervention and Acceleration; Goal 3-Professional Development; Goal 4-Equity, Engagement, School Culture, and Climate. District ELA CAASPP scores by grade level (distance from met) are as follows: 3<sup>rd</sup> Grade 24.8, 4<sup>th</sup> Grade 24.4, 5<sup>th</sup> Grade 21.4, 6<sup>th</sup> Grade 11.9, 7<sup>th</sup> Grade 27.1, 8<sup>th</sup> Grade 16.5, 11<sup>th</sup> Grade 54.3. District math CAASPP scores by grade level (distance from met) are as follows: 3<sup>rd</sup> Grade 19.1, 4<sup>th</sup> Grade 16.3, 5<sup>th</sup> Grade 0.8, 6<sup>th</sup> Grade -10.8, 7<sup>th</sup> Grade -5.3, 8<sup>th</sup> Grade -14.1, 11<sup>th</sup> Grade -22.7. With greater alignment with the SPSAs to the District's LCAP, gaps still exist with our unduplicated and targeted student groups.

There continues to be a need for school sites to develop SPSAs to meet the academic needs of unduplicated and targeted student groups. This district-wide action is effective for school sites to meet the needs of unduplicated students to increase CAASPP ELA and math scores, high school readiness rates, and A-G rates.

Funds directed to provide school sites with LCFF supplemental funds to support School Plan for Student Achievement (SPSA) at each school site focused on unduplicated and targeted student groups. The SPSA is a strategic plan that maximizes the resources available to the school with the ultimate goal of increasing student achievement. SPSA development is aligned with the Local Control and Accountability Plan. (CDE SPSA Template, January 2019) As such, providing the local school site the ability to review its local student achievement data (with all site stakeholders) to then determine a response to the specific needs of their student populations, is an effective approach and use of state provided resources. Each MVUSD school site is allotted LCFF supplemental dollars based upon the individual school unduplicated student count. Under the leadership of the site administration, school site councils develop their Single Plan for Student Achievement (site LCAP) to reflect the needs of their unduplicated students and targeted student groups. Oversight at the district level ensures the appropriate use of funds which entails linking programs and services offered at the individual school site directly back to the SPSA and district LCAP. From this information, MVUSD school sites utilize SPSAs to provide direct support and services to meet the unique needs of their unduplicated and targeted student populations through programs to support student

learning, intervention/acceleration opportunities, professional development, and efforts to increase stakeholder engagement.

(State Priorities: 2, 3, 4, 5, 6, and 7)

## 2.1 Elementary Intervention Teachers

MVUSD continues to see improvement in the literacy/math scores for our elementary unduplicated students and targeted student groups from the 2017-20 LCAP, we will continue to support elementary intervention teachers through LCAP funds. CAASSP 3<sup>rd</sup> grade ELA standard met or exceeded was 64% and 3<sup>rd</sup> grade math standard met or exceeded was 62.8%. Our district overall CAASPP 3<sup>rd</sup> grade ELA scale score distance from standard (DFS) is 24.8 and our unduplicated student groups are as follows: SED 2.3, EL -27.9, Hispanic 12.3, African American -21, and SWD -35.3. Our district overall CAASPP 3<sup>rd</sup> grade math scale score distance from standard (DFS) is 19.1 and our unduplicated student groups are as follows: SED -3.7, EL -24.1, Hispanic 8.3, African American -21.3, and SWD -35.7. CAASSP 4<sup>th</sup> grade ELA standard met or exceeded was 63.6% and 4<sup>th</sup> grade math standard met or exceeded was 61.3%. Our district overall CAASPP 4<sup>th</sup> grade ELA scale score distance from standard (DFS) is 24.4 and our unduplicated student groups are as follows: SED 0.8, EL -27.1, Hispanic 10.1, African American -0.5, and SWD -53.1. Our district overall CAASPP 4<sup>th</sup> grade math scale score distance from standard (DFS) is 16.3 and our unduplicated student groups are as follows: SED -3.9, EL -28.6, Hispanic 1.5, African American -14.0, and SWD -46.2. CAASSP 5<sup>th</sup> grade ELA standard met or exceeded was 66.7% and 5<sup>th</sup> grade math standard met or exceeded was 54%. Our district overall CAASPP 5<sup>th</sup> grade ELA scale score distance from standard (DFS) is 31.4 and our unduplicated student groups are as follows: SED 8.6, EL -36.8, Hispanic 14.0, African American 5.9, and SWD -52.3. Our district overall CAASPP 5<sup>th</sup> grade math scale score distance from standard (DFS) is 0.8 and our unduplicated student groups are as follows: SED -21.9, EL -59.9, Hispanic 17.4, African American -28.3, and SWD -76.9. With continued improvement in overall scores, the learning gaps still exist with our unduplicated and targeted student groups.

There continues to be a need to provide elementary intervention teachers to support unduplicated students by addressing the reading and math needs of unduplicated students and targeted student groups. Both individualized instruction and early intervention are essential strategies for meeting the needs of unduplicated students. This action is principally directed to and effective in increasing the scores of unduplicated students in ELA and math.

Funds directed towards providing an elementary intervention teacher at each of our eleven elementary schools to service our unduplicated and targeted students who are not meeting standards or nearly meeting standards on local and state assessments. Intervention teachers use research-based programs and practices to close the achievement gap both in push-in and pull-out models. They are an integral part of the development of universal access programs and support teachers in analyzing and responding to student achievement data. A 2015 research study states there were positive effects of small group instruction for the improvement of student learning even though all students did not reach grade-level proficiency in reading by the end of the school year. By providing the intervention class, students identified as at-risk learners received a more individualized and differentiated type of daily instruction than what would have been provided if they were in a traditional classroom setting. (A Case Study of the Impact of Reading Intervention in Early Elementary School Grade Levels, Smith, Bonnie S., Gardner-Webb University, 2015) This research is encouraging and supports the continued implementation of elementary intervention teachers.

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

## 2.2 Provide additional MS/HS Sections for Intervention/Acceleration

MVUSD continues to see the effectiveness of additional middle and high school sections for intervention and acceleration from the 2017-20 LCAP, we will continue to support additional sections to support our unduplicated and target student groups through LCAP funds. The district high school 2 or more "F" rate is 4.36% and our unduplicated and targeted student groups' rates are as follows: SED 6.85%, EL 11.68%, FY 13.04%, Hispanic

6.02%, African American 5.76%, and SWD 7.99%. The district middle school 2 or more “F” rate is 2.47% and our unduplicated and targeted student groups’ rates are as follows: SED 4.38%, EL 4.05%, FY 7.14%, Hispanic 3.61%, African American 4.01%, and SWD 3.59%. With continued additional middle and high school sections for intervention and acceleration, learning gaps still exist with our unduplicated and targeted student groups.

There continues to be a need for additional middle and high school sections for intervention and acceleration to provide support for unduplicated students and targeted student groups to support students' achievement in literacy and math as well as successful completion of required coursework for graduation. The intervention sections provide students with focused support in math and ELA. Services are principally directed to and effective in meeting the needs of unduplicated students and targeted student groups to successfully complete required coursework for graduation.

Funds directed towards providing additional middle and high school sections for intervention and acceleration are principally directed to our unduplicated students. Student performance on program benchmarks demonstrate regular and routine growth for our unduplicated students in these intervention classes. Teachers are trained to analyze student data in order to provide consistent progress monitoring. From an article regarding intervention, it is essential that schools provide students with interventions that address both their proximal needs (i.e., what they need right now to be successful in their current courses) and distal needs (i.e., what they need to close large skill gaps) to assure graduation. Heartland Area Education Agency 11 (2004) found high rates of proficiency among middle and high school students within its well-known RTL model and reported a drop out rate of less than 2%. (Response to Intervention for Literacy in Secondary Schools, RTI Action Network, 2011) The research indicates that among the students with the greatest needs, Tier 2 interventions positively impact student learning.

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

### 2.3 English Learner Program Support

MVUSD continues to see improvement in English Learner Progress Indicator (ELPI) and reclassification rates from our 2017-20 LCAP, we will continue to support our English Learners by offering the following services: half-time coordinators, funding for additional middle school and high school sections for English Learner instruction to accommodate all levels (1-4) of English Learners, bilingual aides, designated EL/language acquisition programs, and professional development through LCAP funds. Our district ELPI rate is 57.9% and reclassification rate is 25.2%. With continued improvement, the learning gaps still exist with our English Learners.

There continues to be the need to focus on English Learner student support as in our 2017-20 LCAP. The coordinators provide communication, professional development, and ensure language acquisition and EL program systematic implementation as well as develop consistent practices in our district. The additional sections at the secondary level provide English Learners with designated support within their schedule. These intentional district-wide efforts have made an impact on English Learner achievement resulting in an increased EL reclassification rate of 25.2%.

Funds directed to English Learner supports and programs specifically benefit our English Learners. Research shows that students with a higher proficiency in their first language, or the language learned at home, tend to have a better chance at achieving higher proficiency in their second language (which is often English), and likewise, the lower the comprehension skills that a student possesses in their first language, the lower the comprehension and achievement rates are in their second language (Kar-mamuk-Han & Siegel, 2016). Therefore, it is important for educators to understand the imperative classroom support that English learner students require surrounding not only English as their second language, but also regarding their first, home language. What Works Clearinghouse Practice Guide for Teachers identifies four recommendations that address what works for English learners in the classroom (Baker et. al, 2014). They include:

1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
2. Integrate oral and written English language instruction into content-area teaching.

3. Provide regular, structured opportunities to develop written language skills.
4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Helping Your English Learner Students Succeed: Evidence-Based Practices for Educators, Ostrow, L., Regional Educational Laboratory, 2019). The research supports our district's English Learner programs and supports as well as the ELPI and reclassification rates.

(State Priorities: 2, 3, 4, 5, 6 and 7)

## 2.4 Intervention Programs and Support

MVUSD continues to see improvement in the literacy/math scores for our unduplicated students and targeted student groups from the 2017-20 LCAP, we will continue to support intervention programs through LCAP funds. CAASSP 3<sup>rd</sup> grade ELA standard met or exceeded was 64% and 3<sup>rd</sup> grade math standard met or exceeded was 62.8%. Our district overall CAASPP 3<sup>rd</sup> grade ELA scale score distance from standard (DFS) is 24.8 and our unduplicated student groups are as follows: SED 2.3, EL -27.9, Hispanic 12.3, African American -21, and SWD -35.3. Our district overall CAASPP 3<sup>rd</sup> grade math scale score distance from standard (DFS) is 19.1 and our unduplicated student groups are as follows: SED -3.7, EL -24.1, Hispanic 8.3, African American -21.3, and SWD -35.7. CAASSP 4<sup>th</sup> grade ELA standard met or exceeded was 63.6% and 4<sup>th</sup> grade math standard met or exceeded was 61.3%. Our district overall CAASPP 4<sup>th</sup> grade ELA scale score distance from standard (DFS) is 24.4 and our unduplicated student groups are as follows: SED 0.8, EL -27.1, Hispanic 10.1, African American -0.5, and SWD -53.1. Our district overall CAASPP 4<sup>th</sup> grade math scale score distance from standard (DFS) is 16.3 and our unduplicated student groups are as follows: SED -3.9, EL -28.6, Hispanic 1.5, African American -14.0, and SWD -46.2. CAASSP 5<sup>th</sup> grade ELA standard met or exceeded was 66.7% and 5<sup>th</sup> grade math standard met or exceeded was 54%. Our district overall CAASPP 5<sup>th</sup> grade ELA scale score distance from standard (DFS) is 31.4 and our unduplicated student groups are as follows: SED 8.6, EL -36.8, Hispanic 14.0, African American 5.9, and SWD -52.3. Our district overall CAASPP 5<sup>th</sup> grade math scale score distance from standard (DFS) is 0.8 and our unduplicated student groups are as follows: SED -21.9, EL -59.9, Hispanic 17.4, African American -28.3, and SWD -76.9. Our middle and high school Lexile levels by grade level are as follows: 6<sup>th</sup> grade 57%, 7<sup>th</sup> grade 68%, 8<sup>th</sup> grade 69%, 9<sup>th</sup> grade 75%, 10<sup>th</sup> grade 80%, and 11<sup>th</sup> grade 73%. Our middle and high school Quantile levels by grade level are as follows: 6<sup>th</sup> grade 711, 7<sup>th</sup> grade 797, 8<sup>th</sup> grade 870, 9<sup>th</sup> grade 905, 10<sup>th</sup> grade 929. With continued improvement in overall scores, the learning gaps still exist with our unduplicated and targeted student groups.

There continues to be a need to focus on providing ELA and math standards aligned instruction focused on our unduplicated students and targeted student groups with intervention programs designed to support learning and achievement in literacy and math. The intervention programs that the district supports in this goal include Read 180, System 44, Imagine Math, iReady, and APEX Learning. Teachers have been trained to utilize these programs to differentiate instruction in intervention classrooms. This district-wide action is principally directed and effective in meeting the needs of unduplicated students and identified student groups in CAASPP ELA and math as well as students' Lexile and Quantile levels.

Funds directed towards intervention programs gauge student performance on program benchmarks and demonstrate regular and routine growth for our unduplicated students in intervention classes. Teachers are trained to analyze student data in order to provide consistent progress monitoring. All of these programs provide research demonstrating the effectiveness and impact on student achievement. For example, in fall of 2017 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Learning gains for those students receiving i-Ready instruction were substantial. Students receiving i-Ready Instruction experienced average gains of 39% for English language arts (ELA) and 38% for mathematics relative to students who did not receive i-Ready instruction across grades K-8. (i-Ready Efficacy: Research on i-Ready Program Impact, i-Ready ESSA Brochure, 2017) Research states, "If addressed early, Tier 2 interventions can prevent further disengagement- which often results in chronic or more serious behaviors and academic failure." (New Hampshire Center for Effective Behavioral Interventions and Supports, November 2010) The research, improvement in math and ELA CAASPP scores, and improved Lexile and Quantile scores for our unduplicated students and targeted student groups supports continued implementation of intervention

programs.

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

3.1 Maintain Instructional Coaching Support (Elementary and Secondary)

3.2 Maintain Fully Credentialed Teachers

3.3 Maintain Professional Development, Curriculum Development, and Collaboration

3.4 Maintain Outsourced and Data Programs to Support Student Learning and Teacher Professional Development

MVUSD continues to see the effectiveness of professional learning that includes coordinators, instructional coaching support including secondary DSLIs (Data Standards Learning and Instruction staff), Induction Program, standards implementation, and curriculum development and collaboration supported in the 2017-20 LCAP. Due to the effectiveness and improved CAASPP scores, we will continue to support the professional learning activities through LCAP funds. Teacher support and training related to Induction and California Standards implementation is necessary to ensure effective classroom instruction. Teachers learn best practices to meet the needs of students with a variety of learning and social-emotional needs. District ELA CAASPP scores by grade level (distance from met) are as follows: 3<sup>rd</sup> Grade 24.8, 4<sup>th</sup> Grade 24.4, 5<sup>th</sup> Grade 21.4, 6<sup>th</sup> Grade 11.9, 7<sup>th</sup> Grade 27.1, 8<sup>th</sup> Grade 16.5, 11<sup>th</sup> Grade 54.3. District math CAASPP scores by grade level (distance from met) are as follows: 3<sup>rd</sup> Grade 19.1, 4<sup>th</sup> Grade 16.3, 5<sup>th</sup> Grade 0.8, 6<sup>th</sup> Grade -10.8, 7<sup>th</sup> Grade -5.3, 8<sup>th</sup> Grade -14.1, 11<sup>th</sup> Grade -22.7. With continued improvement on CAASPP, learning gaps still exist with our unduplicated and targeted student groups.

There continues to be a need for teachers to learn how to improve and differentiate their instructional practices in order to meet the needs of every learner in their classroom, our unduplicated students and identified student groups. Teachers are continuing to collaborate and be trained in the use of data to inform their instructional practices, provide students with timely intervention, and gauge the learning of all students. There is an explicit connection between teacher quality and instruction with increased student learning. Research has found that instructional coaching improves both instructional practice and student achievement—more so than other professional development and school-based interventions. In fact, the quality of teachers' instruction improves by as much as—or even more than—the difference in effectiveness between a new teacher and one with five to ten years of experience, the research shows. (Instructional Coaching Works, Says a New Analysis. But There's a Catch, Will, M. Education Week, July 2018)

Funds directed towards professional development and the induction program has had great success in providing new teachers with professional development and the support of district mentors. The in-house program offers teachers a more personal experience with a Murrieta lens. Induction professional development is tied to district goals and not only helps them complete requirements to clear their credential, but also leads to improved practice through collaboration and reflection. Teachers who have mentors in the same subject area and access to collective induction experiences—such as common planning time and collaborative activities—are less likely to move to another school (migration) or leave the profession after their first year teaching (attrition). Special education teachers, private school teachers, and teachers in high-poverty schools are particularly at risk for turnover. (The Effect of New Teacher Induction Programs on Teacher Migration and Attrition, ASCD Research Brief, March 2005) The research supports professional development, coaching, and collaboration which has contributed to student growth in both ELA and math for our unduplicated and targeted student groups.

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

4.1 Equity and Equitable Practices

MVUSD continues to see the effectiveness of district-wide equity and equitable practices from the 2017-20 LCAP, we will continue to support our

unduplicated students and targeted student groups and their families through continued focused efforts on equity and equitable practices through LCAP funds. We are still in the process of helping staff understand why equity work is needed. "Before people can conceive of the how, they must first understand the why. That is, in order to figure out how to address inequity, we must understand why inequity exists - what we are doing or not doing that keeps it alive." (Community: The Structure of Belonging, P. Block, 2008) Our Panorama stakeholder survey results are as follows: Students-74% of students feel positively about staff treatment of students from different backgrounds than themselves, Families-82% of families feel positively about staff treatment of students from different backgrounds than themselves, Site Staff-79% of site staff feel positively about staff treatment of others from different backgrounds than themselves, District Staff-78% of district staff feel positively about staff treatment of others from different backgrounds than themselves. At this stage in our equity work, we are committed to helping all stakeholders understand the "why" through professional development, book studies, and district and site-based equity plans to meet the needs of our unduplicated and targeted student groups.

There continues to be a need for our district to engage in equity work even with the successes we have experienced. Our school district was recognized as a California Exemplary District in 2018. One of the Model Programs that helped to earn that distinction was our Intentional and Authentic Parent, Student and Teacher Engagement Promoting Equitable Practices to Close Achievement/Participation Gaps. Additionally, the California Department of Education invited us to participate in a forum where we had the opportunity to share our equity journey and practices.

Funds are directed towards the implementation of equity and equitable practices to support student learning and success as well as our unduplicated and targeted student groups. "Ensuring that all students are enabled to reach their full potential is a complex task. As part of our collective work within this space, we must all recognize that there will be a continuous need for future research, discussion, policy change, collaborations, and resources. Admittedly, the journey, once begun, will never quite be complete – but we believe this is the best sort of challenge. The pursuit of equity will always require the creativity, dedication, and persistence of all those who take on this challenge. Though this is a difficult undertaking, it is an exciting one, because we have seen that it is possible to empower every learner and every teacher to surpass expectations, through determination in applying research-based best practices over time. In turn, the benefits of this life-changing shift in education have the potential to positively influence not only today's generation of young learners, but countless generations to come." (Guiding Principles for Equity in Education, Snyder, A., Trowery, L., McGrath, K., McGraw Hill, July 2019) The research supports continued efforts to expand our district's equity work to ensure equitable practices and cultural proficiency which is effective in increasing stakeholder engagement and survey results as well as our unduplicated and targeted student groups learning.

(State Priorities: 3, 4, 5, 6 and 7)

#### 4.2 Stakeholder Engagement

MVUSD continues to see the effectiveness of providing quality and meaningful stakeholder engagement from the 2017-20 LCAP which is critical to the successful implementation of any and all programs that service and are principally directed towards our unduplicated and targeted student groups and their families. As a result of our meaningful stakeholder engagement focused on our unduplicated students and their families, we will continue to provide these engagement opportunities through LCAP funds. There are several stakeholder groups, many of which represent the needs of specific student groups. These include but are not limited to: African American Parent Advisory, Latino Parent Advisory, District English Learner Parent Advisory, Special Education Parent Advisory, PTAs, PTCs, SSCs, Partnership for Thriving Students and Families (PTSF), employee group advisories, and middle and high school student LCAP advisories. Our Panorama stakeholder survey results from our families are as follows: 68% feel comfortable communicating with the school, 50% of families feel the school values their opinions, 72% of families felt favorably about ease of contact with their student's teacher(s). With continued growth in stakeholder engagement, there is still a need to engage all our stakeholder groups that are principally directed towards our unduplicated and targeted student groups to garner feedback regarding the effectiveness of the various actions and

services provided to them through the annual stakeholder survey for LCAP development.

There continues to be a need for our district to make intentional efforts to authentically engage families of unduplicated students and identified student groups. Research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. (National Educators' Association) Feedback from involved stakeholders indicates a desire to have a continued voice and input into the services offered by the district.

Stakeholder engagement is about ensuring that the ideas and concerns of all relevant stakeholders are well represented throughout a more collaborative and transparent decision-making process. When done right, stakeholder engagement yields specific benefits including:

- Better insight into stakeholders' views and opinions
- The ability to make big decisions more quickly and at reduced cost
- Greater buy-in from stakeholders, who played a larger role throughout the decision making process
- Stronger likelihood of positive outcome thanks to access to more ideas and broader awareness of the decision made
- Greater trust for education leaders among stakeholders

(Five Criteria for Effective Stakeholder Engagement in Education, ThoughtExchange, 2018)

Funds directed towards stakeholder engagement support our authentic staff, student, and family engagement focused on improved student learning for our unduplicated and targeted students. The research supports stakeholder engagement as well as the district efforts to have integrated stakeholder engagement as part of our district processes which will improve stakeholder survey responses and feedback that will ultimately positively impact student learning and achievement.

(State Priorities: 3, 4, 5 and 6)

#### 4.3 Mental Health/Social Emotional Well-Being and Multi-Tiered Systems of Support (MTSS)/Restorative Practices

MVUSD continues to see the effectiveness of district-wide services that include mental health coordinator, mental health therapists, outside agency mental health services, MTSS, and restorative practices from the 2017-20 LCAP. We will continue to provide these services to support our unduplicated and targeted student groups through LCAP funds. Our Panorama stakeholder survey results are as follows: Students Grades 3-5 - 49% of students responded favorably regarding the connections with adults at their school and 38% responded favorably regarding the connections with other students at school, Students Grades 6-12 - 18% of students responded favorably regarding the connections with adults at their school, 10% responded favorably regarding the connections with other students at school, and 79% responded favorably regarding adults at school whom you can go to for needed help. With these Panorama stakeholder survey results, district-wide mental health/social emotional well-being services as well as the MTSS and restorative practices are a huge need for our unduplicated and targeted student groups.

There is a huge need for mental health and social emotional well-being services. We know mentally healthy children are more successful in school and life. Good mental health is critical to children's success in school and life. Research demonstrates that students who receive social-emotional and mental health support better achieve academically. School climate, classroom behavior, on-task learning, and students' sense of connectedness and well-being all improve as well. According to the U.S. Department of Health and Human Services, one in five children and adolescents experience a mental health problem during their school years. Examples include stress, anxiety, bullying, family problems, depression, a learning disability, and alcohol and substance abuse. Serious mental health problems, such as self-injurious behaviors and suicide, are on the rise, particularly among youth. Unfortunately, it is estimated that up to 60% of students do not receive the treatment they need due to stigma and lack of access to services. Of those who do get help, nearly two thirds do so only in school. (School-Based Mental Health Services: Improving Student Learning and Well-Being, National

Association of School Psychologists, 2016)

Across the country, local school districts, particularly those challenged by often long-standing achievement gaps and higher mandated standards for student performance, are increasingly turning to tiered system of support frameworks such as multi-tiered systems of support (MTSS) and response to intervention (RTI). They are finding that MTSS and RTI provide an effective framework for turning around schools, reforming curricula to better meet student learning needs, and improving outcomes for all students—including those from culturally and linguistically diverse backgrounds. With a focus on improving outcomes for all students especially those who have been historically underserved, ESSA suggests that schools and districts implement a tiered system of support and allow states flexibility in developing their MTSS model for both behavior and academic needs. (ESSA: Multi-Tiered Systems of Support (formerly RTI) American Institutes for Research, June 2018)

Funds directed towards providing district-wide mental health services, MTSS, and restorative practices will provide school sites with needed assistance for providing systematic services for all students as well as provide direct group and individual services for our at-risk students with a focus on our unduplicated and targeted student groups. Due to our student stakeholder survey responses and research, there is a dire need for mental health services, MTSS, and restorative practices for our unduplicated and targeted student groups which will positively impact student stakeholder survey responses and student learning.

(State Priorities: 3, 5 and 6)

#### 4.5 Foster and Homeless Youth Support Services

MVUSD continues to see the effectiveness of the 2017-20 LCAP services to support to Foster and Homeless Youth by offering the following: a designated coordinator to monitor and support the needs of our Foster and McKinney Vento Youth, a guidance technician to enroll Foster Youth students and ensure we have all necessary documentation to support our students as they transition into our schools, conferences and professional development, school related materials and resources, development of site-based teams to oversee Foster Youth support, peer mentoring, and field trips as well as special events. Our district Foster Youth data includes the following: K-12 attendance rate of 94.64%, K-12 chronic absenteeism rate of 17.88%, high school 2+ “F” rate of 13.04%, middle school 2+ “F” rate 7.14%, and suspension rate of 4.5%. We will continue to provide these services to meet the needs of Foster and Homeless Youth which will improve attendance, chronic absenteeism, “F” rates, and suspension rates.

MVUSD is in a unique position to provide public education to a high number of Foster Youth who reside in Short Term Residential Treatment Programs (STRTP) which results in a continued need to focus on services for Foster Youth. In 2018-19, the California State Continuum of Care Reform changed the group home purpose and population to only serve youth who have experienced a high level of school and home transience due to medical, mental health, and/or trauma/abuse related challenges. The STRTP program is designed to be short term (6 months) and focus on stabilization. MVUSD recognizes that the needs of this population will differ from that of other foster home placements, and interventions and supports should align with the goal of student stabilization.

California students in the foster care system face more significant barriers during their transition from high school to college than their peers and require tailored supports to overcome them, according to a recent study from the Educational Results Partnership and California College Pathways. Authors of the study analyzed outcomes of more than 4,000 California foster youth and over 621,000 of their peers from their 2016–17 academic year high school cohort. Foster youth included in the study experienced lower rates of school attendance, higher rates of suspension or exclusion, a greater number of high schools attended and less access to advanced placement courses, among other challenges. It is important that districts and practitioners working with foster youth focus on reducing school mobility to mitigate the impact regular moves have on academic outcomes. Developing cost-sharing agreements and transportation plan templates, as well as documenting processes for sending and receiving students between schools, can help ensure smoother transitions if a student does need to transfer schools. California Education Code has a robust set of protections aimed at



helping foster youth maintain a stable school environment. Foster youth have the right to stay in their “school of origin,” even after they have moved foster care placements if that is in their best interest. If students cannot feasibly stay in their school of origin, foster students have a right to immediate school enrollment at a new school and the right to partial credits for high school students. (Study Finds Foster Youth Face Significant Barriers in Transitions to College, Kirby, A., CSBA Blog, February 2020)

Funds directed towards Foster and Homeless Youth services support our Foster Youth because they are at a significant risk academically and social emotionally which contribute to low rates for not graduating and attending college. The research as well as MVUSD Foster Youth data supports these continued effort which will contribute to improved attendance, chronic absenteeism, “F” rates, and suspension rates.

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

#### 4.6 Attendance

MVUSD continues to see the effectiveness of systematic efforts to improve attendance and chronic absenteeism for our unduplicated and targeted student groups from the 2017-20 LCAP. As a result of the attendance support systems for unduplicated and targeted student groups, we will continue to provide these systematic attendance and chronic absenteeism services through LCAP funds. District attendance rates are as follows: district-wide 96.45%, SED 95.7%, EL 96.08%, FY 94.64%, African American 96.58%, Hispanic 96.3%, American Indian 95.06%, SWD 95.02%. District chronic absenteeism rates are as follows: district-wide 9.48%, SED 9.2%, EL 12.24%, FY 17.88%, African American 9.68%, Hispanic 10.42%, American Indian 16.14%, SWD 15.46%. With continued improvement in overall attendance and chronic absenteeism rates, there are still gaps in attendance and chronic absenteeism rates for our unduplicated and targeted student groups.

There continues to be a need to focus on attendance and chronic absenteeism in our district for our unduplicated and targeted student groups. Our district's student groups' chronic absenteeism is an area of identified need with an orange indicator for many of our groups. Attendance efforts will be supported through the efforts of a coordinator and the use of RAAWEE K-12 TDPS software.

You might have heard the saying, "80% of success is showing up." While that might be a high estimate of the impact of student attendance, research does tell us that attendance in school is one critical factor for success. Researchers who have studied early warning factors, or factors that can help us to predict a student's likelihood to graduate from high school, have noted the importance of looking at GPA, courses failed, and attendance. Student attendance less than 80% of the time beginning in 6th grade can impact later outcomes, including graduation from high school.

Some of the key research findings include the following:

- Poor attendance in kindergarten and first grade can predict whether or not students can read on grade level in 3rd grade.
- By middle school, chronic attendance problems can predict whether or not a student will graduate.
- Students who miss more than 2 days in the first month of school are likely to go on to miss enough days to equal an entire month of school.
- When student miss 10% of the instructional day (18 days in a 180 day school year), achievement and progress are impacted.
- While most school systems only have consequences or interventions that begin when students miss unexcused days, the impact is the same even when the absences are excused. The impact is also the same when the students are suspended from school.

Funds are directed towards systematic attendance services principally directed towards our unduplicated and targeted student groups There are three relatively simple interventions that schools can implement immediately to address students with chronic attendance issues and disengagement.

1. Encourage all students to become involved in the school through extracurricular activities and clubs.
2. Create a non-academic student attendance incentive: Connect all students in the school to a caring adult or mentor.
3. Ensure that students see the relevance of what they are learning to the real-world and to their future aspirations and goals. (Success Begins with

Showing Up: The Impact of Attendance on Academic Performance, Sailors, A., Life Plan Labs, October 2017)

MVUSD data and research support the need to address chronic absenteeism and attendance rates district-wide for our unduplicated and targeted student groups which will result in lower chronic absenteeism and higher attendance rates.

(State Priorities: 5 and 6)

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

Murrieta Valley Unified School District has developed the 2021-24 Local Control and Accountability Plan (LCAP) to target LCFF Supplemental Funds to meet the needs of Low-Income, English Learners, Foster Youth, Homeless Youth, and identified student groups by increasing or improving services by 7.54% which is a total of \$15,355,280. The increased or improved services are listed by Goal below.

**Goal 1: Student Learning and Achievement**

- Additional Teachers K-3 (Grade Span Adjustment – GSA)
- Counseling Support Services K-12
- Coordinators to Support Student Learning and Achievement
- Support for Advancement Via Individual Determination (AVID) and AVID strategies
- Support for Career Technical Education (CTE) Pathways
- College/Career Readiness and Support for Advanced Programs
- School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Aligned to Goal 1

**Goal 2: Prevention/Intervention/Acceleration**

- Elementary Intervention Teachers
- Additional Middle School/High School Sections for Intervention/Acceleration
- English Learner Program Support
- Intervention Programs and Support
- School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Aligned to Goal 2

**Goal 3: Professional Development**

- Instructional Coaching Support (Elementary and Secondary)
- Maintain Fully Credentialed Teachers
- Professional Development, Curriculum Development, and Collaboration
- Maintain Outsourced and Data Programs to Support Student Learning and Teacher Professional Development
- School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Aligned to Goal 3

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

- Equity and Equitable Practices
- Stakeholder Engagement
- Mental Health/Social Emotional Well Being and Multi-Tiered Systems of Support (MTSS)/Restorative Practices
- Foster and Homeless Youth Support Services
- Attendance
- School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Aligned to Goal 4

The Murrieta Valley Unified School District's 2021-24 LCAP four goals and related actions and services are principally directed to and effective in supporting our unduplicated student groups. The 2021-24 LCAP's actions and services are the most effective use of the LCFF Supplemental Funds as described in the LCAP document and supported in the previous section.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the 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).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

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



# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

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

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

Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.



- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$19,197,478.00	\$1,004,870.00		\$810,194.00	\$21,012,542.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$17,768,360.00	\$3,244,182.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	1.1 Additional Teachers K-3 (Grade Span Adjustment)	\$4,304,049.00				\$4,304,049.00
1	2	English Learners Foster Youth Low Income	1.2 Maintain Counseling Support Services K-12	\$2,073,172.00	\$673,756.00			\$2,746,928.00
1	3	English Learners Foster Youth Low Income	1.3 Maintain Coordinators to Support Student Learning and Achievement	\$785,388.00				\$785,388.00
1	4	English Learners Foster Youth Low Income	1.4 Maintain Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools	\$1,818,248.00				\$1,818,248.00
1	5	English Learners Foster Youth Low Income	1.5 Support for Career Technical Education (CTE) pathways at all high schools.	\$2,853,552.00	\$82,370.00			\$2,935,922.00
1	6	English Learners Foster Youth Low Income	1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB)	\$217,695.00				\$217,695.00
1	7	English Learners Foster Youth Low Income	1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)	\$543,724.00				\$543,724.00
2	1	English Learners Foster Youth Low Income	2.1 Elementary Intervention Teachers	\$1,381,428.00				\$1,381,428.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	2.2 Additional MS/HS Sections for Intervention/Acceleration	\$859,055.00				\$859,055.00
2	3	English Learners Foster Youth Low Income	2.3 English Learning Program Support	\$1,039,221.00				\$1,039,221.00
2	4	English Learners Foster Youth Low Income	2.4 Extended Learning Opportunities and Intervention Programs and Support	\$251,992.00	\$78,500.00			\$330,492.00
2	5	English Learners Foster Youth Low Income	2.5 Site School Plans for Student Achievement (SPSA) Plans	\$379,379.00				\$379,379.00
3	1	English Learners Foster Youth Low Income	3.1 Instructional Coaching Support	\$371,296.00	\$682,052.00			\$1,053,348.00
3	2	English Learners Foster Youth Low Income	3.2 Maintain Fully Credentialed Teachers	\$211,910.00				\$211,910.00
3	3	English Learners Foster Youth Low Income	3.3 Maintain Professional Development, Curriculum Development, and Collaboration	\$163,345.00				\$163,345.00
3	4	English Learners Foster Youth Low Income	3.4 Maintain Outsourced and Data Programs to Support Student Learning and Teacher Professional Development	\$321,902.00				\$321,902.00
3	5	English Learners Foster Youth Low Income	3.4 Site School Plans for Student Achievement (SPSA) Plans	\$152,796.00				\$152,796.00
4	1	English Learners Foster Youth Low Income	4.1 Equitable Practices	\$228,064.00				\$228,064.00
4	2	English Learners Foster Youth Low Income	4.2 Stakeholder Engagement	\$68,357.00				\$68,357.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	English Learners Foster Youth Low Income	4.3 Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS	\$631,597.00	\$170,244.00		\$128,142.00	\$929,983.00
4	4	Foster Youth	4.4 Foster and Homeless Youth Support Services	\$200,708.00				\$200,708.00
4	5	English Learners Foster Youth Low Income	4.5 Attendance	\$225,637.00				\$225,637.00
4	6	English Learners Foster Youth Low Income	4.6 Site School Plans for Student Achievement (SPSA) Support	\$114,963.00				\$114,963.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$19,197,478.00	\$21,012,542.00
<b>LEA-wide Total:</b>	\$19,197,478.00	\$21,012,542.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1.1 Additional Teachers K-3 (Grade Span Adjustment)	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	\$4,304,049.00	\$4,304,049.00
1	2	1.2 Maintain Counseling Support Services K-12	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,073,172.00	\$2,746,928.00
1	3	1.3 Maintain Coordinators to Support Student Learning and Achievement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$785,388.00	\$785,388.00
1	4	1.4 Maintain Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Avaxat Elementary 6-12	\$1,818,248.00	\$1,818,248.00
1	5	1.5 Support for Career Technical Education (CTE) pathways at all high schools.	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	\$2,853,552.00	\$2,935,922.00
1	6	1.6 Promote College/Career Readiness and	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	\$217,695.00	\$217,695.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		maintain support for Advanced Programs and Assessments (AP/IB)					
1	7	1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$543,724.00	\$543,724.00
2	1	2.1 Elementary Intervention Teachers	LEA-wide	English Learners Foster Youth Low Income	Elementary	\$1,381,428.00	\$1,381,428.00
2	2	2.2 Additional MS/HS Sections for Intervention/Acceleration	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	\$859,055.00	\$859,055.00
2	3	2.3 English Learning Program Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,039,221.00	\$1,039,221.00
2	4	2.4 Extended Learning Opportunities and Intervention Programs and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$251,992.00	\$330,492.00
2	5	2.5 Site School Plans for Student Achievement (SPSA) Plans	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$379,379.00	\$379,379.00
3	1	3.1 Instructional Coaching Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$371,296.00	\$1,053,348.00
3	2	3.2 Maintain Fully Credentialed Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$211,910.00	\$211,910.00
3	3	3.3 Maintain Professional Development, Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,345.00	\$163,345.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Development, and Collaboration					
3	4	3.4 Maintain Outsourced and Data Programs to Support Student Learning and Teacher Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$321,902.00	\$321,902.00
3	5	3.4 Site School Plans for Student Achievement (SPSA) Plans	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,796.00	\$152,796.00
4	1	4.1 Equitable Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$228,064.00	\$228,064.00
4	2	4.2 Stakeholder Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,357.00	\$68,357.00
4	3	4.3 Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$631,597.00	\$929,983.00
4	4	4.4 Foster and Homeless Youth Support Services	LEA-wide	Foster Youth	All Schools	\$200,708.00	\$200,708.00
4	5	4.5 Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,637.00	\$225,637.00
4	6	4.6 Site School Plans for Student Achievement (SPSA) Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$114,963.00	\$114,963.00





# Program Descriptions

<p><b>AP:</b> (Advanced Placement) Courses offering college-level curriculum and examinations to high school students</p>	<p><b>Imagine Math:</b> Math intervention program offered in grades 6-12 designed to fill math fluency gaps and provide learners opportunities to meet/exceed proficiency targets.</p>
<p><b>AVID:</b> (Advancement via Individual Determination) The AVID program directs academic and social support and contributes to increasing AP class enrollment and postsecondary education to under-represented students.</p>	<p><b>Intervention Teacher:</b> Full-time teacher assigned to the elementary school to provide intervention support to unduplicated students and identified ethnic groups who are not meeting reading literacy and math fluency targets.</p>
<p><b>CSU San Marcos Alliance:</b> Partnership with CSU San Marcos designed to encourage college admission to that institution. Students who commit to CSU San Marcos and complete the requirements for admission receive preferential admission.</p>	<p><b>Additional HS Counselor Support:</b> Ensures that high risk students are provided intensive academic and behavioral support through individual student case management.</p>
<p><b>CTE:</b> (Career Technical Education) CTE is an educational approach that gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career focus. It provides learners with the knowledge, experiences, and skills they need to be prepared for college and careers.</p>	<p><b>Mental Health Support:</b> Mental Health Services are mental health supports/services offered to students. These services are provided when students have significant socio-emotional or socio-behavioral needs that impede their ability to benefit from their education instruction.</p>
<p><b>Cultural Competency:</b> Knowledge of infusing culturally responsive practices into working with students, families and co-workers.</p>	<p><b>MYP:</b> (Middle Years Program) school site program offered at Murrieta Valley High School which allows those students who participate to be successful in further IB/AP studies while also meeting the requirements of national/state systems (i.e.: California State Standards).</p>
<p><b>Cultural Proficiency:</b> A model for shifting the culture of the school or district; it is a model for individual transformation and organizational change. Cultural proficiency is a mind-set, a worldview, a way a person or an organization make assumptions for effectively describing, responding to and planning for issues that arise in diverse environments. <i>From: Cultural Proficiency: A Manual for School Leaders 3<sup>rd</sup> Edition.</i></p>	<p><b>PBIS:</b> (Positive Behavior Intervention System) Provides strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.</p>
<p><b>DE:</b> (Dual Enrollment) School Site program offered at Vista Murrieta High School which allows both high school and college credit for certain courses.</p>	<p><b>PTSF:</b> (Partnerships for Thriving Students and Families) Strategic effort to thoughtfully and authentically engage parent stakeholders</p>
<p><b>ELD:</b> (English Language Development) Direct instruction for English Language Learners)</p>	<p><b>Restorative Practices:</b> Processes that may proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices represent a mindset that can help guide adult and youth behavior and relationship management in schools.</p>
<p><b>High School Access Bridge:</b> Provides year-round academic support identified students enrolled in AP, DE or IB classes.</p>	<p><b>STEM:</b> Science, Technology, Engineering and Mathematics</p>
<p><b>ELL:</b> English Language Learner whose primary language is other than English and who has yet to become proficient in English.</p>	<p><b>TOSA:</b> (Teacher on Special Assignment) Instructional expert released to provide coaching/direct support to the classroom</p>
<p><b>Equity:</b> Practices or conditions that result in the same outcomes for members of a group. Providing an individual what is needed.</p>	<p><b>VAPA:</b> Visual and Performing Arts</p>
<p><b>Foster Youth Liaison:</b> Part-time support to ensure Foster Youth needs are met in accordance with the law.</p>	<p><b>LCAP:</b> Local Control and Accountability Plan</p>

## Common Local Academic Acronyms Used

1	AA	African American	32	EHC	E. Hale Curran Elementary School
2	ACT	American College Test	33	EL	English Language Proficiency Assessment for CA
3	ADA	Average Daily Attendance	34	ELA	English Language Arts
4	A-G	UC/CSU Approved Courses	35	ELD	English-language development
5	AHES	Antelope Hills Elementary School	36	ELL	English Language Learner
6	AI	Academic Improvement	37	ELPAC	English Learner
7	AP	Advanced Placement	38	ES/MS/HS	Elementary, Middle and High School
8	APEX	Outsourced Assessment Program	39	ESGI	Outsourced Assessment Program
9	AMES	Alta Murrieta Elementary School	40	ESSA	Every Student Succeeds Act
10	API	Academic Performance Index	41	FAFSA	Free Application for Federal Student Aid
11	ATP	Adult Transition Program	42	FTE	Full Time Equivalent
12	AES	Avaxat Elementary School	43	GE	General Education
13	AVID	Advancement Via Individual Determination	44	GPA	Grade Point Average
14	BES	Buchanan Elementary School	45	HOUSSE	High Objective Uniform State Standard of Evaluation
15	CAASPP	California Assessment of Student Performance and Progress	46	HQT	Highly Qualified Teacher
16	CALPADS	California Longitudinal Pupil Achievement Data System	47	IB	International Baccalaureate
17	CAPA	California Alternate Performance Assessment	48	IEP	Individualized Education Plan
18	CCES	Cole Canyon Elementary	49	LCAP	Local Control and Accountability Plan
19	CCGI	California Colleges Guidance Initiative	50	LCFF	Local Control Funding Formula
20	CCR	California Code of Regulations	51	LEAs	Local Educational Agency
21	CDE	California Department of Education	52	LI	Low Income
22	CHKS	California Healthy Kids Survey	53	LJM	Lisa J. Mails Elementary School
23	COE	California Department of Education	54	LMS	Learning Management System
24	CSU	California State University	55	LTEL	Long Term English Learner
25	CTE	Career Technical Education	56	MCA	Murrieta Canyon Academy
26	CUE	Computer Using Educators	57	MI	Math Inventory
27	DE	Dual Enrollment	58	MES	Murrieta Elementary School
28	DELAC	District English Learner Advisory Council	59	MS/CADA	Middle School California Association of Directors of Activities
29	DMMS	Dorothy McElhinney Middle School	60	MSJC	Mt. San Jacinto College
30	EAMO	Expected Annual Measurable Outcomes	61	MMHS	Murrieta Mesa High School
31	EAP	Early Assessment Program	62	MEA	Murrieta Educator Association

## Common Local Academic Acronyms Used (page 2)

63	MVES	Monte Vista Elementary School	84	SED	Socially Economically Disadvantaged
64	MVHS	Murrieta Valley High School	85	SMS	Shivela Middle School
65	MVUSD	Murrieta Valley Unified School District	86	SPED/MH	Special Education-Mental Health
66	MYP	Middle Years Program	87	SPSA	School Plan for Student Achievement
67	NGSS	Next Generation Science Standards	88	RI	Reading Inventory
68	PAR	Peer Assistance and Review	89	SRO	School Resource Officer
69	PBIS	Positive Behavior Interventions and Supports	90	STEM	Science Technology Engineering and Math
70	PELD	Project and English Learner Directors	91	SWP	School Wide Programs
71	PLC	Professional Learning Community	92	SWD	Students with Disabilities
72	PRE-ID	Pre-Identification	93	TES	Tovashal Elementary School
73	PSAT	Preliminary Student Achievement Test	94	TMS	Thompson Middle School
74	PTA/PTSA	Parent Teacher Association/Parent Teacher Student Association	95	TK	Transitional Kindergarten
75	RCAN	Riverside County Assessment Network	96	TOMS	Test Operations Management System
76	RCOE	Riverside County Office of Education	97	TOSA	Teacher on Special Assignment
77	RRES	Rail Ranch Elementary School	98	TTM	Think Through Math
78	SARC	School Accountability Report Card	99	UC	University of California
79	SAT	Student Achievement Test	100	VAPA	Visual and Performing Arts
80	SBAC	Smarter Balanced Assessment Consortium	101	VMHS	Vista Murrieta High School
82	SMS	Shivela Middle School	102	WSMS	Warm Springs Middle School
83	SE	Special Education			

# Overall Data by Student Groups

## District Performance Overview – Murrieta Valley USD



Yellow



Green



No Performance Color



Blue

College/Career



Yellow

English Language Arts



Green

Mathematics



Green

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

# Overall Data by Student Groups



## District Performance Overview – Murrieta Valley USD

**MURRIETA VALLEY UNIFIED**  
**Student Population**  
 Explore information about this district's student population.

<p>LEARN MORE</p> <p><b>Enrollment</b></p> <p><b>23,251</b></p> <p>View More Information →</p>	<p>LEARN MORE</p> <p><b>Socioeconomically Disadvantaged</b></p> <p><b>36.6%</b></p>	<p>LEARN MORE</p> <p><b>English Learners</b></p> <p><b>5.7%</b></p>	<p>LEARN MORE</p> <p><b>Foster Youth</b></p> <p><b>0.4%</b></p>
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**Local Indicators**

<p>LEARN MORE</p> <p><b>Implementation of Academic Standards</b></p> <p><b>STANDARD MET</b></p> <p>View More Details →</p>	<p>LEARN MORE</p> <p><b>Access to a Broad Course of Study</b></p> <p><b>STANDARD MET</b></p> <p>View More Details →</p>	
<p>LEARN MORE</p> <p><b>Basics: Teachers, Instructional Materials, Facilities</b></p> <p><b>STANDARD MET</b></p> <p>View More Details →</p>	<p>LEARN MORE</p> <p><b>Parent and Family Engagement</b></p> <p><b>STANDARD MET</b></p> <p>View More Details →</p>	<p>LEARN MORE</p> <p><b>Local Climate Survey</b></p> <p><b>STANDARD MET</b></p> <p>View More Details →</p>

<p>LEARN MORE</p> <p><b>English Language Arts</b></p> <p>Green</p> <p>19.4 points above standard Declined 3.5 Points ⊖</p> <p>EQUITY REPORT</p> <table border="1"> <tr> <td>1</td> <td>3</td> <td>3</td> <td>4</td> <td>1</td> </tr> <tr> <td>Red</td> <td>Orange</td> <td>Yellow</td> <td>Green</td> <td>Blue</td> </tr> </table> <p>View More Details →</p>	1	3	3	4	1	Red	Orange	Yellow	Green	Blue	<p>LEARN MORE</p> <p><b>Mathematics</b></p> <p>Yellow</p> <p>10 points below standard Maintained 0.7 Points</p> <p>EQUITY REPORT</p> <table border="1"> <tr> <td>1</td> <td>4</td> <td>2</td> <td>5</td> <td>0</td> </tr> <tr> <td>Red</td> <td>Orange</td> <td>Yellow</td> <td>Green</td> <td>Blue</td> </tr> </table> <p>View More Details →</p>	1	4	2	5	0	Red	Orange	Yellow	Green	Blue	<p>LEARN MORE</p> <p><b>English Learner Progress</b></p> <p>Level 4 - Well Developed: 39.9%</p> <p>Level 3 - Moderately Developed: 34.6%</p> <p>Level 2 - Somewhat Developed: 15.9%</p> <p>Level 1 - Beginning Stage: 9.7%</p> <p>View More Details →</p>	<p>LEARN MORE</p> <p><b>College/Career</b></p> <p>Green</p> <p>55.2% prepared Maintained -1.1%</p> <p>EQUITY REPORT</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>0</td> </tr> <tr> <td>Red</td> <td>Orange</td> <td>Yellow</td> <td>Green</td> <td>Blue</td> </tr> </table> <p>View More Details →</p>	1	2	3	4	0	Red	Orange	Yellow	Green	Blue
1	3	3	4	1																													
Red	Orange	Yellow	Green	Blue																													
1	4	2	5	0																													
Red	Orange	Yellow	Green	Blue																													
1	2	3	4	0																													
Red	Orange	Yellow	Green	Blue																													

<p>LEARN MORE</p> <p><b>Chronic Absenteeism</b></p> <p>Yellow</p> <p>8.7% chronically absent Maintained 0.3%</p> <p>EQUITY REPORT</p> <table border="1"> <tr> <td>1</td> <td>7</td> <td>3</td> <td>2</td> <td>0</td> </tr> <tr> <td>Red</td> <td>Orange</td> <td>Yellow</td> <td>Green</td> <td>Blue</td> </tr> </table> <p>View More Details →</p>	1	7	3	2	0	Red	Orange	Yellow	Green	Blue	<p>LEARN MORE</p> <p><b>Graduation Rate</b></p> <p>Blue</p> <p>96.9% graduated Maintained -0.6%</p> <p>EQUITY REPORT</p> <table border="1"> <tr> <td>0</td> <td>0</td> <td>1</td> <td>2</td> <td>7</td> </tr> <tr> <td>Red</td> <td>Orange</td> <td>Yellow</td> <td>Green</td> <td>Blue</td> </tr> </table> <p>View More Details →</p>	0	0	1	2	7	Red	Orange	Yellow	Green	Blue
1	7	3	2	0																	
Red	Orange	Yellow	Green	Blue																	
0	0	1	2	7																	
Red	Orange	Yellow	Green	Blue																	

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**Suspension Rate**

Green

1.5% suspended at least once  
Maintained -0.2%

EQUITY REPORT

0	0	3	8	2
Red	Orange	Yellow	Green	Blue

View More Details →

- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2019 – All Grades
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2019 – Grade 3
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2019 – Grade 4
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2019 – Grade 5
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2019 – Grade 6
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2019 – Grade 7
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2019 – Grade 8
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2019 – Grade 11
- Middle School and High School AVID Participation Data
- Middle School and High School D/F Rates
- D/F Rates
- Imagine Math Data by Secondary School
- Average Daily Attendance Rate/Chronic Absenteeism
- Suspension Rate



# Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 - 2019 – Grade 3

STUDENT GROUP		ELA											MATH																
		2015		2016		DIFF	2017		DIFF	2018		DIFF	2019		DIFF	2015		2016		DIFF	2017		DIFF	2018		DIFF	2019		DIFF
		%	#	%	#		%	#		%	#		%	#		%	#	%	#		%	#		%	#		%	#	
<b>Gender</b>																													
	Male	47%	752	49%	773	2%	54%	779	5%	60%	764	6%	61%	785	1%	54%	752	57%	772	3%	59%	777	2%	62%	765	3%	67%	784	5%
	Female	52%	803	57%	691	5%	61%	712	4%	68%	656	7%	67%	739	-1%	47%	798	51%	689	4%	53%	711	2%	62%	654	9%	61%	742	-1%
<b>Race/Ethnicity</b>																													
	American Indian or Alaska Native		4	-	1									8			4	-	1									8	
	Asian	51%	68	67%	51	16%	62%	81	-5%	71%	73	9%	69%	48	-2%	62%	68	73%	51	11%	70%	82	-3%	74%	73	4%	76%	49	2%
	Black or African American	36%	72	35%	85	-1%	45%	60	10%	47%	59	2%	41%	82	-6%	32%	72	38%	85	6%	37%	60	-1%	36%	59	-1%	43%	81	7%
	Hispanic or Latino	44%	530	49%	545	5%	48%	577	-1%	56%	571	8%	58%	615	2%	43%	528	48%	543	5%	47%	574	-1%	56%	570	9%	55%	616	-1%
	Fillipino	56%	48	64%	36	8%	86%	22	22%	54%	26	-32%	69%	45	15%	60%	48	72%	36	12%	64%	22	-8%	58%	26	-6%	76%	45	18%
	Native Hawaiian or Pacific Islander		10	55%	11	-	45%	11	-10%	58%	12	13%		6	NA		10	55%	11	-	36%	11	-19%	50%	12	14%		6	NA
	White	55%	719	56%	638	1%	66%	623	10%	70%	559	4%	71%	561	1%	55%	716	58%	638	3%	66%	622	8%	69%	559	3%	72%	562	3%
	Two or More Races	46%	104	61%	96	15%	51%	110	-10%	73%	112	22%	71%	150	-2%	55%	104	62%	95	7%	51%	110	-11%	70%	112	19%	68%	150	-2%
<b>Disability Status</b>																													
	Not Disabled	54%	1,338	58%	1,222	4%	63%	1,251	5%	68%	1,198	5%	70%	1,264	2%	55%	1,333	59%	1,220	4%	61%	1,250	2%	67%	1,197	6%	68%	1,265	1%
	Disabled	23%	217	26%	242	3%	27%	240	1%	36%	222	9%	34%	260	-2%	24%	217	29%	241	5%	30%	238	1%	35%	222	5%	36%	261	1%
<b>Economic Disadvantage Status</b>																													
	Not Economically Disadvantaged	59%	974	61%	901	2%	66%	958	5%	73%	801	7%	70%	909	-3%	59%	970	61%	898	2%	64%	956	3%	71%	801	7%	71%	911	0%
	Economically Disadvantaged	34%	581	39%	563	5%	42%	533	3%	51%	619	9%	55%	615	4%	36%	580	42%	563	6%	42%	532	0%	51%	618	9%	50%	615	-1%
<b>English Proficiency Status</b>																													
	Not EL	52%	1,381	55%	1,305	3%	60%	1,336	5%	66%	1,196	6%	66%	1,312	0%	53%	1,376	56%	1,303	3%	59%	1,333	3%	64%	1,194	5%	65%	1,313	1%
	EL (In U.S. Less than 12 Months)		3	-	1												3	-	1										
	EL (In U.S. 12 Months or More)	30%	155	36%	145	6%	30%	144	-6%	47%	175	17%	35%	141	-12%	31%	155	36%	145	5%	30%	143	-6%	45%	175	15%	35%	141	-10%
<b>All Students</b>		50%	1,555	53%	1,464	3%	57%	1,491	4%	63%	1,420	6%	64%	1,524	1%	50%	1,550	54%	1,461	4%	56%	1,488	2%	62%	1,419	6%	63%	1,526	1%







# Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 - 2019 – Grade 6

STUDENT GROUP	ELA												MATH																							
	2015		2016		DIFF		2017		DIFF		2018		DIFF		2019		DIFF		2015		2016		DIFF		2017		DIFF		2018		DIFF		2019		DIFF	
	%	#	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#		
<b>Gender</b>																																				
Male	40%	873	55%	861	15%	45%	862	-10%	49%	858	4%	52%	887	3%	38%	870	48%	860	10%	43%	861	-5%	45%	857	2%	50%	882	5%								
Female	56%	812	67%	834	11%	65%	885	-2%	63%	926	-2%	66%	822	3%	41%	809	45%	833	4%	45%	883	0%	49%	923	4%	46%	822	-3%								
<b>Race/Ethnicity</b>																																				
American Indian or Alaska Native	-	5	-	5	-	-	-	-	-	-	-	5	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5		
Asian	68%	74	72%	68	4%	68%	79	-4%	68%	71	0%	74%	61	6%	58%	74	57%	68	-1%	62%	79	5%	69%	71	7%	70%	61	1%								
Black or African American	35%	83	46%	85	11%	52%	87	6%	43%	93	-9%	47%	98	4%	25%	82	24%	85	-1%	38%	87	14%	29%	94	-9%	33%	97	4%								
Hispanic or Latino	39%	593	53%	618	14%	46%	641	-7%	52%	652	6%	54%	684	2%	27%	594	38%	616	11%	33%	640	-5%	40%	651	7%	42%	683	2%								
Fillipino	65%	66	85%	52	20%	76%	59	-9%	63%	60	-13%	86%	44	23%	56%	66	69%	52	13%	71%	59	2%	65%	60	-6%	75%	44	10%								
Native Hawaiian or Pacific Islander		8	58%	12		50%	12	-8%	67%	12	17%	38%	13	-29%		8	25%	12		25%	12	0%	33%	12	8%	42%	12	9%								
White	53%	759	66%	746	13%	61%	758	-5%	58%	737	-3%	62%	668	4%	48%	753	53%	746	5%	51%	756	-2%	51%	734	0%	53%	666	2%								
Two or More Races	43%	97	64%	108	21%	50%	106	-14%	66%	151	16%	62%	133	-4%	41%	97	55%	108	14%	43%	106	-12%	57%	151	14%	50%	133	-7%								
<b>Disability Status</b>																																				
Not Disabled	53%	1,483	66%	1,498	13%	63%	1,481	-3%	63%	1,516	0%	67%	1,415	4%	44%	1,478	51%	1,497	7%	51%	1,480	0%	53%	1,516	2%	55%	1,413	2%								
Disabled	9%	202	22%	197	13%	12%	266	-10%	21%	268	9%	19%	294	-2%	7%	201	12%	196	5%	8%	264	-4%	13%	264	5%	14%	291	1%								
<b>Economic Disadvantage Status</b>																																				
Not Economically Disadvantaged	54%	1,121	67%	1,115	13%	62%	1,147	-5%	64%	1,112	2%	67%	1,055	3%	48%	1,116	55%	1,114	7%	50%	1,146	-5%	56%	1,112	6%	56%	1,053	0%								
Economically Disadvantaged	36%	564	50%	580	14%	43%	600	-7%	44%	672	1%	46%	654	2%	24%	563	31%	579	7%	33%	598	2%	33%	668	0%	36%	651	3%								
<b>English Proficiency Status</b>																																				
Not EL	49%	1,608	62%	1,629	13%	57%	1,640	-5%	57%	1,490	0%	60%	1,418	3%	41%	1,601	48%	1,627	7%	46%	1,637	-2%	48%	1,487	2%	50%	1,413	2%								
EL (In U.S. Less than 12 Months)	-	0	-	2	-	-	-	-	-	-	-	-	-	-	-	0	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4			
EL (In U.S. 12 Months or More)	8%	61	32%	53	24%	17%	96	-15%	24%	90	7%	17%	83	-7%	6%	62	21%	53	15%	15%	96	-6%	17%	89	2%	12%	82	-5%								
<b>All Students</b>	48%	1,685	61%	1,695	13%	55%	1,747	-6%	56%	1,784	1%	59%	1,709	3%	40%	1,679	47%	1,693	7%	44%	1,744	-3%	47%	1,780	3%	48%	1,704	1%								

# Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 - 2019 – Grade 7

STUDENT GROUP	ELA												MATH																							
	2015		2016		DIFF		2017		DIFF		2018		DIFF		2019		DIFF		2015		2016		DIFF		2017		DIFF		2018		DIFF		2019		DIFF	
	%	#	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#		
<b>Gender</b>																																				
Male	47%	839	50%	869	3%	58%	896	8%	51%	905	-7%	58%	874	7%	39%	839	43%	863	4%	51%	894	8%	44%	904	-7%	47%	872	3%								
Female	65%	838	68%	821	3%	68%	835	0%	67%	912	-1%	74%	985	7%	41%	835	45%	818	4%	49%	834	4%	43%	911	-6%	49%	982	6%								
<b>Race/Ethnicity</b>																																				
American Indian or Alaska Native		5		3		0%			0%				7			5		3		0%								7								
Asian	67%	67	70%	77	3%	73%	74	3%	72%	79	-1%	77%	77	5%	63%	66	60%	77	-3%	72%	74	12%	63%	79	-9%	64%	77	1%								
Black or African American	31%	70	48%	87	17%	45%	87	-3%	51%	94	6%	54%	108	3%	19%	70	30%	87	11%	28%	87	-2%	37%	93	9%	23%	107	-14%								
Hispanic or Latino	50%	602	48%	599	-2%	54%	628	6%	51%	673	-3%	61%	701	10%	30%	603	34%	597	4%	41%	626	7%	35%	672	-6%	42%	700	7%								
Fillipino	69%	62	78%	73	9%	87%	55	9%	77%	65	-10%	77%	64	0%	58%	62	59%	73	1%	65%	55	6%	63%	65	-2%	69%	64	6%								
Native Hawaiian or Pacific Islander	27%	16	-	8	-		13		62%	13		73%	11	11%	33%	15		8		54%	113		31%	13	-23%	36%	11	5%								
White	61%	754	65%	745	4%	70%	744	5%	64%	762	-6%	69%	730	5%	45%	751	51%	740	6%	58%	744	7%	48%	762	-10%	53%	728	5%								
Two or More Races	61%	101	62%	97	1%	67%	118	5%	57%	119	-10%	74%	159	17%	53%	102	41%	95	-12%	49%	117	8%	43%	119	-6%	56%	159	13%								
<b>Disability Status</b>																																				
Not Disabled	62%	1,466	65%	1,489	3%	69%	1,519	4%	66%	1,550	-3%	74%	1,571	8%	44%	1,463	49%	1,481	5%	55%	1,517	6%	49%	1,549	-6%	55%	1,566	6%								
Disabled	15%	211	12%	201	-3%	19%	212	7%	18%	267	-1%	26%	288	8%	9%	211	9%	200	0%	14%	211	5%	8%	266	-6%	13%	288	5%								
<b>Economic Disadvantage Status</b>																																				
Not Economically Disadvantaged	61%	1,120	66%	1,117	5%	68%	1,192	2%	66%	1,117	-2%	74%	1,186	8%	45%	1,121	51%	1,110	6%	55%	1,189	4%	49%	1,118	-6%	56%	1,185	7%								
Economically Disadvantaged	46%	557	45%	573	-1%	51%	539	6%	48%	700	-3%	53%	673	5%	29%	553	30%	571	1%	39%	539	9%	34%	697	-5%	34%	669	0%								
<b>English Proficiency Status</b>																																				
Not EL	57%	1,621	61%	1,618	4%	64%	1,688	3%	60%	1,495	-4%	67%	1,539	7%	41%	1,618	46%	1,609	5%	51%	1,685	5%	44%	1,493	-7%	49%	1,534	5%								
EL (In U.S. Less than 12 Months)		5		2		0%			0%				4			6		2		0%							4									
EL (In U.S. 12 Months or More)	10%	42	15%	61	5%	25%	37	10%	12%	86	-13%	26%	86	14%	12%	43	8%	61	-4%	24%	37	16%	14%	85	-10%	10%	86	-4%								
<b>All Students</b>	56%	1,677	59%	1,690	3%	63%	1,731	4%	59%	1,817	-4%	66%	1,859	7%	40%	1,674	44%	1,681	4%	50%	1,722	6%	43%	1,815	-7%	48%	1,854	5%								

# Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 - 2019 – Grade 8

STUDENT GROUP	ELA												MATH																																											
	2015			2016			DIFF			2017			2018			DIFF			2019			DIFF			2015			2016			DIFF			2017			2018			DIFF			2019			DIFF										
	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%																	
<b>Gender</b>																																																								
Male	48%	971	49%	887	1%	52%	930	3%	52%	946	0%	51%	952	-1%	40%	972	43%	886	3%	46%	928	3%	49%	943	3%	46%	949	-3%	65%	872	70%	897	5%	67%	873	-3%	65%	856	-2%	67%	928	2%	41%	874	51%	895	10%	48%	870	-3%	56%	850	8%	49%	924	-7%
Female																																																								
<b>Race/Ethnicity</b>																																																								
American Indian or Alaska Native																																																								
Asian																																																								
Black or African American																																																								
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Disabled																																																								
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EL (In U.S. Less than 12 Months)																																																								
EL (In U.S. 12 Months or More)																																																								
<b>All Students</b>																																																								

# Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 - 2019 – Grade 11

STUDENT GROUP	ELA												MATH																
	2015		2016		DIFF	2017		DIFF	2018		DIFF	2019		DIFF	2015		2016		DIFF	2017		DIFF	2018		DIFF	2019		DIFF	
	%	#	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%	#	%
<b>Gender</b>																													
Male	71%	949	69%	988	-2%	70%	1,052	1%	55%	1040	-15%	65%	977	10%	39%	930	39%	973	0%	32%	1,044	-7%	35%	1041	3%	45%	967	10%	
Female	81%	958	80%	973	-1%	80%	984	0%	69%	1014	-11%	79%	1001	10%	36%	951	43%	965	7%	36%	976	-7%	35%	1006	-1%	44%	995	9%	
<b>Race/Ethnicity</b>																													
American Indian or Alaska Native		8	85%	13		0%							5			8	15%	13		0%	-	-15%		0%			5		
Asian	82%	93	86%	97	4%	83%	99	-3%	74%	104	-9%	83%	98	9%	58%	93	74%	96	16%	56%	98	-18%	62%	104	6%	65%	98	3%	
Black or African American	61%	139	58%	115	-3%	62%	130	4%	55%	120	-7%	59%	110	4%	24%	140	19%	112	-5%	21%	128	2%	30%	120	9%	29%	109	-1%	
Hispanic or Latino	71%	600	69%	639	-2%	67%	681	-2%	56%	686	-11%	66%	720	10%	30%	589	32%	633	2%	24%	674	-8%	26%	688	2%	37%	710	11%	
Fillipino	84%	90	91%	79	7%	83%	82	-8%	71%	90	-12%	82%	73	11%	48%	90	52%	81	4%	43%	82	-9%	60%	90	17%	54%	72	-6%	
Native Hawaiian or Pacific Islander		7	53%	17		76%	21	23%	61%	18	-15%	57%	14	-4%		7	19%	17		29%	21	10%	41%	17	12%	43%	14	2%	
White	80%	885	78%	896	-2%	80%	886	2%	66%	911	-14%	76%	811	10%	42%	870	48%	881	6%	41%	882	-7%	38%	904	-3%	47%	807	9%	
Two or More Races	82%	85	78%	104	-4%	84%	128	6%	60%	119	-24%	80%	140	20%	33%	84	39%	104	6%	39%	127	0%	36%	118	-3%	56%	140	20%	
<b>Disability Status</b>																													
Not Disabled	79%	1,782	78%	1,819	-1%	79%	1,863	1%	67%	1847	-12%	78%	1758	11%	40%	1,762	44%	1,804	4%	37%	1,851	-7%	39%	1843	2%	49%	1745	10%	
Disabled	29%	125	26%	142	-3%	26%	173	0%	20%	207	-6%	22%	220	2%	5%	119	5%	134	0%	5%	169	0%	5%	204	0%	5%	217	0%	
<b>Economic Disadvantage Status</b>																													
Not Economically Disadvantaged	79%	1,339	78%	1,451	-1%	79%	1,531	1%	66%	657	-13%	76%	1346	10%	41%	1,321	44%	1,437	3%	38%	1,520	-6%	40%	1394	2%	48%	1338	8%	
Economically Disadvantaged	68%	568	64%	510	-4%	67%	505	3%	53%	1397	-14%	64%	632	11%	28%	560	32%	501	4%	23%	500	-9%	25%	653	2%	36%	624	11%	
<b>English Proficiency Status</b>																													
Not EL	77%	1,874	75%	1,930	-2%	76%	1,983	1%	63%	1692	-13%	73%	1610	10%	38%	1,850	42%	1,903	4%	35%	1,968	-7%	36%	1686	1%	45%	1596	9%	
EL (In U.S. Less than 12 Months)		8		0		0%	-	0%			0%					8		1		0%		0%		0%					
EL (In U.S. 12 Months or More)	17%	18	12%	27	-5%	22%	45	10%	8%	49	-14%	21%	44	13%	0%	17	14%	28	14%	9%	45	-5%	8%	49	-1%	2%	44	-6%	
<b>All Students</b>	<b>76%</b>	<b>1,907</b>	<b>74%</b>	<b>1,961</b>	<b>-2%</b>	<b>75%</b>	<b>2,036</b>	<b>1%</b>	<b>62%</b>	<b>2054</b>	<b>-13%</b>	<b>72%</b>	<b>1978</b>	<b>10%</b>	<b>38%</b>	<b>1,881</b>	<b>41%</b>	<b>1,938</b>	<b>3%</b>	<b>34%</b>	<b>2,020</b>	<b>-7%</b>	<b>35%</b>	<b>2047</b>	<b>1%</b>	<b>44%</b>	<b>1962</b>	<b>9%</b>	

# Middle School AVID Participation Data

## MVUSD MIDDLE SCHOOL AVID PARTICIPATION DATA 2015-2021

Site	Total Pop/AVID Pop %age	Male: Total /AVID %age	Female: Total/AVID %age	SED: Total/AVID %age	EL: Total/AVI D %age	Foster: Total/AVI D %age	Hispanic Male: Total/AVID %age	Hispanic Female: Total/AVID %age	Af Am Male: Total/AVID %age	Af Am Female: Total/AVID %age	Am In Female: Total/AVID %age	Am In Male: Total/AV ID %age	Multiple Races Female: Total/AVID %age	Multiple Races Male: Total/AVI D %age
<b>DMMS 2015-16</b>	123/1314 9.3%	54/629 8.6%	69/685 10%	21/292 7.2%	2/12 16.7%	0/2 0%	22/205 10.7%	37/225 16.4%	4/74 5.4%	6/68 8.8%	0/8 0%	0/12 0%		
<b>DMMS 2016-17</b>	105/13377. 9%	47/675 7%	58/622 8.8%	36/334 10.8%	4/29 13.8%	0/3 0%	27/225 12%	28/208 13.5%	2/81 2.4%	4/58 6.8%	0/7 0%	0/13 0%	2/61 3.3%	6/75 8%
<b>DMMS 2017-18</b>	112/1417 7.9%	43/685 6.3%	69/734 9.5%	31/295 10.5%	2/35 5.7%	5/10 50%	22/223 10%	27/233 11.6%	1/68 1.5%	8/61 13.1%	0/10 0%	0/15 0%	5/73 6.8%	2/69 2.9%
<b>DMMS 2018-19</b>	143/1452 9.8%	51/696 7.3%	92/756 12.2%	54/381 14.17%	5/46 10.9%	1/10 10%	27/232 11.6%	43/260 16.55%	4/51 7.8%	7/47 14.9%	0/1 0%	0/3 0%	11/76 14.5%	2/55 3.6%
<b>DMMS 2019-20</b>	125/1447 8.6%	38/683 5.6%	87/764 11.4%	58/398 14.6%	3/43 7%	2/13 15.3%	15/226 6.7%	44/274 16%	4/46 8.7%	5/51 9.8%	1/4 25%	0/1 0%	2/63 3.2%	6/66 9.1%
<b>DMMS 2020-21</b>	138/1394 9.9%	52/680 7.6%	86/714 12.0%	56/387 14.5%	5/46 10.9%	0/12 0%	25/243 10.3%	43/268 16.0%	7/41 17%	8/47 17%	3/23 13%	3/ 16 18.8%	2/64 3.1%	7/69 10.1%
<b>Change</b>	1.3%	2.0%	0.6%	-0.1%	3.9%	-15.3%	3.6%	0%	8.3%	7.2%	-12%	+18.8	-0.1%	1.0%
<b>SMS 2015-16</b>	142/1422 10%	61/745 8.2%	81/677 12%	82/608 13.5%	4/57 7%	0/11 0%	25/299 8.4%	47/303 15.5%	6/58 10.3%	5/60 8.3%	2/13 1.5%	0/14 0%		
<b>SMS 2016-17</b>	135/1437 9%	56/740 7.5%	79/697 11%	86/505 17%	26/188 13.8%	1/12 8%	28/229 12%	47/245 19%	5/75 6.7%	13/60 21.7%	3/21 14.3 %	4/22 18%	11/50 22%	6/67 9%
<b>SMS 2017-18</b>	124/1446 8.6%	56/741 7.6%	68/705 9.6%	83/656 12.6%	6/79 7.6%	1/17 5.9%	34/326 10.4%	43/293 14.7%	3/42 7.1%	6/41 14.6%	0/3 0%	¼ 25%	4/51 7.8%	4/53 7.5%
<b>SMS 2018-19</b>	121/1415 8.6%	58/709 8.1%	58/706 8.2%	71/600 11.8%	8/104 7.7%	¼ 25%	33/308 10.7%	37/320 11.6%	7/44 16%	3/46 6.5%	1/3 33%	0/4 0%	3/53 5.7%	3/53 5.7%
<b>SMS 2019-2020</b>	94/1454 6.5%	41/724 5.7%	53/729 7.2%	70/666 10.5%	3/82 3.7%	1/6 16.7%	19/332 5.7%	29/331 8.8%	5/36 13.9%	10/54 18.5%	0/4 0%	0/2 0%	5/58 8.6%	4/61 6.6%
<b>SMS 2020-21</b>	83/1374 6%	34/712 4.8%	49/661 7.4%	42/569 7.4%	0/60 0%	0/0 0%	19/343 5.5%	26/309 8.4%	2/31 6.5%	6/49 12.2%	0/4 0%	0/1 0%	4/62 6.5%	7/57 12.3%
<b>Change</b>	-0.5%	-0.9%	0.2%	-3.1%	-3.7%	-16.7%	-0.2%	-0.4%	-7.4%	-6.3%	0%	0%	-2.1%	5.7%
<b>Thompson 2015-16</b>	79/1609 4.9%	41/830 4.9%	38/779 4.9%	40/444 9%	3/92 3.2%	2/5 40%	24/274 8.8%	21/230 9.1%	4/38 10.5%	2/40 5%	0/9 0%	1/5 20%		
<b>Thompson 2016-17</b>	77/1695 4.5%	42/879 4.8%	35/816 4.3%	32/417 7.8%	0/51 0%	1/4 25%	21/294 7.1%	26/254 10.2%	1/14 7.1%	0/16 0%	0/5 0%	0/6 0%		
<b>Thompson 2017-18</b>	94/1713 5.5%	43/876 4.9%	51/837 6.1%	41/489 8.4%	0/65 0%	0/1 0%	20/309 6.5%	29/267 10.9%	1/38 2.6%	3/47 6.4%	1/12 8.3%	0/6 0%	6/69 8.7%	1/64 1.6%
<b>Thompson</b>	86/1696	37/840	49/856	52/473	7/89	0/5	20/311	32/280	2/28	2/24	1/4	0/3	4/56	0/42

<b>2018-19</b>	5.1%	4.4%	5.7%	11%	7.9%	0%	6.4%	11.4%	7.1%	8.3%	25%	0%	7.1%	0%
<b>Thompson</b>	91/1659	37/846	54/813	50/517	5/70	1/9	21/306	31/282	3/34	1/23	0/3	0/2	3/54	3/58
<b>2019-20</b>	5.5%	4.4%	6.6%	10%	7.1%	11%	6.9%	11%	8.8%	4.3%	0%	0%	5.5%	5.2%
<b>TMS</b>	116/1565	44/786	72/779	62/481	8/62	1/6	27/310	44/274	2/28	1/22	0/1	0/2	4/46	6/53
<b>2020-21</b>	7.4%	5.6%	9.2%	12.8%	12.9%	16.7%	8.7%	16.1%	7.1%	4.5%	0%	0%	6.3%	11.3%
<b>Change-</b>	<b>1.9%</b>	<b>1.2%</b>	<b>2.6%</b>	<b>2.8%</b>	<b>5.8%</b>	<b>5.7%</b>	<b>1.8%</b>	<b>5.1%</b>	<b>-1.7%</b>	<b>0.2%</b>	<b>0%</b>	<b>0%</b>	<b>0.8%</b>	<b>6.1%</b>
<b>WSMS</b>	223/872	109/445	114/426	112/384	12/26	0/3	48/176	54/180	12/44	7/39	0/11	2/4		
<b>2015-16</b>	25.6%	24.5%	26.8%	29.2%	46%	0%	27.3%	30%	27.3%	18%	0%	50%		
<b>WSMS</b>	222/884	89/451	133/433	118/357	16/39	2/6	48/175	74/182	13/46	8/43	2/9	1/8	15/47	9/56
<b>2016-17</b>	25.1%	19.7%	30.7%	33.1%	41%	33.3%	27.4%	40.7%	28.3%	18.6%	22.2%	12.5%	31.9%	16.1%
<b>WSMS</b>	220/924	86/460	134/464	112/311	19/62	3/10	39/162	76/194	10/28	12/34	0/0	1/3	14/65	5/55
<b>2017-18</b>	23.8%	18.7%	28.9%	36%	30.6%	30%	24.1%	39%	35.7%	35.3%	0%	33.3%	21.5%	9%
<b>WSMS</b>	215/916	96/215	119/215	109/367	9/58	3/16	47/196	69/192	8/23	13/34	0/0	1/3	15/52	8/48
<b>2018-19</b>	23.5%	44.7%	55.3%	29.7%	15.5%	18.8%	24%	35.9%	34.8%	38.2%	0%	33.3%	28.8%	16.7%
<b>WSMS</b>	172/930	82/491	90/435	87/373	6/50	1/9	53/223	47/180	2/20	6/35	0/0	1/1	6/54	12/61
<b>2019-20</b>	18.5%	16.7%	20.7%	23%	12%	11%	23.8%	26.1%	10%	17.1%	0%	100%	11.1%	19.7%
<b>WSMS</b>	170/860	84/470	86/390	133/352	4/51	3/9	49/226	51/167	7/69	10/58	3/13	1/12	7/70	6/61
<b>2020-21</b>	19.8%	14.9%	22.1%	37.8%	7.8%	33.3%	21.7%	30.5%	10.1%	17.2%	23.1%	8.3%	10%	9.8%
<b>Change</b>	<b>1.3%</b>	<b>-1.8%</b>	<b>1.4%</b>	<b>14.8%</b>	<b>-4.2%</b>	<b>22.3%</b>	<b>-2.1%</b>	<b>-4.4%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>23.1%</b>	<b>-91.7%</b>	<b>-1.1%</b>	<b>-9.9%</b>



# High School AVID Participation Data

MVUSD HIGH SCHOOL AVID PARTICIPATION DATA															
Site	Total Pop/AVID Pop %age	Male: Total /AVID %age	Female: Total/AVID %age	SED: Total/AVID %age	EL: Total/AVI D %age	Foster: Total/AVI D %age	Hispanic Male: Total/AVID %age	Hispanic Female: Total/AVID %age	Af Am Male: Total/AVI D %age	Af Am Female: Total/AVI D %age	Am In Female: Total/AVI D %age	Am In Male: Total/AVI D %age	Multiple Races Female: Total/AVID %age	Multiple Races Male: Total/AVI D %age	
MMHS 2015-16	427/2207 19.3%	218/1152 18.9%	209/1055 19.8%	155/568 27.3%	4/43 9.3%	0/6 0%	103/418 24.6%	100/384 26%	34/116 29.3%	26/107 24.3%	2/15 13.3%	5/23 21.7%			
MMHS 2016-17	458/2277 20%	225/1201 18.7%	233/1076 21.6%	174/599 29.0%	12/68 17.6%	5/12 41.6%	104/444 23.4%	114/394 28.9%	39/109 35.7%	36/108 33.3%	2/18 11.1%	2/25 8%	27/81 33.3%	19/98 19.3	
MMHS 2017-18	458/2366 18.8%	206/1253 16.4%	239/1113 21.5%	188/445 42.2%	12/60 18.2	1/3 33%	95/480 19.6%	122/426 28.6	19/86 22.1%	22/60 36.7	2/5 40%	3/15 20%	20/97 20.6%	25/125 20%	
MMHS 2018-19	420/2436 17.2%	188/1262 14.8%	232/1174 19.7%	184/604 30.8%	10/68 14.4%	3/11 27.2%	103/497 20.7%	126/454 27.7%	18/65 27.6%	21/66 31.8%	0/3 0%	2/4 50%	16/88 18.1%	14/92 15.2%	
MMHS 2019-20	444/2400 18.5%	196/1246 15.7%	247/1164 21.2%	208/804 25.8%	15/79 18.9%	2/13 15.3%	95/492 19.3%	135/489 27.6%	25/83 30.1%	20/62 32.2%	2/5 40%	0/3 0	15/93 16.1%	15/78 19.2%	
MMHS 2020-21	453/2409 19%	190/1231 15%	263/1177 22%	201/820 24%	18/76 23%	1/5 20%	100/500 20%	158/522 30%	21/91 23%	22/69 32%	2/6 33%	0/1 0%	12/98 12%	11/84 13%	
Change	0.5%	-0.7%	0.8%	-1.8%	4.1%	4.7%	0.7%	2.4%	-7.1%	-0.2%	-7%	0%	-4.1%	-6.2%	
MVHS 2015-16	228/2496 9%	105/1306 8%	123/1190 10.3%	133/446 29.8%	5/35 14.3%	1/5 20%	45/357 12.6%	57/336 17%	6/61 9.8%	11/57 19.3%	1/14 7.1%	1/10 10%			
MVHS 2016-17	173/2467 7%	73/1283 5.7%	100/1184 8.4%	58/443 13.1%	5/49 10.2%	3/16 18.8%	43/382 11.3%	58/363 16%	3/59 5%	8/58 13.8%	1/20 5%	2/17 11.8%			
MVHS 2017-18	197/2365 8.3%	84/1228 6.8%	114/1137 10%	71/407 17.4%	8/68 11.8%	1/16 6.3%	50/381 13%	72/355 20.3%	5/63 7.9%	7/56 12.5%	2/21 9.5%	4/22 18.2%	5/71 7%	2/83 2.4%	
MVHS 2018-19	231/2266 10.2%	103/1196 8.6%	128/1070 12%	98/553 17.7%	12/44 27.3%	1/6 16.7%	67/369 18.2%	75/330 22.7%	2/40 5%	11/37 29.7%	2/6 33.3%	0/3 0%	2/50 4%	4/73 5.5%	
Murrieta Valley	207/2292 9.0%	100/1189 8.4%	107/1103 9.7%	95/633 15%	3/43 7%	0/6 0%	61/393 15.5%	64/350 18.3%	4/44 9.1%	12/44 27.3%	0/5 0%	2/5 40%	8/74 10.8%	3/62 4.8%	
MVHS 2020-21	218/2274 9.6%	95/1172 8.1%	123/1101 11.2%	139/843 16.5%	6/51 11.8%	0/24 0%	62/402 15.4%	77/370 20.8%	3/37 8.1%	7/39 17.9%	0/5 0%	2/8 25%	6/81 7.4%	7/74 9.5%	
Change	0.6%	-0.3%	1.5%	1.5%	4.8%	0%	-0.1%	2.5%	-1.0%	-9.4%	0%	-15%	-3.4%	4.7%	
VMHS 2015-16	420/3547 11.8%	163/1775 9.2%	257/1772 14.5%	172/974 17.7%	3/55 5.5%	1/4 25%	76/598 12.7%	113/554 20.4%	14/187 7.5%	28/200 14%	2/40 5%	2/31 6.5%			
VMHS 2016-17	438/3487 12.5%	167/1718 9.7%	271/1769 15.3%	134/821 16.3%	7/72 9.7%	0/6 0%	81/583 13.9%	128/583 22%	18/188 9.6%	31/211 14.7%	3/30 10%	5/34 14.7%	26/180 14.4%	25/171 14.6%	

<b>VMHS 2017-18</b>	445/3385 13.1%	184/1680 11.0%	260/1705 15.2%	160/964 16.6%	10/83 12.0%	1/11 9.1%	89/585 15.2%	135/580 23.3%	13/132 9.8%	24/142 17.0%	1/4 25.0%	0/2 0.0%	23/172 13.4%	22/183 12.0%
<b>VMHS 2018-19</b>	434/3536 12.3%	169/1750 9.7%	265/1786 14.8%	148/918 16.1%	9/78 11.5%	1/13 7.7%	84/631 13.3%	140/636 22.0%	10/132 7.6%	18/137 13.1%	0/2 0.0%	0/3 0.0%	21/134 15.7%	16/155 10.3%
<b>VMHS 2019-20</b>	421/3525 11.9%	161/1749 9.2%	260/1776 14.6%	163/1031 15.8%	6/82 6.8%	2/21 7.3%	83/633 13.1%	139/678 20.5%	12/133 9.0%	15/120 12.5%	1/6 16.7%	0/5 0%	12/155 7.7%	24/155 15.5%
<b>VMHS 2020-21</b>	410/3608 11.4%	150/1760 8.5%	260/1846 14.1%	163/1043 15.6%	7/86 8.1%	4/22 18.2%	83/652 12.7%	131/693 20.3%	10/131 7.6%	18/143 12.6%	2/7 28.6%	0/6 0%	17/205 8.3%	33/232 14.2%
<b>Change</b>	<b>-0.5%</b>	<b>-0.7%</b>	<b>-0.5%</b>	<b>-0.2%</b>	<b>1.3%</b>	<b>10.9%</b>	<b>-0.4%</b>	<b>-0.2%</b>	<b>-1.4%</b>	<b>0.1%</b>	<b>11.9%</b>	<b>0%</b>	<b>0.6%</b>	<b>-1.3%</b>
<b>Student Groups</b>	<b>Total Pop/AVID Pop %age</b>	<b>Male: Total /AVID %age</b>	<b>Female: Total/AVID %age</b>	<b>SED: Total/AVID %age</b>	<b>EL: Total/AVI D %age</b>	<b>Foster: Total/AVI D %age</b>	<b>Hispanic Male: Total/AVID %age</b>	<b>Hispanic Female: Total/AVID %age</b>	<b>Af Am Male: Total/AVI D %age</b>	<b>Af Am Female: Total/AVI D %age</b>	<b>Am In Female: Total/AVI D %age</b>	<b>Am In Male: Total/AVI D %age</b>	<b>Multiple Races Female: Total/AVID %age</b>	<b>Multiple Races Male: Total/AVI D %age</b>
Non-Demo School #s and %ages 17-18	984/10354 9.5%	423/5226 8%	564/5130 11%	375/2573 14.6%	27/316 8.5%	8/51 17.6%	221/1742 12.7%	304/1684 18%	24/354 6.8%	47/353 13.3%	4/65 6.2%	11/66 16.7%	44/422 10.4%	36/443 8.1%
Non-Demo School #s and %ages 18-19	1010/10365 9.7%	418/5191 8%	592/5174 11.4%	423/2925 14.5%	41/361 11.4%	4/38 10.5%	231/1851 12.5%	327/1826 17.9%	25/295 8.5%	41/291 14.1%	4/15 26.7%	0/10 0%	41/369 11.1%	25/378 6.6%
Non-Demo School #s and %ages 19-20	938/10377 9%	377/5191 7.3%	561/5185 10.8%	436/3245 13.4%	20/320 6.3%	7/55 12.7%	199/1890 10.5%	307/1915 16%	28/293 9.6%	43/292 14.7%	2/22 9.1%	2/15 13%	30/404 7.4%	40/402 10%
<b>Non-Demo School #s and %ages 20-21</b>	<b>965/10215 9.4%</b>	<b>375/5110 7.3%</b>	<b>590/5101 11.6%</b>	<b>462/3323 13.9%</b>	<b>26/305 8.5%</b>	<b>5/64 7.8%</b>	<b>216/1950 11.1%</b>	<b>321/1914 16.8%</b>	<b>24/268 9.0%</b>	<b>40/300 13.3%</b>	<b>5/40 12.5%</b>	<b>5/33 15.2%</b>	<b>33/458 7.2%</b>	<b>60/485 12.4%</b>
<b>Change</b>	<b>0.4%</b>	<b>0%</b>	<b>0.6%</b>	<b>0.5%</b>	<b>2.2%</b>	<b>-4.9%</b>	<b>0.6%</b>	<b>0.8%</b>	<b>-0.6%</b>	<b>-1.4%</b>	<b>3.4%</b>	<b>2.2%</b>	<b>-0.2%</b>	<b>2.4%</b>
<b>Student Groups</b>	<b>Total Pop/AVID Pop %age</b>	<b>Male: Total /AVID %age</b>	<b>Female: Total/AVID %age</b>	<b>SED: Total/AVID %age</b>	<b>EL: Total/AVI D %age</b>	<b>Foster: Total/AVI D %age</b>	<b>Hispanic Male: Total/AVID %age</b>	<b>Hispanic Female: Total/AVID %age</b>	<b>Af Am Male: Total/AVI D %age</b>	<b>Af Am Female: Total/AVI D %age</b>	<b>Am In Female: Total/AVI D %age</b>	<b>Am In Male: Total/AVI D %age</b>	<b>Multiple Races Female: Total/AVID %age</b>	<b>Multiple Races Male: Total/AVI D %age</b>
Demo School #s and %ages	665/3330 20%	295/1729 17%	370/1601 23.1%	292/956 30.5%	31/116 26.7%	5/21 23.8%	133/642 20.7%	195/634 30.8%	35/102 34.3%	38/97 39.2%	1/1 100%	1/7 14.3%	33/154 21.4%	33/171 19.3%

17-18														
Demo School #s and %ages 18-19	635/3352 18.9%	284/1477 19.2%	351/1389 25.3%	293/787 37.2%	19/126 15.1%	6/27 22.2%	150/693 21.6%	195/646 30.2%	26/88 29.5%	34/100 34%	0/3 0%	3/7 42.9%	31/140 22.1%	22/140 15.7%
Demo School #s and %ages 19-20	616/3330 18.5%	278/1737 16.0%	337/1599 21.1%	295/1177 25.1%	21/129 16.3%	3/22 13.6%	148/715 20.7%	182/669 27.2%	27/103 26.2%	26/97 26.8%	2/5 40%	1/4 25%	21/147 14.3%	27/139 19.4%
Demo School #s and %ages 20-21	<b>623/3269 19.1%</b>	<b>274/1701 16.1%</b>	<b>349/1567 22.3%</b>	<b>334/1172 28.5%</b>	<b>22/127 17.3%</b>	<b>4/14 28.6%</b>	<b>149/726 20.5%</b>	<b>209/689 30.3%</b>	<b>28/160 17.5%</b>	<b>32/127 25.2%</b>	<b>5/19 26.3%</b>	<b>1/13 7.7%</b>	<b>19/168 11.3%</b>	<b>17/100 17%</b>
Change	<b>0.6%</b>	<b>0.1%</b>	<b>1.2%</b>	<b>3.4%</b>	<b>1%</b>	<b>15%</b>	<b>-0.2%</b>	<b>-3.1%</b>	<b>-8.7%</b>	<b>-1.6%</b>	<b>-13.7%</b>	<b>-17.3%</b>	<b>-3%</b>	<b>-2.4%</b>

# Two or More Failing Grades-Overall District 2014-2020

## Middle School

LCAP Goal 1 MS 2 or More D/F Rates						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
District Overall	14.24%	12.10%	9.60%	9.90%	12.10%	11.34%
SED	24.60%	20.60%	15.50%	16.00%	18.20%	15.90%
EL	22.73%	25.70%	19.60%	20.80%	22.40%	19.80%
Foster	30.77%	54.50%	20.00%	30.80%	23.10%	22.22%
African Am	12.10%	22.30%	14.90%	12.10%	15.30%	15.02%
Hispanic	19.70%	15.40%	12.10%	13.10%	15.30%	13.18%
Am Indian	46.70%	42.90%	0%	20%	10.30%	10.53%
SWD	NA	23.00%	17.80%	13.30%	15.90%	14.22%
Multi-Race	NA	NA	9.50%	9.62%	9.20%	9.49%

## High School

LCAP Goal 1 HS 2 or More D/F Rates						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
District Overall	22.90%	17.20%	18.60%	18.00%	17.20%	17.50%
SED	33.30%	27.90%	26.60%	25.30%	24.20%	20.03%
EL	29.80%	35.60%	40%	36%	35%	33.65%
Foster	58.30%	46.70%	26.40%	40.50%	27.30%	35.56%
African Am	32.30%	26.20%	23.60%	23.50%	22.20%	18.27%
Hispanic	27.40%	22.50%	23%	22.50%	21.80%	17.74%
Am Indian	48.80%	40.60%	25%	24%	13.80%	28.13%
SWD	NA	29.00%	36%	26.60%	26.90%	20.26%
Multi-Race	NA	NA	16.90%	18.55%	16.00%	12.44%

## Imagine Math Data by School Site

High School <i>Imagine Math</i> Data 2021											
	Placement Test Fall 2020					Benchmark February 2021					
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Growth
MMHS	21.4%	42.6%	16.1%	16.7%	3.2%	18.4%	45.0%	13.4%	21.2%	2.0%	3.3%
MVHS	18.8%	45.1%	15.2%	17.7%	3.3%	16.9%	42.9%	15.8%	21.6%	2.8%	3.4%
VMHS	17.0%	44.0%	17.8%	18.5%	2.7%	13.1%	46.2%	16.3%	22.2%	2.2%	3.2%
MCA	40.0%	45.3%	10.7%	4.0%	0.0%	38.6%	54.5%	2.3%	4.5%	0.0%	0.5%
Average	24.3%	44.3%	15.0%	14.2%	2.3%	21.8%	47.2%	12.0%	17.4%	1.8%	3.2%
High School Think Through Math Data 2020-TRANSITIONAL MATH											
	Placement Test Fall 2020					Benchmark February 2021					
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	
MMHS	61.2%	31.4%	5.2%	2.4%	0.0%	43.7%	49.8%	6.5%	0.0%	0.0%	
MVHS not offered											
VMHS	44.3%	36.2%	14.6%	3.6%	1.3%	37.7%	53.1%	8.0%	1.2%	0.0%	
MCA not offered											
Average	52.8%	33.8%	9.9%	3.0%	0.7%	40.7%	51.5%	7.3%	0.6%	0.0%	

## Imagine Math Data by School Site

Middle School <i>Imagine Math</i> Data 2021											
Placement Test Fall 2020						Benchmark February 2021					Growth
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	
DMMS	11.1%	36.8%	22.5%	26.3%	3.3%	6.3%	32.0%	23.3%	37.1%	1.4%	8.9%
SMS	17.8%	42.4%	19.2%	18.5%	2.2%	11.4%	34.0%	23.4%	28.6%	2.5%	10.4%
TMS	14.8%	36.9%	22.0%	23.7%	2.6%	9.7%	31.6%	23.2%	33.7%	1.8%	9.2%
WSMS	17.6%	35.8%	19.7%	23.9%	3.0%	11.8%	30.0%	20.6%	33.9%	3.8%	10.8%
Average	15.3%	38.0%	20.9%	23.1%	2.8%	9.8%	31.9%	22.6%	33.3%	2.4%	9.8%

## Percentage of Student Attendance by Student Groups

LCAP Goal 4 Attendance								
	2014-15	2015-16	2016-17	2017-18	2018-19 (K-12)	2018-19 K-8	2019-20 (K-12)	2019-20 K-8
District Overall	95.30%	95.65%	95.70%	95.70%	95.50%	95.70%	96.45%	96.68%
SED	95.25%	95.20%	95.40%	95.40%	95.10%		95.70%	n/a
EL	95.53%	96.00%	96%	96%	95.60%	95.80%	96.08%	96.50%
Foster	NA	95%	93.80%	94.40%	94.30%	94.10%	94.64%	95.63%
African Am	96.08%	96.17%	96.20%	96.20%	95.90%	96.00%	96.58%	96.60%
Hispanic	95.32%	95.50%	96%	95.60%	95.40%	95.50%	96.30%	96.44%
Am Indian	94.35	95%	95.10%	95%	94.2%	93.3%	95.06%	94.36%
SWD	94.40%	94.47%	95%	94.20%	94.20%	94.50%	95.02%	95.62%
Multi-Race	NA	NA	96.00%	96.00%	95.70%	95.80%	96.86%	97.06%

LCAP Goal 4 Chronic Absenteeism								
	2014-15	2015-16	2016-17	2017-18	2018-19 (K-12)	2018-19 K-8	2019-20 (K-12)	2019-20 (K-8)
District Overall	10.3%	9.2%	8.7%	9.2%	10.5%	10.3%	9.48%	9.22%
SED	10.9%	10.2%	10.8%	11.5%	13.1%	12.1%	9.20%	n/a
EL	10.8%	8.4%	8.5%	9.2%	11.2%	11.3%	12.24%	9.94%
Foster	NA	16.9%	14.3%	15.9%	22.3%	20.8%	17.88%	15.30%
African Am	9.7%	8.3%	9.3%	8.7%	9.6%	9.3%	9.68%	9.94%
Hispanic	11.6%	9.9%	9.2%	10.3%	11.3%	11.3%	10.42%	10.48%
Am Indian	18.7%	11.8%	11.0%	8.6%	16.3%	18.0%	16.14%	23.02%
SWD	15.8%	14.4%	13.5%	16.4%	16.7%	16.6%	15.46%	14.34%
Multi-Race	10.4%	NA	8.3%	8.8%	9.9%	10.7%	8.78%	7.92%

## Percentage of Student Suspensions by Student Groups

LCAP Goal 4 Suspension Percent							
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2019-20 Goal
District Overall	1.94%	not reported	1.30%	1.20%	1.00%	1.49%	1.1%
SED	2.69%	2.60%	2.00%	2.00%	1.40%	0.41%	1.9%
EL	0.95%	1%	1.00%	0.8%	0.9%	1.26%	0.7%
Foster	NA	26.97%	7.10%	5.90%	0.9%	4.55%	4.9%
African Am	4.04%	4.80%	2.40%	2.10%	1.70%	5.52%	2%
Hispanic	1.92%	1.70%	1%	1.40%	1.10%	1.73%	1.3%
Am Indian	2.88	15%	2.70%	1.40%	2.30%	4.82%	1.3%
SWD	4.24%	6.70%	2.6%	2.80%	1.90%	4.21%	2.70%
Multi-Race	NA	NA	1.50%	1.20%	1.00%	2.37%	1.10%