

2022-23 LCFF Budget Overview for Parents Data Input Sheet

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|---|--|
| Local Educational Agency (LEA) Name: | Murrieta Valley Unified School District |
| CDS Code: | 3375200 |
| LEA Contact Information: | Name: Faythe Mutchnick-Jayx Position: Assistant Superintendent, Educational Services Phone: (951) 696-1600 |
| Coming School Year: | 2022-23 |
| Current School Year: | 2021-22 |

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

| Projected General Fund Revenue for the 2022-23 School Year | Amount |
|---|------------------|
| Total LCFF Funds | \$233,715,994.00 |
| LCFF Supplemental & Concentration Grants | \$15,380,307.00 |
| All Other State Funds | \$23,329,093.00 |
| All Local Funds | \$25,109,371.00 |
| All federal funds | \$18,608,030.00 |
| Total Projected Revenue | \$300,762,488.00 |

| Total Budgeted Expenditures for the 2022-23 School Year | Amount |
|--|------------------|
| Total Budgeted General Fund Expenditures | \$303,155,101.00 |
| Total Budgeted Expenditures in the LCAP | \$19,429,994.00 |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$19,429,994.00 |
| Expenditures not in the LCAP | \$283,725,107.00 |

| Expenditures for High Needs Students in the 2021-22 School Year | Amount |
|--|-----------------|
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$19,197,478.00 |
| Actual Expenditures for High Needs Students in LCAP | \$17,391,973.00 |

| Funds for High Needs Students | Amount |
|--|-----------------|
| 2022-23 Difference in Projected Funds and Budgeted Expenditures | \$4,049,687.00 |
| 2021-22 Difference in Budgeted and Actual Expenditures | -\$1,805,505.00 |

| Required Prompts(s) | Response(s) |
|---|---|
| Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP). | General funds support the educational needs of all students. Expenditures include salary and benefits for employees not specifically outlined in the LCAP including teachers, custodians, librarians, transportation staff, facilities/grounds maintenance staff, district and site support staff, as well as classified and certificated management. Expenditures in the general fund budget also include operating expenditures such as utilities, debt service obligations, capital project expenditures, and materials/supplies to operate the school district. |
| The total actual expenditures for actions and services to increase or improve services for high needs students in 2021-22 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2021-22. | The district met the percentage to increase or improve services for our unduplicated students. The district supported two of the LCAP actions, additional K-3 teachers and instructional coaching support, through the Expanded Learning Opportunities Grant (ELOG) funds which decreased the 2021-22 LCAP expenditures. |

LCFF Budget Overview for Parents

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CDS Code: 3375200

School Year: 2022-23

LEA contact information:

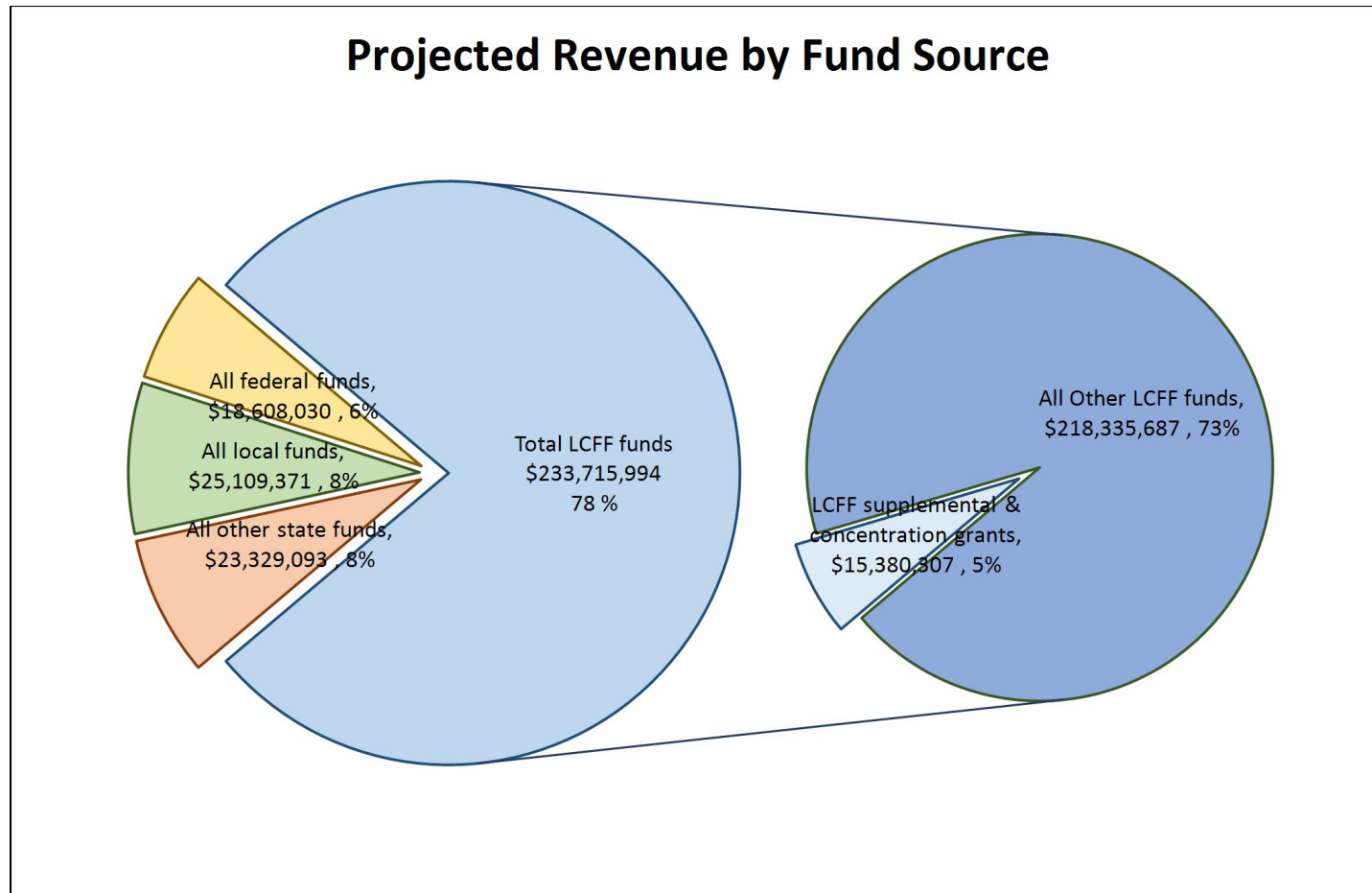
Faythe Mutchnick-Jayx

Assistant Superintendent, Educational Services

(951) 696-1600

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

Budget Overview for the 2022-23 School Year

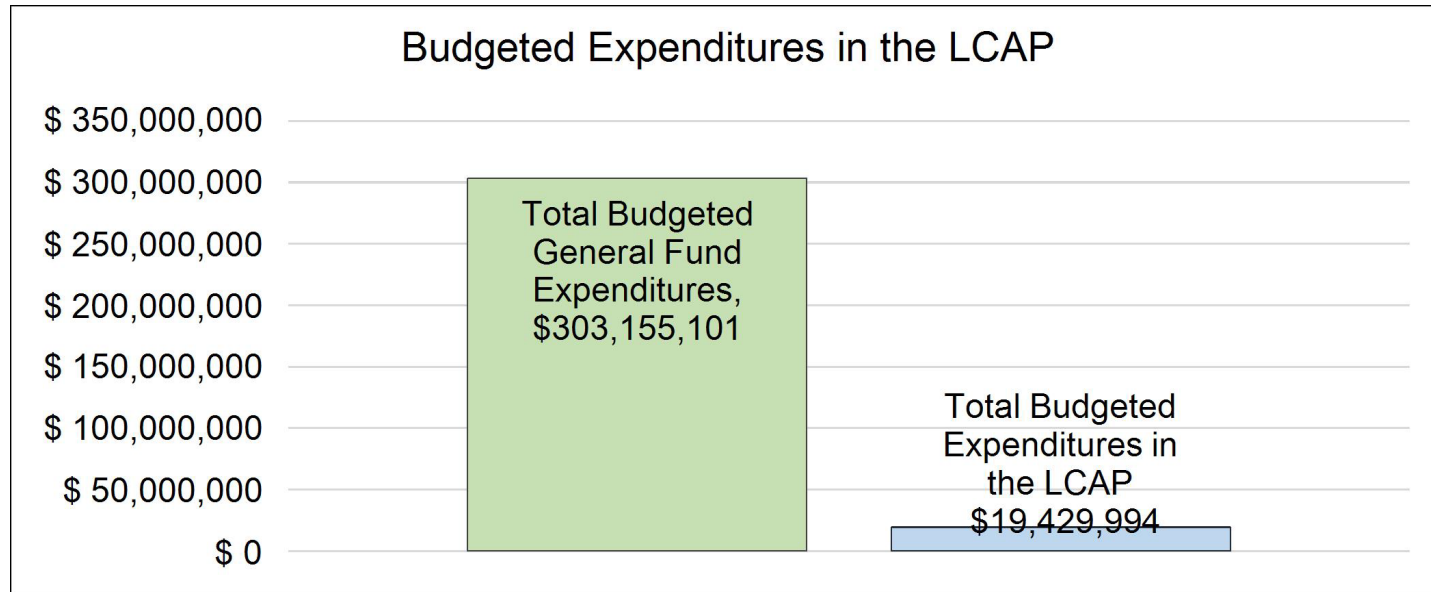


This chart shows the total general purpose revenue Murrieta Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Murrieta Valley Unified School District is \$300,762,488.00, of which \$233,715,994.00 is Local Control Funding Formula (LCFF), \$23,329,093.00 is other state funds, \$25,109,371.00 is local funds, and \$18,608,030.00 is federal funds. Of the \$233,715,994.00 in LCFF Funds, \$15,380,307.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Murrieta Valley Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Murrieta Valley Unified School District plans to spend \$303,155,101.00 for the 2022-23 school year. Of that amount, \$19,429,994.00 is tied to actions/services in the LCAP and \$283,725,107.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

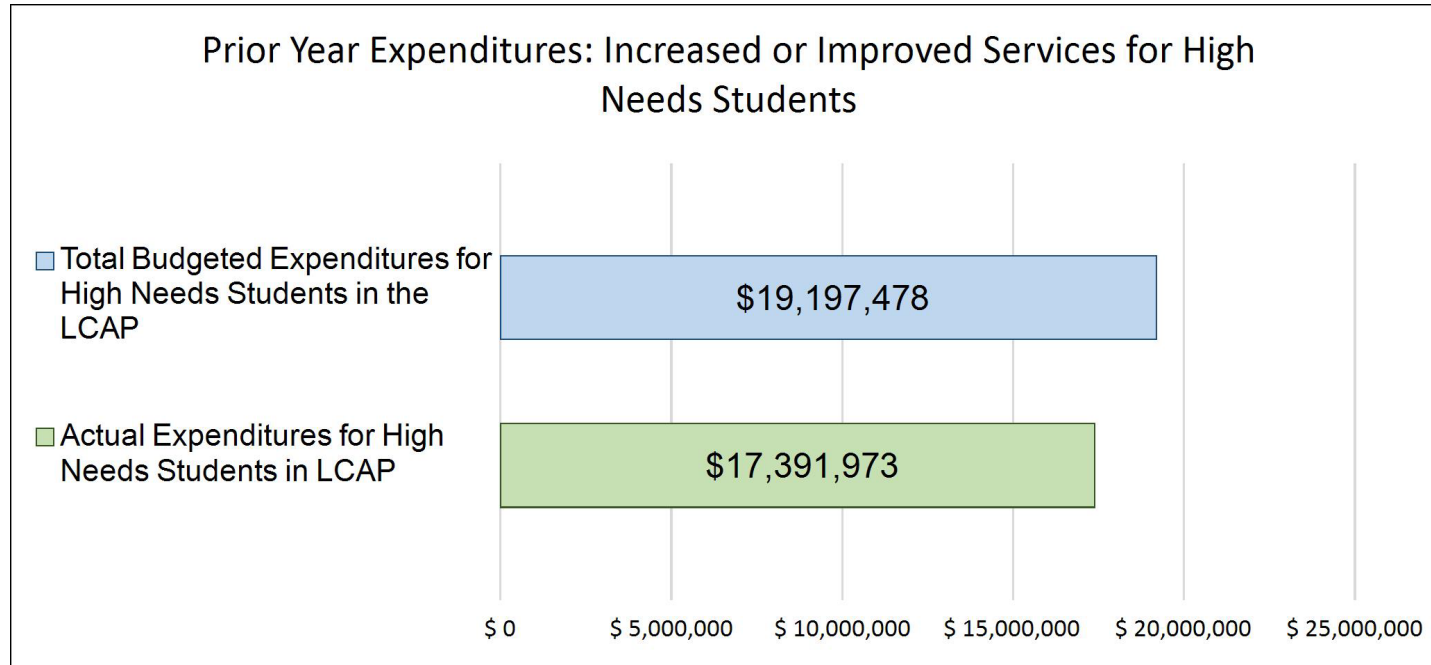
General funds support the educational needs of all students. Expenditures include salary and benefits for employees not specifically outlined in the LCAP including teachers, custodians, librarians, transportation staff, facilities/grounds maintenance staff, district and site support staff, as well as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

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Murrieta Valley Unified School District is projecting it will receive \$15,380,307.00 based on the enrollment of foster youth, English learner, and low-income students. Murrieta Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Murrieta Valley Unified School District plans to spend \$19,429,994.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Murrieta Valley Unified School District's LCAP budgeted \$19,197,478.00 for planned actions to increase or improve services for high needs students. Murrieta Valley Unified School District actually spent \$17,391,973.00 for actions to increase or improve services for high needs students in 2021-22.

The district met the percentage to increase or improve services for our unduplicated students. The district supported two of the LCAP actions, additional K-3 teachers and instructional coaching support, through the Expanded Learning Opportunities Grant (ELOG) funds which decreased the 2021-22 LCAP expenditures.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Murrieta Valley USD engages community members on a regular basis to obtain feedback and input regarding district/school operations and procedures with a focus on student learning and success.

Our educational partner 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, Murrieta Educators Association (MEA) Advisory Group, California School Employees Association (CSEA) Advisory Group, LCAP Advisory Council, and our student LCAP advisory groups at each of our secondary sites.

Murrieta Valley USD does not have active advisory groups specifically representing civil rights groups, tribes, or advocates at this time. These specific educational partners may be involved in other advisory groups.

To garner feedback for the various grants from our district advisory groups, we held combined and individual group meetings to share information regarding the grants and learn from them what our students’ needs are during this time. District staff met with the advisory groups spring of 2021 and fall of 2021 for this purpose.

During those advisory group meetings, three questions were posed for educational partners to provide feedback:

1. What do you see as the greatest student needs this school year?
2. What feedback do you have about the areas we have identified for the grants?
3. Do you have any additional items that support student learning to consider as we develop the grant plans?

As we met with all our district's advisory groups, the following themes became apparent from their input:

- Increased mental health/counseling services and supports
- Increased behavioral services and supports
- Access to intervention and tutoring
- Access to technology devices and programs

These same themes emerged from feedback for our Local Control and Accountability Plan (LCAP). Our advisory groups shared that they felt input was more authentic in this format, and the participants appreciated the opportunity to collaborate and share.

To prepare for the implementation of Universal Prekindergarten and the grant program, Murrieta Valley USD is engaging a wide variety of district staff including Preschool/Family Services, Business, Facilities, Human Resources, Special Education, Educational Services, site principals, and transitional kindergarten, kindergarten, and preschool teachers. These staff members are collaborating to develop a quality transitional kindergarten program for all four-year-olds that prepares them to be successful in kindergarten and beyond. The Board of Education received information on Universal Prekindergarten at the January meeting and will be presented the detailed Universal Prekindergarten grant plan in May 2022 to meet the June 30, 2022, submission deadline. Families will receive a survey to garner their interest and needs.

To plan for the implementation of the Expanded Learning Opportunities Program (ELOP), a district group is collaborating to develop a vision for a quality before and after school enrichment program for students in grades TK – 6. This group involves Family Services, Business, Facilities, Human Resources, and Educational Services. The Board of Education received information on the ELOP program at the January meeting and will be presented the detailed ELOP program plan in May 2022 to meet the June 1, 2022, submission deadline. Families will receive a survey to garner their interest and needs.

Secondary Staff are collaborating with our Riverside County Office of Education partners to develop an effective A-G Completion Improvement Grant plan. Our district is a member of the Riverside County Education Collaborative (RCEC) that is solely focused on increasing students' college and career readiness in Riverside County. Our secondary staff is working closely with RCEC to develop a targeted plan to increase A-G rates at all our high schools. The A-G Grant was presented to the Board of Education on March 10, 2022, and approved at the March 24th Board of Education meeting to meet the April 1, 2022, submission deadline.

Murrieta Valley USD administrators engaged various Educational Services staff and MEA representatives in the planning process for the Educator Effectiveness Block Grant to develop a plan to provide staff with professional development, coaching and mentoring that support quality standards-aligned instruction to accelerate learning, improve student well-being, positive school climate, inclusive practices, effective language acquisition, and early childhood education. This grant was presented to the Board of Education in December for feedback and approval.

Murrieta Valley USD did not receive additional concentration funds as part of the Budget Act of 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

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

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Murrieta Valley USD engages community members on a regular basis to obtain feedback and input regarding district/school operations and procedures with a focus on student learning and success.

Our educational partner 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, Murrieta Educators Association (MEA) Advisory Group, California School Employees Association (CSEA) Advisory Group, LCAP Advisory Council, and our student LCAP advisory groups at each of our secondary sites.

Murrieta Valley USD does not have active advisory groups specifically representing civil rights groups, tribes, or advocates currently. These specific educational partners may be involved in other advisory groups.

As we received one-time federal funds, Murrieta Valley USD held advisory group meetings to garner feedback for the development of the various federal grant plans. The district held combined and individual advisory group meetings to share information regarding the one-time federal funds and learn from them what our students' greatest needs are during this time. District staff met with the advisory groups spring of 2021 and fall of 2021 for this purpose. The Board of Education provided feedback and approval to those federal plans that required Board approval.

During those advisory meetings, three questions were posed for educational partners to provide input:

1. What do you see as the greatest student needs this school year?
2. What feedback do you have about the areas we have identified for the grants?
3. Do you have any additional items that support student learning to consider as we develop the grant plans?

As we met with all our district's advisory groups, the following themes became apparent from the advisory groups' input:

- Increased mental health/counseling services and supports
- Increased behavioral services and supports
- Access to intervention and tutoring
- Access to technology devices and programs

The advisory group members shared they felt input was more authentic and transparent in this format, and the participants appreciated the opportunity to collaborate and share their thoughts.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Many of the suggestions from advisory group feedback aligned directly with our planned use of one-time federal funds for these federal program plans. The suggestions included counseling services, after school and Saturday tutoring (including EL and Special Education), transportation for students who attend tutoring, intervention K-12, credit recovery, summer school, bilingual aide support, and mental health/behavioral supports and services.

The district's plans included expanded intervention K-12, tutoring services (including transportation), mental health/behavioral services and supports, and educational technology. The Murrieta Valley USD team reviewed and considered specific ideas from advisory group feedback in the development of the federal plans. Our educational partners validated our assessment of district needs to be addressed in the plans.

The federal grants provided the additional funds for Murrieta Valley USD to hire additional K-5 teachers to further lower class sizes and eliminate grade combination classes, expand counseling services, increase after school and Saturday tutoring to include English Learner and Special Education students, provide transportation for students for after school and Saturday tutoring, increase interventions for students K-12, provide additional credit recovery classes, increase summer school offerings K-12, increase bilingual aide hours, increase contracted mental health/behavioral supports and services, and provide educational technology to support the varying programs offered for students and families.

Murrieta Valley USD has experienced the following successes during the 2021-22 school year:

- Additional counseling and mental health services have been provided for our students and families.
- Additional academic supports have been implemented including additional intervention teachers, before/after school and Saturday tutoring, expansion of credit recovery courses, and an enhanced summer school program K-12.
- Additional English learner and special education supports to include increased hours for secondary bilingual aides, allocation of additional special education staff, and expanded services for special education students.
- Expansion of alternative education options to include additional independent study offerings, virtual learning models, and the creation of a district homeschool program.
- Offered virtual professional development for all district certificated and classified staff in key areas: suicide prevention strategies, social emotional learning, mental health, instructional strategies in a post-pandemic environment, and other job-related topics.

Murrieta Valley USD has experienced the following challenges during the 2021-22 school year:

- Staffing shortages impacted the ability to hire highly qualified staff in all areas to meet district and student needs. This includes the inability to have adequate substitutes for certificated and classified positions.
- Although there is additional staff to address mental/behavioral health needs, the demand is so great that staff cannot fully meet the needs of students and families.

- Outside impacts of the COVID-19 pandemic have severely impacted some of our most vulnerable students and their families. For these families, this has manifested in a lack of engagement and connectivity to school and support systems resulting in greater numbers of students who are at-risk academically, social-emotionally, and behaviorally.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Murrieta Valley USD reviewed student outcome data from the 2019-20 LCAP and the 2020-21 LCAP to develop the 2021-22 LCAP goals and related actions and services. The district maintained the four goals from the previous LCAP but included additional actions and services to meet the needs of our students during this unique time.

The following are some key takeaways from the data analysis and input from our educational partners that informed the development of the 2021-22 LCAP.

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

As Murrieta Valley USD developed the 2021-22 LCAP, the following items were added to the actions and services to align with the following LCAP goals:

Goal 1 Student Learning and Achievement

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

Goal 2 Prevention, Intervention, and Acceleration

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

Goal 3 Professional Development

- Offered additional professional development in social emotional learning, academic intervention, and equity training

Goal 4 Engagement, Culture, and Climate

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

Murrieta Valley Unified School District's LCAP goals have been supported through the federal and state funds. As the federal and state grant plans were developed, there was intentional planning to ensure alignment with our district's LCAP.

The ESSER III funds have supported LCAP Goals 1 and 2 through continued smaller elementary class sizes, interventions, and tutoring with transportation services. The Expanded Learning Opportunities Grant (ELOG) supported the district's LCAP Goals 2, 3, and 4 through expanded credit recovery opportunities, professional development for certificated and classified staff, and social emotional and mental health supports. The Educator Effectiveness Grant supports the district's LCAP Goal 3 through expanded professional development opportunities for all staff with an emphasis on special education and universal prekindergarten. The Prekindergarten Grant supports the district's LCAP Goal 1 which focuses on student learning and achievement. The implementation of universal prekindergarten will provide all students with a better foundation for kindergarten as well as future grades. The Expanded Learning Opportunities Program Grant will support the district's LCAP Goals 1, 2, and 4 through expanded educational enrichment opportunities, acceleration and intervention programs, and programs to engage students before and after school as well as during the summer. The A-G Grant will support the district's LCAP Goal 1 action that is focused on college and career readiness through ensuring greater access to A-G coursework and early intervention to ensure students stay on track to meet A-G requirements.

The federal and state funds provided Murrieta Valley USD with additional opportunities to serve our unduplicated students and families as well as our staff to increase student learning and achievement to address learning loss as well as close the achievement gap.

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 | Faythe Mutchnick-Jayx Assistant Superintendent, Educational Services | fmutchnick-jayx@murrieta.k12.ca.us (951) 696-1600 |

Plan Summary [2022-23]

General Information

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

Murrieta Valley Unified School District (MVUSD) educates 23,300 students from Preschool through our Adult Transition Program with excellent, comprehensive academic programs. Students participate in highly acclaimed visual and performing arts programs, championship interscholastic athletic programs and nationally recognized student activities. Our student-centered educational program emphasizes a commitment to the academic success of each and every student. MVUSD is one of the highest performing districts in Riverside County with eleven California Distinguished Schools. Highly qualified teachers and staff provide a rigorous educational experience that integrates academics, co-curriculars, and 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 that includes independent study, homeschool, and virtual program

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

Students

Our student population is diverse, representing more than 9 ethnic groups and 53 languages and dialects. We have eight Title 1 schools in our district. 5.1% of our students are English Learners and 32.2% qualify for free or reduced lunches. Upon graduation, approximately 63.4% of our 2021 graduates enrolled in higher educational institutions including colleges and universities across the state and nation.

Ethnic/Racial Distribution

American Indian or Alaska Native .32%

Asian 3.52%

Pacific Islander .53%
Filipino 3.22%
Hispanic or Latino 41.64%
African American 5.33%
White (not Hispanic) 35.23%
Multiple or No Response 10.2%

The COVID-19 pandemic has been challenging for our staff, students, and families. Our district struggled to meet the needs of students and staff in alignment with the California Department of Public Health mandates. During the 2020-21 school year, we rose to the challenge by providing virtual learning, in-person cohorts, and hybrid learning while maintaining health and safety procedures to ensure we could continue to offer quality instruction.

During the 2021-22 school year, the challenges continued as we returned to full-time in-person instruction. Health and safety procedures that included masking, testing, and contact tracing forced us to hire additional health staff and substitutes. We also had to quickly contract with outside agencies for support. Hiring staff and substitutes was an additional challenge due to the pandemic and the inability to attract the number of staff needed to serve our district. The focus needed to be on re-engaging students and accelerating their learning, instead much of the year was overshadowed by the required health and safety mandates. The pandemic underscored our students and families need for mental health and social emotional supports. Consequently, staff focused on this as well. Hence, we hired additional support staff and contracted with outside agencies to provide mental health support for students, families, and our staff. Once again, our district staff rose to the challenge to provide our students with quality in-person instruction and engagement opportunities despite the health and safety mandates. We offered a homeschool and virtual educational option for families who desired a different learning model to meet their students' needs. Lastly, we struggled with the contentious political climate while trying to keep the focus is on student well-being, learning, and career/college readiness.

Our district's goal for the 2022-23 school year is to return to pre-pandemic normalcy with an intentional focus on student learning. Our district and Board of Education identified the following focus areas and key elements for the 2022-23 school year.

Universal TK

- Full implementation in 2025/26
- Professional Development
- Full-Day Kindergarten Planning
- Before/After School Enrichment Expansion

Equity and Engagement

- English Learners
- Special Education Inclusion and Co-Teaching
- Mentoring Programs
- Student Engagement

- Family Engagement
- Multi-Tiered Systems of Support
- Mental Health/Social Emotional Well-Being
- Chronic Absenteeism

Career/College Readiness

- Mathematics
- Intervention/Credit Recovery
- High School Readiness
- 6-12 Academic Planning
- Visual/Performing Arts
- Career Technical Education
- Professional Development
- Professional Learning Communities

Sparking Imagination Through Marketing (Marketing Campaign of District Programs)

- Early Learning Opportunities
- Career Technical Education
- Academic Programs
- Visual and Performing Arts

Reflections: Successes

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

With the absence of the California School Dashboard, the Murrieta Valley Unified School District has developed the district's Local Control and Accountability Plan (LCAP) and focus areas based on available state data, local data, educational partner input and survey information.

From our educational partner input, there is wide support for the district's four goals in the LCAP. From our local assessment data (i-Ready, Reading Inventory, and Imagine Math), we found that our student achievement in both ELA and math have declined, but we are pleased that our students' achievement in ELA did not decline at the expected rate. Additionally, our students are making huge gains in ELA achievement. We regard our ELA progress as a success since our students have endured much during the past two years from the COVID-19 pandemic.

i-Ready ELA Mid-Year Proficiency (Mid-Year 2021-22)

2nd Grade - 49% (Mid-Year 2019-20 57%)

3rd Grade - 63% (Mid-Year 2019-20 75%)

4th Grade - 47% (Mid-Year 2019-20 55%)

5th Grade - 45% (Mid-Year 2019-20 51%)

Reading Inventory Mid-Year Proficiency (Mid-Year 2021-22)

6th Grade - 53% (Mid-Year 2019-20 67%)
7th Grade - 55% (Mid-Year 2019-20 72%)
8th Grade - 58% (Mid-Year 2019-20 72%)
9th Grade - 70% (Mid-Year 2019-20 77%)
10th Grade - 75% (Mid-Year 2019-20 81%)
11th Grade - 66% (Mid-Year 2019-20 74%)

Our district's cohort graduation rate remains the highest in Riverside County and one of the highest in California. We are pleased with the results in comparison to pre-pandemic rates in 2019.

2021 Cohort Graduation Rates

District - 96.3% (2019 - 96.4%)
Low-Income - 93.9% (2019 - 94.7%)
English Learner - 91.3% (2019 - 92.9%)
Foster Youth - 91.7% (2019 - 83.3%)
African American - 95.3% (2019 - 95.3%)
Hispanic - 96.9% (2019 - 96.0%)
Students with Disabilities - 87.2% (2019 - 86.3%)

Murrieta Valley Unified School District plans to build upon our successful ELA proficiency and high school cohort graduation rates through the following 2022-23 focus areas.

Universal Transitional Kindergarten and full-day Kindergarten for the 2023-24 school year: This implementation will strengthen students preparation for the following grades which will improve i-Ready ELA proficiency and Reading Inventory scores.

Equity and Engagement:

- English Learners: This focus area will include programs for English Learners to have improved integrated and designated supports TK-12 to increase English language proficiency and reclassification. Additionally, our district wants to host a celebration ceremony for students who have reclassified.
- Special Education Inclusion and Co-Teaching: This focus area is inclusion and co-teaching to support students with disabilities which will increase student access to the standards and student achievement.
- Mentoring Programs: This focus area is primarily designed for our secondary African American and Hispanic young men to promote engagement, academic achievement, and career/college readiness.
- Student/Family Engagement: We are finding that student engagement at all school levels is high because students want to be involved in a variety of school activities and programs, but our family and educational partner engagement will continue to be a focus area. Our families have not been able to engage in school activities due to COVID-19 pandemic requirements. Our district and

schools want to welcome and encourage all families and educational partners to be engaged with our schools, programs, classes, and teachers at a high level to support student learning, achievement, and engagement.

Career/College Readiness:

- 6-12 Academic Planning: This focus area will include academic planning for our secondary students so they are prepared for career/college.
- High School Readiness/VAPA/CTE: The academic planning and regular monitoring will assist students' preparedness for high school as well as the college preparatory coursework, career technical education pathways, and visual/performing arts that lead to post-secondary options.
- Professional Development/PLCs: Staff work to target student learning and needs is supported through our district's professional development opportunities and support for staff in professional learning communities.

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.

From Murrieta Valley Unified School District's local data and educational partner input, we have identified several focus areas for the 2022-23 LCAP. From our local assessment data (i-Ready, Reading Inventory, and Imagine Math), we found that our student achievement in math declined at a greater rate than ELA. Math achievement was a focus area prior to the COVID-19 pandemic and continues to be a focus area.

i-Ready Math Mid-Year Proficiency (Mid-Year 2021-22)

2nd Grade - 30% (Mid-Year 2019-20 33%)
3rd Grade - 32% (Mid-Year 2019-20 41%)
4th Grade - 35% (Mid-Year 2019-20 49%)
5th Grade - 39% (Mid-Year 2019-20 55%)

Imagine Math Mid-Year Proficiency (Mid-Year 2021-22)

6th Grade - 24% (Mid-Year 2019-20 39%)
7th Grade - 29% (Mid-Year 2019-20 42%)
8th Grade - 29% (Mid-Year 2019-20 38%)
9th Grade - 23% (Mid-Year 2019-20 36%)
10th Grade - 13% (Mid-Year 2019-20 21%)
11th Grade – N/A (Mid-Year 2019-20 44%)

Our district's A-G rate which is part of our college/career readiness indicator has declined from the 2020-21 school year. College/Career Readiness was a focus area prior to the COVID-19 pandemic and continues to be a focus area for our district.

College/Career Readiness

2021 A-G Rates

District - 63.4% (2020 - 65.1%)
Low-Income - 52.7% (2020 - 53.7%)
English Learner - 39.7% (2020 - 37.0%)
Foster Youth - 27.3% (2020 - NA)
African American - 49.6% (2020 - 53.8%)
Hispanic - 56.8% (2020 - 60.6%)
Students with Disabilities - 14.7% (2020 - 14.3%)

From our mid-year chronic absenteeism data, chronic absenteeism rates have increased dramatically during the 2021-22 school year. Chronic absenteeism was a focus area prior to the COVID-19 pandemic and continues to be a focus area.

2021 Chronic Absenteeism K-12 (Mid-Year 2021-22 Rates)

District - 26.6% (2019 - 9.48%)
Low-Income - 32.5% (2019 - 9.2%)
English Learner - 24.9% (2019 - 12.2%)
Foster Youth - 36.1% (2019 - 17.9%)
African American - 24.9% (2019 - 9.7%)
Hispanic - 28.4% (2019 - 10.4%)
Students with Disabilities - 35.9% (2019 - 15.5%)

Murrieta Valley Unified School District plans to address our needs, mathematics proficiency, college/career readiness, and chronic absenteeism, through the following 2022-23 focus areas.

Universal Transitional Kindergarten and full-day Kindergarten for the 2023-24 school year: This implementation will strengthen students preparation for the following grades which will improve i-Ready math proficiency and Imagine Math scores.

Equity and Engagement:

- English Learners: This focus area will include programs for English Learners to have improved integrated and designated supports TK-12 to increase English language proficiency and reclassification. These efforts will support improved math proficiency as well.
- Special Education Inclusion and Co-Teaching: This focus area supports students with disabilities which will increase student access to the math standards and student achievement.
- MTSS/Mental Health/Social Emotional Well-Being: This focus area will provide school sites with the necessary services to support our students' behavioral and social emotional well-being which will improve their engagement in school and academic achievement.
- Chronic Absenteeism: This is a focus area due to the large chronic absenteeism rate as a result of the COVID-19 pandemic. There will be intentional supports provided by the attendance coordinator and regular site meetings to address not only attendance, but the

underlying reasons for absences. Families and students will be provided a tiered system of support to improve student attendance that will increase engagement and learning.

Career/College Readiness:

- Mathematics: Mathematics was a focus area prior to the pandemic and is now a greater focus at all grade levels. Teachers will continue to be supported through professional development, professional learning communities, coaching and support from the instructional coaches and DSLIs. There will be a continued focus on systematic implementation of math curriculum and aligned assessments to target areas of focus to support student learning and math achievement.
- Intervention/Credit Recovery: This continues to be a focus area as a result of the pandemic and students struggling in coursework required for graduation and college entrance. These continued efforts will help maintain high graduation rates and increase A-G and CCI rates.

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 from the 2019 California Dashboard. 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 2022-23 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.

LCAP Highlights

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

The following are the key features of MVUSD 2022-23 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 3 Plans that Address Professional Development

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

- Equity and Equitable Practices
- Educational Partner Engagement
- Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS
- Foster and Homeless Youth Support Services
- Attendance
- Site SPSA Goal 4 Plans that Address Equity, Engagement, School 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.

Currently, 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 three years. There was one red indicator in math, and three dashboard orange indicators in ELA, chronic absenteeism, and suspension rate.

During the COVID-19 pandemic, our students with disabilities' learning was severely impacted due to school closures, hybrid learning, and health/safety concerns. During the COVID-19 pandemic (20-21 school year), WSMS offered a wide range of special education cohorts to provide in-person supports for our students with disabilities and provided outside agency aides to support students with online/virtual learning. During 2021-22 school year, WSMS had teachers who were participating in the co-teaching model with the necessary professional development to effectively implement co-teaching in core classes. WSMS increased inclusion opportunities at each grade level in math and science, which included the co-teaching model. Additionally, there was one designated teacher who implemented the inclusion model in ELA and social science for one class of students at all grade levels. An outside behavioral management consultant was utilized to support and train staff to effectively address student behaviors in the moderate/severe program.

As part of our increased/improved services for the 2022-23 school year, the special education staff in partnership with the Warm Springs Middle School staff will continue to utilize the differentiated assistance process to analyze current supports and improve services for our special education students. WSMS will implement a co-teaching model at 6th grade with teachers who are cored in math and science as well as ELA and social science. These two cored teachers will plan and collaborate with one RSP teacher and aide which will facilitate the planning and implementation of all lessons, assignments, and assessments. An outside behavioral management consultant will continue to be utilized to support and effectively address student behaviors in the moderate/severe program.

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 monitor and evaluate effectiveness of actions 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 educational partners to evaluate and revise plans as needed 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.

Engaging Educational Partners

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

Murrieta Valley USD provided all educational partners with a survey to obtain feedback on programs, student progress, and feedback regarding student needs for LCAP development. Staff shared mid-year data with our advisory groups to obtain feedback on progress and input for the 2022-23 LCAP. Staff will share the LCAP goals, LCFF Local Indicators, and educational partner survey results with the general LCAP Advisory Council in late April. The Board of Education will receive a presentation and draft copies of 2022-23 LCAP, LCFF Local Indicators, and the Budget Overview for Parents at the May 26th Board of Education meeting. A draft copy of the 2022-23 LCAP will be on display at the district office and posted on the district's website for review and comments. There will be a public hearing for the 2022-23 LCAP at the June 9th Board of Education meeting for any community member to make public comments on the draft document. The 2022-23 LCAP will be presented for approval at the June 16th Board of Education meeting.

Our educational partner 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 educational partner groups meet approximately 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, Aeries communications, and meetings can be delivered in a variety of languages of which parents/guardians determine utilizing Microsoft Translator.

A summary of the feedback provided by specific educational partners.

The educational partner groups were provided mid-year data and provided input in three areas including student learning, student/family engagement, and student/staff well-being for the development of the 2022-23 LCAP.

Additionally, educational partners including 3745 students, 1576 families, 833 site and 104 district staff completed the Panorama LCAP Survey. From the survey results, we were able to garner general feedback regarding the district and student learning. Our educational partners are happy students are back in school full-time and masking mandates have ended. All our partners are still concerned about students' mental health, behaviors, and learning progress. Our partners are happy we have been able to keep class sizes lower this year at the elementary level and office hours at the high schools so students can receive assistance during the school day with assignments. Parents/guardians of secondary students are requesting that we find a way for our Learning Management System, Canvas, and our Student Information System, Aeries, be linked so they can obtain grades in one system and receive frequent grade notifications as well as receive responsive communication from their students' counselors.

The LCAP Advisory Group, our general parent advisory committee, (comprised of parents/guardians, students, teachers, site classified staff, administrators/principals, counselors, and district personnel) provided the following feedback:

Student Learning

- The pandemic wasn't as disastrous for student learning as we anticipated
- Some students found some other educational formats that were more beneficial for their learning
- Supportive of full-day kindergarten and transitional kindergarten for all 4-year-old students
- Supportive of alternative programs (homeschool, virtual, and independent study) to provide more family choice
- Asking for more math supports for parents to assist their students
- Continue with tutoring services to include an online model
- Continue to provide transportation for after school tutoring

Student/Family Engagement

- Ensure students can engage with their counselors
- Keep the lines of communication open between the school site and students/families
- Share more information on the late start time for high schools and the impact on programs

Student/Staff Well-Being

- Questions about masking and vaccine mandates for the upcoming school year
- More communication from the district and schools so families are not relying on social media
- Many questions about next year and the impacts of the pandemic
- Concerned about the mental health and well-being of staff during this time

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

Student Learning

- Interest in investigating cultural/dual immersion program at the elementary and middle school level

Student/Family Engagement

- Offer unified sports at the elementary and middle school level
- Offer cultural information on a regular basis i.e. Black history on a regular basis and not just during February

Student/Staff Well-Being

- Address attendance and chronic absenteeism
- Communication with families if students are struggling

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

Student Learning

- Continue to provide after school tutoring with transportation

Student/Family Engagement

- Provide opportunities for parents to get involved at their school sites and in the district
- Have LPACs at all school sites
- Provide communication regarding student progress and programs

Student/Staff Well-Being

- Provide staff to assist students with social emotional learning and mental health

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

Student Learning

- Smaller class sizes to promote engagement, discussion, and learning during class time
- Appropriate homework that connects with what is being learned in the class
- Provide supports for students including tutoring
- Provide arts, music, and CTE pathway programs
- Diverse staffing, equitable practices, and implicit bias training

Student/Family Engagement

- More engaging events to include parents
- Parent meetings after work so working parents can attend such as coffee with the principal
- Monthly family events
- Timely communication regarding student progress with grades (bridge Aeries and Canvas)
- Assistance with the online programs that students are using so parents can provide assistance
- Transportation from after school events
- Expand childcare options for families

Student/Staff Well-Being

- More diversity, bias training, and staff accountability
- Have staff who care about students
- Address student behavior appropriately
- Supports for students who are struggling with mental health

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

Student Learning

- Continue to provide intervention, tutoring, homework club, and help with assignments/homework
- The i-Ready program is supported because it helps elementary students learn the English language

Student/Family Engagement

- Appreciate engaging students in school and activities
- Appreciate the student recognition
- Provide programs for non-English speaking parents to learn English
- Hold more events that provide information in parents' primary language, so they are more comfortable and understand the content

Student/Staff Well-Being

- Continue to provide mental health and counseling services
- Support the removal of mask requirements, but allow for individual choice

The MVUSD Special Education Department consults with the Riverside County SELPA administrators on the development of the LCAP. MVUSD special education staff in collaboration with SELPA develops goals aimed at raising outcomes for students with disabilities. As an example, Riverside County SELPA consulted with MVUSD on goals pertaining to the increase of inclusion opportunities for students with disabilities and provided a co-teaching training to its secondary general and special education teachers to expand inclusion at the secondary level.

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

Student Learning

- Attract and retain qualified special education aides
- Hire qualified teacher and aide substitute employees
- Consider assigning aides by student instead of school site (there are benefits to the aides being assigned by school site)
- Provide staff development especially for aides so they can provide a wider range of services for students and cross training opportunities
- Provide time for staff (teachers and aides) to develop and implement plans to assist students
- Continue to provide tutors in the home

Student/Family Engagement

- In-person meetings so relationships can be developed amongst special education parents
- Regular SEPAC meetings with all special education parents and SEPAC leadership
- Expanded communication of special education information and upcoming meetings
- Quick IEP meetings at the beginning of the school year so staff have information on the student's IEP
- Information or meeting with special education parents at Back to School Night so parents can meet SEPAC leadership and have communication on upcoming meetings and events

Student/Staff Well-Being

- Have appropriately trained staff
- Training is better every year, and the district has come a long way

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

Student Learning

- Students need to learn soft skills
- Use of current technology and programs

Student/Family Engagement

- Better student and family communication regarding CTE pathways and programs

Student/Staff Well-Being

- Less political pressure
- Focus on student mental health and social challenges

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

Student Learning

- Managing the transition back to in-person learning and the increased time and course requirements

Student/Family Engagement

- Building caring staff-student relationships so students can go to any of their teachers for assistance

Student/Staff Well-Being

- Challenging student behavior due to the pandemic and return to in-person learning after an extended period of time i.e. students don't know how to be high school students
- Unhealthy coping skills such as drug abuse

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

The following areas of the 22-23 LCAP were influenced by our educational partner group input.

Goal 1: Student Learning and Achievement

- Alternative educational models to meet the needs of all students
- Transitional Kindergarten and full-day Kindergarten
- Mathematics instruction and supports
- Effective communication between counseling staff and students/families
- Smaller class sizes to promote learning
- Opportunities for inclusion, arts, music, and CTE pathways

Goal 2: Prevention/Intervention/Acceleration

- Before/after/Saturday school tutoring, homework club, and transportation
- Access to and support with online educational programs

Goal 3: Professional Development

- Equitable practices and implicit bias training
- Inclusion and co-teaching training
- Training for special for education staff including instructional assistants
- Time for staff to collaborate in PLCs

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

- Open and increased communication with students and families including student progress especially for students who are struggling
- Mental health services and social emotional learning for students and staff
- Additional cultural information and events
- Attendance and chronic absenteeism efforts
- Opportunities for parents/guardians to get involved at the school sites and in the district, including site level parent advisories
- Hiring and recruitment of diverse staff
- Focus on family and student engagement including translation services and special education supports
- Behavioral supports for students

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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 2019 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 2019 California Dashboard College/Career Indicator is yellow, and nearly all our student groups need support to be prepared for college/career upon graduation.

Elementary i-Ready scores in math have declined by 3-16% from 2019-20. Secondary Imagine Math scores have declined by 13-15% from 2019-20. ELA i-Ready and Reading Inventory scores also fell, but not at the same rate as math. Additionally, our A-G rates declined from 2020 district-wide and for almost all student groups. As a result of our Local indicator results, there is a continued need to focus on student learning and achievement especially in math.

Through the implementation of the Goal 1 actions (smaller K-3 classes, K-12 counseling services, AVID program support, Career Technical Education, coordinators to support student learning, and site SPSA Goal 1 actions), we expect to see improved student learning which will result in improved student achievement as evidenced by increased i-Ready, Reading Inventory, Imagine Math, A-G, high school readiness, and other Goal 1 related metrics.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|---|
| 1.1 Additional Teachers K-3 (Grade Span Adjustment) | 1.1 Additional Teachers K-3 (Grade Span Adjustment) | 1.1 Additional Teachers K-3 (Grade Span Adjustment) i-Ready (December 2021) | | | 1.1 Additional Teachers K-3 (Grade Span Adjustment) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|---|
| Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation | Grade K ESGI 64% met or exceeded expectation | Grade K i-Ready <ul style="list-style-type: none"> • ELA 56% • Math 38% ESGI is being discontinued | | | Grade K i-Ready <ul style="list-style-type: none"> • ELA 60% • Math 42% |
| Grade 1 ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation | Grade 1 ESGI 64% met or exceeded expectation | Grade 1 i-Ready <ul style="list-style-type: none"> • ELA 38% • Math 26% ESGI is being discontinued | | | Grade 1 i-Ready <ul style="list-style-type: none"> • ELA 42% • Math 30% |
| (ESGI) | | | | | |
| Grade 2 i-Ready Increase ELA and math proficiency by 6% (December results) | Grade 2 i-Ready <ul style="list-style-type: none"> • ELA 50% • Math 34% | Grade 2 i-Ready <ul style="list-style-type: none"> • ELA 49% • Math 30% | | | Grade 2 i-Ready <ul style="list-style-type: none"> • ELA 56% • Math 40% |
| Grade 3 i-Ready Increase ELA and math proficiency by 6% (December results) | Grade 3 i-Ready <ul style="list-style-type: none"> • ELA 66% • Math 32% | Grade 3 i-Ready <ul style="list-style-type: none"> • ELA 63% • Math 32% | | | Grade 3 i-Ready <ul style="list-style-type: none"> • ELA 72% • Math 38% |
| (i-Ready) | | | | | |
| Increase Grade 3 CAASPP ELA and math Percentage Met by 3% | Grade 3 CAASPP ELA rate 63.98% Met | 2019 Grade 3 CAASPP ELA rate 63.98% Met | | | Grade 3 CAASPP ELA rate 66.98% Met |
| | Grade 3 CAASPP ELA rate | Grade 3 2019 CAASPP ELA rate | | | Grade 3 CAASPP ELA rate |

| 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 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>(Dataquest)</p> <p>Baseline is Spring 2019 Data</p> | <p>Scale Score (Distance From Met)</p> <ul style="list-style-type: none"> District 24.8 SED 2.3 EL -27.9 FY NA AA -21 Hispanic 12.3 Am Indian NA SWD -35.3 Multi-Race 36.9 AMES 28.7 AHES 39 AES 26.5 BES 32.8 CCES 45.2 EHCES -2.4 LJMES 17.9 MVES 12.2 MES 30.5 RRES 18.7 TES 12.1 <p>Grade 3 CAASPP math rate 62.78% Met</p> <p>Grade 3 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 19.1 SED -3.7 EL -24.1 | <p>Scale Score (Distance From Met)</p> <ul style="list-style-type: none"> District 24.8 SED 2.3 EL -27.9 FY NA AA -21 Hispanic 12.3 Am Indian NA SWD -35.3 Multi-Race 36.9 AMES 28.7 AHES 39 AES 26.5 BES 32.8 CCES 45.2 EHCES -2.4 LJMES 17.9 MVES 12.2 MES 30.5 RRES 18.7 TES 12.1 <p>2019 Grade 3 CAASPP math rate 62.78% Met</p> <p>Grade 3 2019 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 19.1 SED -3.7 EL -24.1 | | | <p>Scale Score (Distance From Met)</p> <ul style="list-style-type: none"> District 27.8 SED 8.3 EL -21.9 FY NA AA -15 Hispanic 18.3 Am Indian NA SWD -29.3 Multi-Race 39.9 AMES 31.7 AHES 42 AES 29.5 BES 35.8 CCES 48.2 EHCES 1.4 LJMES 20.9 MVES 15.2 MES 33.5 RRES 21.7 TES 15.1 <p>Grade 3 CAASPP math rate 65.78% Met</p> <p>Grade 3 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 22.1 SED 3.7 EL -18.1 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| | <ul style="list-style-type: none"> • FY NA • AA -21.3 • Hispanic 8.3 • Am Indian NA • SWD -35.7 • Multi-Race 32.9 • AMES 16.3 • AHES 26.1 • AES 9.1 • BES 21.3 • CCES 44.5 • EHCES -0.5 • LJMES 17.6 • MVES 15.9 • MES 21.3 • RRES 23.9 • TES -0.5 | <ul style="list-style-type: none"> • FY NA • AA -21.3 • Hispanic 8.3 • Am Indian NA • SWD -35.7 • Multi-Race 32.9 • AMES 16.3 • AHES 26.1 • AES 9.1 • BES 21.3 • CCES 44.5 • EHCES -0.5 • LJMES 17.6 • MVES 15.9 • MES 21.3 • RRES 23.9 • TES -0.5 | | | <ul style="list-style-type: none"> • FY NA • AA -18.3 • Hispanic 14.3 • Am Indian NA • SWD -29.7 • Multi-Race 35.9 • AMES 19.3 • AHES 29.1 • AES 12.1 • BES 24.3 • CCES 47.5 • EHCES 3.5 • LJMES 20.6 • MVES 18.9 • MES 24.3 • RRES 26.9 • TES 3.5 |
| 1.2 Counseling Support Services K-12 | 1.2 Counseling Support Services K-12 | 1.2 Counseling Support Services K-12 | | | 1.2 Counseling Support Services K-12 |
| Elementary School | Elementary School | Elementary School | | | Elementary School |
| Panorama Survey (2020-21) | Panorama Survey Grades 3-5 | Panorama Survey Grades 3-5 (January 2022) | | | Panorama Survey Grades 3-5 |
| Increase the Panorama Survey metrics 70%+ favorable responses by 3% | Academic Needs: <ul style="list-style-type: none"> • 70% of students responded favorably regarding getting the needed help | Academic Needs: <ul style="list-style-type: none"> • NA of students responded favorably regarding getting the needed help | | | Academic Needs: <ul style="list-style-type: none"> • 73% of students responded favorably regarding getting the needed help |
| Increase the Panorama Survey metrics between 50% | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| <p>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>with schoolwork</p> <ul style="list-style-type: none"> 63% of students responded favorably regarding their confidence in doing well in school right now <p>Student Engagement:</p> <ul style="list-style-type: none"> 54% of students responded favorably regarding trying hard on schoolwork 55% of students responded favorably regarding staying focused on schoolwork <p>Student Relationships:</p> <ul style="list-style-type: none"> 49% of students | <p>with schoolwork</p> <ul style="list-style-type: none"> NA of students responded favorably regarding their confidence in doing well in school right now <p>Student Engagement:</p> <ul style="list-style-type: none"> NA of students responded favorably regarding trying hard on schoolwork NA of students responded favorably regarding staying focused on schoolwork <p>Student Relationships:</p> <ul style="list-style-type: none"> NA of students | | | <p>with schoolwork</p> <ul style="list-style-type: none"> 69% of students responded favorably regarding their confidence in doing well in school right now <p>Student Engagement:</p> <ul style="list-style-type: none"> 60% of students responded favorably regarding trying hard on schoolwork 61% of students responded favorably regarding staying focused on schoolwork <p>Student Relationships:</p> <ul style="list-style-type: none"> 59% of students |

| 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>responded favorably regarding the connections with adults at their school</p> <ul style="list-style-type: none"> 38% responded favorably regarding the connections with other students at school <p>Elementary Attendance Rates (First Semester 2019)</p> <ul style="list-style-type: none"> AMES 96.63% AHES 96.11% AES 95.61% BES 96.51% CCES 96.41% EHCES 96.07% LJMES 96.85% | <p>responded favorably regarding the connections with adults at their school</p> <ul style="list-style-type: none"> NA responded favorably regarding the connections with other students at school <p>These questions will be part of the Panorama Survey in June for Grades 3-5</p> <p>Elementary Attendance Rates (First Semester 2021)</p> <ul style="list-style-type: none"> AMES 91.02% AHES 91.41% AES 90.12% BES 90.11% CCES 92.17% EHCES 90.41% LJMES 93.68% | | | <p>responded favorably regarding the connections with adults at their school</p> <ul style="list-style-type: none"> 48% responded favorably regarding the connections with other students at school <p>Elementary Attendance Rates (First Semester)</p> <ul style="list-style-type: none"> AMES 96.93% AHES 96.41% AES 95.91% BES 96.81% CCES 96.71% EHCES 96.37% LJMES 97.15% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|----------------|----------------|--|
| Decrease Elementary Chronic Absenteeism Rates by .3% (Aeries SIS) | <ul style="list-style-type: none"> • MVES 96.53% • MES 96.13% • RRES 95.95% • TES 96.67% <p>Elementary Attendance Rates (First Semester 2019)</p> <ul style="list-style-type: none"> • Preschool 93.7% • TK 95.0% • K 95.3% • 1st 95.9% • 2nd 96.1% • 3rd 96.3% • 4th 96.3% • 5th 96.5% | <ul style="list-style-type: none"> • MVES 92.41% • MES 91.2% • RRES 91.52% • TES 91.52% <p>Elementary Attendance Rates (First Semester 2021)</p> <ul style="list-style-type: none"> • Preschool 87.42% • TK 87.66% • K 89.51% • 1st 91.33% • 2nd 91.57% • 3rd 91.8% • 4th 92.3% • 5th 92.66% | | | <ul style="list-style-type: none"> • MVES 96.83% • MES 96.43% • RRES 96.25% • TES 96.97% <p>Elementary Attendance Rates (First Semester)</p> <ul style="list-style-type: none"> • Preschool 94.0% • TK 95.3% • K 95.6% • 1st 96.2% • 2nd 96.4% • 3rd 96.6% • 4th 96.6% • 5th 96.8% |
| | <p>Elementary Chronic Absenteeism Rates (First Semester 2019)</p> <ul style="list-style-type: none"> • AMES 8.43% • AHES 9.95% • AES 13.71% • BES 9.13% • CCES 9.18% • EHCES 11.4% • LJMES 7.53% • MVES 8.67% • MES 11.0% | <p>Elementary Chronic Absenteeism Rates (First Semester 2021)</p> <ul style="list-style-type: none"> • AMES 33.86% • AHES 30.77% • AES 37.99% • BES 37.98% • CCES 28.98% • EHCES 36.79% | | | <p>Elementary Chronic Absenteeism Rates (First Semester)</p> <ul style="list-style-type: none"> • AMES 8.13% • AHES 9.65% • AES 13.41% • BES 8.83% • CCES 8.88% • EHCES 11.1% • LJMES 7.23% • MVES 8.37% • MES 10.7% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|--|
| <p>• RRES 11.46%</p> <p>• TES 7.08%</p> <p>Middle School</p> <p>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</p> <p>(Aeries SIS)</p> <p>Maintain District Middle School Dropout Rate</p> <p>(Dataquest)</p> | <p>• RRES 11.46%</p> <p>• TES 7.08%</p> <p>Middle School High School Readiness (2020 baseline)</p> <p>• District 48.8%</p> <p>• SED NA</p> <p>• EL 2.0%</p> <p>• FY NA</p> <p>• AA 31.6%</p> <p>• Hispanic 40.8%</p> <p>• Am Indian NA</p> <p>• SWD 7.1%</p> <p>• Multi-Race 56.0%</p> <p>• DMMS 57.1%</p> <p>• SMS 44.4%</p> <p>• TMS 44.5%</p> <p>• WSMS 50.2%</p> <p>Dropout Rate (Middle School) (2019-20)</p> <p>• District 0.0%</p> | <p>• LJMES 20.54%</p> <p>• MVES 27.82%</p> <p>• MES 34.21%</p> <p>• RRES 32.5%</p> <p>• TES 31.98%</p> <p>Middle School High School Readiness (2021)</p> <p>• District 45.8%</p> <p>• SED 29.6%</p> <p>• EL 2.8%</p> <p>• FY NA</p> <p>• AA 37.5%</p> <p>• Hispanic 39.5%</p> <p>• Am Indian NA</p> <p>• SWD 9.5%</p> <p>• Multi-Race 46.8%</p> <p>• DMMS 57.7%</p> <p>• SMS 35.7%</p> <p>• TMS 46.3%</p> <p>• WSMS 41.1%</p> <p>Dropout Rate (Middle School) (2020-21)</p> <p>• District 0.00%</p> | | | <p>• RRES 11.16%</p> <p>• TES 6.78%</p> <p>Middle School High School Readiness</p> <p>• District 51.8%</p> <p>• SED NA</p> <p>• EL 8.0%</p> <p>• FY NA</p> <p>• AA 41.5%</p> <p>• Hispanic 46.8%</p> <p>• Am Indian NA</p> <p>• SWD 13.1%</p> <p>• Multi-Race 59.0%</p> <p>• DMMS 60.1%</p> <p>• SMS 47.4%</p> <p>• TMS 47.5%</p> <p>• WSMS 53.2%</p> <p>Dropout Rate (Middle School)</p> <p>• District 0.0%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|---|
| High School | | | | | |
| Maintain High School Cohort Graduation Rate district-wide | High School Cohort Graduation Rate - 4 year (2020) | High School Cohort Graduation Rate - 4 year (2021) | | | High School Cohort Graduation Rate - 4 year |
| Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy | <ul style="list-style-type: none"> District 96.9% SED 95.5% EL 90.1% FY 84.6% AA 97.5% Hispanic 95.2% Am Indian NA SWD 85.2% Multi-Race 98.6% MMHS 97.6% MVHS 98.0% VMHS 97.8% MCA 81.3% | <ul style="list-style-type: none"> District 96.3% SED 93.9% EL 91.3% FY 91.7% AA 95.3% Hispanic 96.9% Am Indian NA SWD 87.2% Multi-Race 95.8% MMHS 97.3% MVHS 97.3% VMHS 96.9% MCA 81.4% | | | <ul style="list-style-type: none"> District 96.9% SED 98.5% EL 93.1% FY 93.7% AA 97.5% Hispanic 98.2% Am Indian NA SWD 88.2% Multi-Race 98.6% MMHS 97.6% MVHS 98.0% VMHS 97.8% MCA 84.3% |
| (Dataquest) | | | | | |
| Increase A-G Rate by 3% district-wide and at the comprehensive high schools. | A-G rate (2020) | A-G rate (2021) | | | A-G rate |
| Increase A-G Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy | <ul style="list-style-type: none"> District 65.1% SED 53.7% EL 37.0% FY NA AA 53.8% Hispanic 60.6% Am Indian NA SWD 14.3% Multi-Race 68.8% | <ul style="list-style-type: none"> District 63.4% SED 52.7% EL 39.7% FY 27.3% AA 49.6% Hispanic 56.8% Am Indian NA SWD 14.7% Multi-Race 64.7% | | | <ul style="list-style-type: none"> District 68.1% SED 59.7% EL 43.0% FY 31.3% AA 59.8% Hispanic 66.6% Am Indian NA SWD 20.3% Multi-Race 71.8% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|--|
| (Dataquest) | <ul style="list-style-type: none"> • MMHS 63.3% • MVHS 65.8% • VMHS 72.6% • MCA 7.7% | <ul style="list-style-type: none"> • MMHS 65.5% • MVHS 64.6% • VMHS 66.2% • MCA 13.9% | | | <ul style="list-style-type: none"> • MMHS 66.3% • MVHS 68.8% • VMHS 75.6% • MCA 17.9% |
| <p>Increase A-G + CTE Rate by 6%</p> <p>(Dataquest and Aeries SIS - Hand Calculation)</p> | <p>A-G + CTE Completer rate (2020)</p> <ul style="list-style-type: none"> • District 6.5% (125/1911) • MMHS 3.6% (20/561) • MVHS 4.0% (22/546) • VMHS 10.3% (83/804) | <p>A-G + CTE Completer rate (2021)</p> <ul style="list-style-type: none"> • District 8.95% (172/1921) • MMHS 8.46% (52/615) • MVHS 12.09% (62/513) • VMHS 7.31% (58/793) | | | <p>A-G + CTE Completer rate</p> <ul style="list-style-type: none"> • District 12.5% • MMHS 9.6% • MVHS 16.09% • VMHS 16.3% |
| <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> | <p>EAP ELA rate (2019)</p> <ul style="list-style-type: none"> • District 71.9% • SED 63.5% • EL 25.53% • FY NA • AA 59.09% • Hispanic 65.6% • Am Indian NA • SWD 22.48% • Multi-Race 80.0% • MMHS 71.68% • MVHS 73.58% | <p>EAP ELA rate (2019)</p> <ul style="list-style-type: none"> • District 71.9% • SED 63.5% • EL 25.53% • FY NA • AA 59.09% • Hispanic 65.6% • Am Indian NA • SWD 22.48% • Multi-Race 80.0% • MMHS 71.68% • MVHS 73.58% | | | <p>EAP ELA rate</p> <ul style="list-style-type: none"> • District 74.9% • SED 69.5% • EL 31.53% • FY NA • AA 65.09% • Hispanic 71.6% • Am Indian NA • SWD 28.48% • Multi-Race 83.0% • MMHS 74.68% • MVHS 76.58% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|---|
| | <ul style="list-style-type: none"> • VMHS 74.26% • MCA 44.32% | <ul style="list-style-type: none"> • VMHS 74.26% • MCA 44.32% | | | <ul style="list-style-type: none"> • VMHS 77.26% • MCA 47.32% |
| | <p>EAP Math rate (2019)</p> <ul style="list-style-type: none"> • District 44.31% • SED 35.9% • EL 4.16% • FY NA • AA 29.36% • Hispanic 36.81% • Am Indian NA • SWD 4.61% • Multi-Race 56.42% • MMHS 38.41% • MVHS 45.94% • VMHS 50.86% • MCA 11.25% | <p>EAP Math rate (2019)</p> <ul style="list-style-type: none"> • District 44.31% • SED 35.9% • EL 4.16% • FY NA • AA 29.36% • Hispanic 36.81% • Am Indian NA • SWD 4.61% • Multi-Race 56.42% • MMHS 38.41% • MVHS 45.94% • VMHS 50.86% • MCA 11.25% | | | <p>EAP Math rate</p> <ul style="list-style-type: none"> • District 47.31% • SED 41.9% • EL 10.16% • FY NA • AA 35.36% • Hispanic 42.81% • Am Indian NA • SWD 10.61% • Multi-Race 59.42% • MMHS 41.41% • MVHS 48.94% • VMHS 53.86% • MCA 14.25% |
| <p>Increase CCI Rate by 3% district-wide and at the comprehensive high schools.</p> <p>Increase CCI Rate by 6% for the student</p> | <p>CCI rate (2020)</p> <ul style="list-style-type: none"> • District 60.1% • SED 51.2% • EL 27.8% • FY NA • AA 43.8% | <p>CCI rate (2020)</p> <ul style="list-style-type: none"> • District 60.1% • SED 51.2% • EL 27.8% • FY NA • AA 43.8% | | | <p>CCI rate</p> <ul style="list-style-type: none"> • District 63.1% • SED 57.2% • EL 33.8% • FY NA • AA 49.8% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| groups below the district-wide percentage and at Murrieta Canyon Academy (California School Dashboard) | <ul style="list-style-type: none"> Hispanic 53.5% Am Indian NA SWD 12.2% Multi-Race 70.2% MMHS 55.7% MVHS 62.8% VMHS 68.9% MCA 8.8% | <ul style="list-style-type: none"> Hispanic 53.5% Am Indian NA SWD 12.2% Multi-Race 70.2% MMHS 55.7% MVHS 62.8% VMHS 68.9% MCA 8.8% | | | <ul style="list-style-type: none"> Hispanic 59.5% Am Indian NA SWD 18.2% Multi-Race 73.2% MMHS 58.7% MVHS 65.8% VMHS 71.9% MCA 14.8% |
| Maintain District High School Dropout Rate Decrease District High School Dropout Rate by .3% for the following student groups: SED, EL, FY, SWD (Dataquest) | Dropout Rate (2019-20) <ul style="list-style-type: none"> District 0.5% SED 0.7% EL 2.5% FY 7.7% AA 0.0% Hispanic 0.9% Am Indian NA SWD 2.6% Multi-Race 0% | Dropout Rate (High School) (2020-21) <ul style="list-style-type: none"> District 1.2% SED 1.9% EL 0.0% FY 8.3% AA 0.8% Hispanic 1.5% Am Indian NA SWD 1.7% Multi-Race 0.7% | | | Dropout Rate (High School) <ul style="list-style-type: none"> District 0.5% SED 0.4% EL 0.0% FY 7.4% AA 0.0% Hispanic 0.9% Am Indian NA SWD 1.5% Multi-Race 0% |
| 1.3 Coordinators to Support Student Learning and Achievement Elementary Increase CAASPP scale scores in ELA and math and CAST | 1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST Scale Score (Distance | 1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST 2019 Scale Score (Distance | | | 1.3 Coordinators to Support Student Learning and Achievement Elementary School 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</p> <p>(Dataquest)</p> | <p>from met)</p> <p>ELA</p> <ul style="list-style-type: none"> • 3rd 24.8 • 4th 24.4 • 5th 21.4 <p>Math</p> <ul style="list-style-type: none"> • 3rd 19.1 • 4th 16.3 • 5th 0.8 <p>Science</p> <ul style="list-style-type: none"> • 5th -6.1 • 8th -9.5 • HS -8.8 | <p>from met)</p> <p>ELA</p> <ul style="list-style-type: none"> • 3rd 24.8 • 4th 24.4 • 5th 21.4 <p>Math</p> <ul style="list-style-type: none"> • 3rd 19.1 • 4th 16.3 • 5th 0.8 <p>Science</p> <ul style="list-style-type: none"> • 5th -6.1 • 8th -9.5 • HS -8.8 | | | <p>from met)</p> <p>ELA</p> <ul style="list-style-type: none"> • 3rd 27.8 • 4th 27.4 • 5th 24.4 <p>Math</p> <ul style="list-style-type: none"> • 3rd 22.1 • 4th 19.3 • 5th 3.8 <p>Science</p> <ul style="list-style-type: none"> • 5th -3.1 • 8th -6.5 • HS -5.8 |
| <p>Secondary/Counseling Middle School</p> <p>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</p> <p>(Aeries SIS)</p> | <p>Middle School</p> <p>Refer to Middle School Metrics in 1.2 Counseling Support Services K-12</p> | <p>Middle School</p> <p>Refer to Middle School Metrics in 1.2 Counseling Support Services K-12</p> | | | <p>Middle School</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 |
|---|-------------------------------------|-------------------------------------|----------------|----------------|-------------------------------------|
| Maintain District Middle School Dropout Rate (Dataquest) | | | | | |
| High School | High School | High School | | | High School |
| Maintain High School Graduation Rate district-wide | Refer to High School Metrics in 1.2 | Refer to High School Metrics in 1.2 | | | Refer to High School Metrics in 1.2 |
| Increase High School Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy | Counseling Support Services K-12 | Counseling Support Services K-12 | | | Counseling Support Services K-12 |
| (Dataquest) | | | | | |
| Increase A-G Rate by 3% district-wide and at the comprehensive high schools. | | | | | |
| Increase A-G Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|----------------|----------------|-----------------------------|
| (Dataquest) Increase CCI Rate by 3% district-wide and at the comprehensive high schools. Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (California School Dashboard) Maintain District High School Dropout Rate Decrease District High School Dropout Rate by .3% for the following student groups: SED, EL, FY, SWD (Dataquest) | | | | | |
| 1.4 Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools | 1.4 AVID | 1.4 AVID | | | 1.4 AVID |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| <p>Avaxat Elementary Increase Grade 3 CAASPP scale score by 3 points in ELA and math (Dataquest)</p> | <p>Avaxat Elementary School CAASPP Data (Distance From Met) Grade 3 CAASPP ELA rate • AES 26.5 Grade 3 CAASPP math rate • AES 9.1 Grade 4 CAASPP ELA rate • AES 7.5 Grade 4 CAASPP math rate • AES -21.5 Grade 5 CAASPP ELA rate • AES 7.5 Grade 5 CAASPP math rate • AES -30.2</p> | <p>Avaxat Elementary School 2019 CAASPP Data (Distance From Met) Grade 3 CAASPP ELA rate • AES 26.5 Grade 3 CAASPP math rate • AES 9.1 Grade 4 CAASPP ELA rate • AES 7.5 Grade 4 CAASPP math rate • AES -21.5 Grade 5 CAASPP ELA rate • AES 7.5 Grade 5 CAASPP math rate • AES -30.2</p> | | | <p>Avaxat Elementary School CAASPP Data (Distance From Met) Grade 3 CAASPP ELA rate • AES 29.5 Grade 3 CAASPP math rate • AES 12.1 Grade 4 CAASPP ELA rate • AES 10.5 Grade 4 CAASPP math rate • AES -18.5 Grade 5 CAASPP ELA rate • AES 10.5 Grade 5 CAASPP math rate • AES -27.2</p> |
| <p>Increase grade level attendance rates by .3% (Aeries SIS)</p> | <p>Avaxat Elementary School Attendance Rates Kindergarten: 97% 1st Grade: 97% 2nd Grade: 97.3% 3rd Grade: 97.5% 4th Grade: 97.5% 5th Grade: 97.9%</p> | <p>Avaxat Elementary School Attendance Rates TK: 87.66% Kindergarten: 88.84% 1st Grade: 88.2% 2nd Grade: 89.71% 3rd Grade: 90.69% 4th Grade: 91.38% 5th Grade: 91.65%</p> | | | <p>Avaxat Elementary School Attendance Rates Kindergarten: 97.3% 1st Grade: 97.3% 2nd Grade: 97.6% 3rd Grade: 97.8% 4th Grade: 97.8% 5th Grade: 98.2%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|----------------|----------------|--|
| Secondary Schools | Secondary | Secondary | | | Secondary |
| <p>Increase AVID Demo School (MMHS & WSMS) participation to 22.5% district-wide and by 1% for the student groups below the district-wide percentage (2020-21 Data)</p> <p>(Aeries SIS)</p> | <p>AVID Demo School participation was 19.1%</p> <ul style="list-style-type: none"> District 19.1% SED 28.5% EL 8.5% FY 7.8% AA 11.3% Hispanic 13.9% Am Indian 13.7% Multi-Race 9.9% | <p>AVID Demo School participation was 21.5%</p> <ul style="list-style-type: none"> District 21.5% SED 14.1% EL 14.0% FY 26.7% AA 21.8 % Hispanic 23.5% Am Indian 41.7% Multi-Race 12.3% | | | <p>AVID Demo School participation</p> <ul style="list-style-type: none"> District 22.5% SED 28.5% EL 15.0% FY 26.7% AA 22.8% Hispanic 23.5% Am Indian 41.7% Multi-Race 13.3% |
| <p>Increase AVID non-Demo School (All Other Secondary Schools) participation by 1% district-wide and for the student groups (2020-21 Data)</p> <p>(Aeries SIS)</p> | <p>AVID non-Demo School participation was 9.4%</p> <ul style="list-style-type: none"> District 9.4% SED 13.9% EL 17.3% FY 28.6% AA 20.9% Hispanic 18.2% Am Indian 18.8% Multi-Race 13.4% | <p>AVID non-Demo School participation was 9.6%</p> <ul style="list-style-type: none"> District 9.6% SED 10.8% EL 13.2% FY 7.7% AA 12.5% Hispanic 14.1% Am Indian 15.2% Multi-Race 9.3% | | | <p>AVID non-Demo participation</p> <ul style="list-style-type: none"> District 10.4% SED 14.9% EL 18.3% FY 29.6% AA 21.9% Hispanic 19.2% Am Indian 19.8% Multi-Race 14.4% |

| 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"> • DMMS 89% (113/127) • SMS 64% (50/83) • TMS 48% (55/114) • WSMS 72% (120/166) • MMHS 63.5% (298/469) • MVHS 66% (149/225) • VMHS 75% (307/411) | <p>Percentage of Students with GPA 2.5+</p> <ul style="list-style-type: none"> • DMMS 94.16% • SMS 68.47% • TMS 75.76% • WSMS 89.88% • MMHS 74.02% • MVHS 63.79% • VMHS 75.20% | | | <p>Percentage of Students with GPA 2.5+</p> <ul style="list-style-type: none"> • DMMS 94.16% • SMS 70% • TMS 78% • WSMS 89.88% • MMHS 76% • MVHS 69% • VMHS 78% |
| <p>Increase Middle School AVID Retention Rates (Persistence rate through Middle School) district-wide by 3%, SMS and WSMS by 6%, and DMMS and TMS by 3% (2019-20 data)</p> <p>(Aeries SIS)</p> | <p>Middle School AVID Retention Rates Cohort 8th Grade Class of 2020</p> <ul style="list-style-type: none"> • District 67.2% (130/204) • DMMS 86.8% (46/53 2 yr) • SMS 52.8% (28/53 2 yr) • TMS 85.2% (23/27 2 yr) • WSMS 56.3% (40/71 3 yr) | <p>Middle School AVID Retention Rates Cohort 8th Grade Class of 2021</p> <ul style="list-style-type: none"> • District 59.1% • DMMS 84.0% • SMS 34.9% • TMS 33.3% • WSMS 62.7% | | | <p>Middle School AVID Retention Rates Cohort 8th Grade Class of 2023</p> <ul style="list-style-type: none"> • District 70.2% • DMMS 89.8% • SMS 58.8% • TMS 88.2% • WSMS 66.7% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|--|
| <p>Increase AVID High School Readiness (Pass all core classes and 3.0+ GPA) by 6% for the district and all schools</p> <p>(Aeries SIS)</p> | <p>Middle School AVID High School Readiness (2020 baseline)</p> <ul style="list-style-type: none"> District 56.2% (77/137) DMMS 60.9% (28/46) SMS 42.9% (12/28) TMS 56.5% (13/23) WSMS 60.0% (24/40) | <p>Middle School AVID High School Readiness (2021)</p> <ul style="list-style-type: none"> District 46.15% DMMS 54.29% SMS 22.73% TMS 14.81% WSMS 62.0% | | | <p>Middle School AVID High School Readiness</p> <ul style="list-style-type: none"> District 62.2% DMMS 66.9% SMS 48.9% TMS 62.5% WSMS 66.0% |
| <p>Increase High School AVID Retention Rates district-wide to 70%, MMHS by 6%, and MVHS to 75% (2019-20 data)</p> <p>(Aeries SIS)</p> | <p>High School AVID Retention Rates Cohort Class of 2020 (9-12)</p> <ul style="list-style-type: none"> District 68.0% (174/256) MMHS 58.7% (64/109) MVHS 74.4% (29/39) VMHS 75.0% (81/108) | <p>High School AVID Retention Rates Cohort Class of 2021 (9-12)</p> <ul style="list-style-type: none"> District 60.45% (214/354) MMHS 52.38% (77/147) MVHS 60% (39/65) VMHS 69.01% (98/142) | | | <p>High School AVID Retention Rates Cohort Class of 2023 (9-12)</p> <ul style="list-style-type: none"> District 70.0% MMHS 64.7% MVHS 75.0% VMHS 75.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|----------------|----------------|---|
| <p>Increase High School Advanced Coursework Rates by 3% district-wide and MMHS by 6% (2019-20 data)</p> <p>(Aeries SIS)</p> | <p>High School Advanced Coursework Cohort Class of 2020 (9-12)</p> <ul style="list-style-type: none"> District 68.4% (119/174) MMHS 59.4% (38/64) MVHS 89.7% (26/29) VMHS 67.9% (55/81) | <p>High School Advanced Coursework Cohort Class of 2021 (9-12)</p> <ul style="list-style-type: none"> District 71.4% (182/255) MMHS 51.5% (50/97) MVHS 82.0% (41/50) VMHS 84.3% (91/108) | | | <p>High School Advanced Coursework Cohort Class of 2023 (9-12)</p> <ul style="list-style-type: none"> District 73.4% MMHS 65.4% MVHS 89.7% VMHS 86.3% |
| <p>1.5 Support for Career Technical Education (CTE) pathways at all high schools. Include CTE coordinator</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>(California School Dashboard)</p> | <p>1.5 CTE Pathways</p> <p>Refer to CCI Metrics in 1.2 Counseling Support Services K-12</p> | 1.5 CTE Pathways | | | 1.5 CTE Pathways |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|---|
| Increase CTE Participation, Pathway Completion, Certifications and College Credits by approximately 10% (refer to actual numbers in desired outcome) | CTE Participation <ul style="list-style-type: none"> District 3268 (2019-20 Data) | CTE Participation <ul style="list-style-type: none"> District 2380 (2020-21 Data) | | | CTE Participation <ul style="list-style-type: none"> District 3300 |
| CTE Participation, Pathway Completion, Certifications (Aeries SIS) | CTE Pathway Completion <ul style="list-style-type: none"> District 170 9.1% (2020 Cohort Graduation Data) | CTE Pathway Completion <ul style="list-style-type: none"> District 178 9.3% (2021 Cohort Graduation Data) | | | CTE Pathway Completion <ul style="list-style-type: none"> District 187 |
| | CTE Certifications <ul style="list-style-type: none"> District 80 (2019-20 Data) | CTE Certifications <ul style="list-style-type: none"> District 17 (2020-21 Data) | | | CTE Certifications <ul style="list-style-type: none"> District 90 |
| CTE College Credits (CATEMA) Baseline is 2019-20 Data This data was impacted by school | CTE College Credits <ul style="list-style-type: none"> District 122 Students recommended for college credits (2019-20 Data) | CTE College Credits <ul style="list-style-type: none"> District 737 Students recommended for college credits (2020-21 Data) | | | CTE College Credits <ul style="list-style-type: none"> District 811 Students recommended for college credits |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|---|
| closures due to the COVID pandemic. | <ul style="list-style-type: none"> District 97 Students awarded college credits (2019-20 Data) <p>This data was impacted by school closures due to the COVID pandemic.</p> | <ul style="list-style-type: none"> District 473 Students awarded college credits (2020-21 Data) | | | <ul style="list-style-type: none"> District 520 Students awarded college credits |
| <p>1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB)</p> <p>AP Course Enrollment</p> <p>Maintain AP Course Enrollment district-wide</p> <p>Increase AP Course Enrollment by 1% for student groups</p> <p>(Aeries SIS)</p> | <p>1.6 College/Career Readiness</p> <p>Overall AP Course Enrollment rate was 29.98%. (Fall 2020)</p> <ul style="list-style-type: none"> SED was 24.93% EL was 14.25% FY was 4.25% AA was 23.13% Hispanic was 27.34% Am Indian was 33.25% | <p>1.6 College/Career Readiness</p> <p>Overall AP Course Enrollment rate was 24.4%. (Fall 2021)</p> <ul style="list-style-type: none"> SED was 23.75% EL was 1.35% FY was <1% AA was 8.5% Hispanic was 26.2% Am Indian was 2.4% SWD was 2.0% | | | <p>1.6 College/Career Readiness</p> <p>Overall AP enrollment rate was 29.98%. (Fall 2020)</p> <ul style="list-style-type: none"> SED was 25.93% EL was 15.25% FY was 5.25% AA was 24.13% Hispanic was 28.34% Am Indian was 34.25% |

| 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 | <ul style="list-style-type: none"> • SWD was 2.88% • Multi-Race was 26.09% | <ul style="list-style-type: none"> • Multi-Race was 12.1% | | | <ul style="list-style-type: none"> • SWD was 3.88% • Multi-Race was 27.09% |
| AP Exam Participation (College Board Info) Increase AP Exam Participation by 3% district-wide, high schools, and student groups | AP Exam Participation (College Board Info) <ul style="list-style-type: none"> • District 19.9% • SED 24.0% • EL NA • FY NA • AA 4.2% • Hispanic 31.7% • Am Indian .005% • SWD NA • Multi-Race 9.8% • MMHS 16.8% • MVHS 19.2% • VMHS 22.5% | AP Exam Participation (College Board Info) <ul style="list-style-type: none"> • District 17.3% • SED 23.8% • EL NA • FY NA • AA 3.9% • Hispanic 33.3% • Am Indian <1% • SWD NA • Multi-Race 10.0% • MMHS 14.6% • MVHS 16.5% • VMHS 19.4% | | | AP Exam Participation (College Board Info) <ul style="list-style-type: none"> • District 22.9% • SED 27.0% • EL NA • FY NA • AA 7.2% • Hispanic 34.7% • Am Indian 3.005% • SWD NA • Multi-Race 12.8% • MMHS 19.8% • MVHS 22.2% • VMHS 25.5% |
| AP Exam Participation based on Course Enrollment Increase AP Exam Participation based on Course Enrollment by 3% district-wide and high schools with the exception of MMHS 6% | AP Exam Participation based on Course Enrollment <ul style="list-style-type: none"> • District 81.2% • MMHS 70.7% • MVHS 84.3% • VMHS 87.4% | AP Exam Participation based on Course Enrollment <ul style="list-style-type: none"> • District 73.3% • MMHS 61.3% • MVHS 77.7% • VMHS 79.6% | | | AP Exam Participation based on Course Enrollment <ul style="list-style-type: none"> • District 84.2% • MMHS 76.7% • MVHS 87.3% • VMHS 90.4% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|--|
| (Aeries SIS and College Board) | | | | | |
| AP Exams Passed with 3+ Increase AP Exam Pass Rate by 3% (College Board) | AP Exam Pass Rate (2020) <ul style="list-style-type: none"> District 66.5% MMHS 63.8% MVHS 63.2% VMHS 70.0% | AP Exam Pass Rate (2021) <ul style="list-style-type: none"> District 53.4% MMHS 52.4% MVHS 50.4% VMHS 55.3% | | | AP Exam Pass Rate <ul style="list-style-type: none"> District 69.5% MMHS 66.8% MVHS 66.2% VMHS 73.0% |
| IB Exam Participation Increase IB Exam Participation by 3% at MVHS | IB Exam Participation based on Course Enrollment <ul style="list-style-type: none"> MVHS 76.0% | IB Exam Participation based on Course Enrollment <ul style="list-style-type: none"> MVHS 55% | | | IB Exam Participation based on Course Enrollment <ul style="list-style-type: none"> MVHS 79.0% |
| IB Exams Passed with 4+ Maintain IB Exam Pass Rate at MVHS (IBO) | IB Exam Passed with 4+ <ul style="list-style-type: none"> MVHS 82.0% | IB Exam Passed with 4+ <ul style="list-style-type: none"> MVHS 92.0% | | | IB Exam Passed with 4+ <ul style="list-style-type: none"> MVHS 92.0% |
| Baseline is Spring 2019 Data | | | | | |
| 1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) | 1.7 Site SPSA Support | 1.7 Site SPSA Support | | | 1.7 Site SPSA Support |
| Increase Grade Level CAASPP percentage met in ELA and math by 3% | CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> 3rd 63.98% | 2019 CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> 3rd 63.98% | | | CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> 3rd 66.98% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|---|
| Increase Grade Level CAASPP/CAST scale score by 3 points (Dataquest) Based on Spring 2019 Data | <ul style="list-style-type: none"> • 4th 63.61% • 5th 66.73% • 6th 58.81% • 7th 66.20% • 8th 58.56% • 11th 71.90% | <ul style="list-style-type: none"> • 4th 63.61% • 5th 66.73% • 6th 58.81% • 7th 66.20% • 8th 58.56% • 11th 71.90% | | | <ul style="list-style-type: none"> • 4th 66.61% • 5th 69.73% • 6th 61.81% • 7th 69.20% • 8th 61.56% • 11th 74.90% |
| | Scale Score (Distance from met) ELA <ul style="list-style-type: none"> • 3rd 24.8 • 4th 24.4 • 5th 21.4 • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3 | 2019 Scale Score (Distance from met) ELA <ul style="list-style-type: none"> • 3rd 24.8 • 4th 24.4 • 5th 21.4 • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3 | | | Scale Score (Distance from met) ELA <ul style="list-style-type: none"> • 3rd 27.8 • 4th 27.4 • 5th 24.4 • 6th 14.9 • 7th 30.1 • 8th 19.5 • 11th 57.3 |
| | CAASPP Math Percentage Met Math <ul style="list-style-type: none"> • 3rd 62.78% • 4th 61.29% • 5th 53.94% • 6th 48.18% • 7th 48.22% • 8th 47.09% • 11th 44.31% | 2019 CAASPP Math Percentage Met Math <ul style="list-style-type: none"> • 3rd 62.78% • 4th 61.29% • 5th 53.94% • 6th 48.18% • 7th 48.22% • 8th 47.09% • 11th 44.31% | | | CAASPP Math Percentage Met Math <ul style="list-style-type: none"> • 3rd 65.78% • 4th 64.29% • 5th 56.94% • 6th 51.18% • 7th 51.22% • 8th 50.09% • 11th 47.31% |
| | Math <ul style="list-style-type: none"> • 3rd 19.1 • 4th 16.3 • 5th 0.8 • 6th -10.8 | Math <ul style="list-style-type: none"> • 3rd 19.1 • 4th 16.3 • 5th 0.8 • 6th -10.8 | | | Math <ul style="list-style-type: none"> • 3rd 22.1 • 4th 19.3 • 5th 3.8 • 6th -7.8 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| | <ul style="list-style-type: none"> • 7th -5.3 • 8th -14.1 • 11th -22.7 Science <ul style="list-style-type: none"> • 5th -6.1 • 8th -9.5 • HS -8.8 | <ul style="list-style-type: none"> • 7th -5.3 • 8th -14.1 • 11th -22.7 Science <ul style="list-style-type: none"> • 5th -6.1 • 8th -9.5 • HS -8.8 | | | <ul style="list-style-type: none"> • 7th -2.3 • 8th -11.1 • 11th -19.7 Science <ul style="list-style-type: none"> • 5th -3.1 • 8th -6.5 • HS -5.8 |
| <p>Middle School</p> <p>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</p> <p>(Aeries SIS)</p> <p>Maintain District Middle School Dropout Rate (Dataquest)</p> <p>High School</p> <p>Maintain High School Cohort Graduation Rate district-wide</p> | <p>Middle School</p> <p>Refer to Middle School Metrics in 1.2 Counseling Support Services K-12</p> <p>High School</p> <p>Refer to High School Metrics in 1.2</p> | <p>Middle School</p> <p>Refer to Middle School Metrics in 1.2 Counseling Support Services K-12</p> <p>High School</p> <p>Refer to High School Metrics in 1.2</p> | | | <p>Middle School</p> <p>Refer to Middle School Metrics in 1.2 Counseling Support Services K-12</p> <p>High School</p> <p>Refer to High School Metrics in 1.2</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------------------------------|----------------------------------|----------------|----------------|----------------------------------|
| <p>Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy</p> <p>(Dataquest)</p> <p>Increase A-G Rate by 3% district-wide and at the comprehensive high schools.</p> <p>Increase A-G Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy</p> <p>(Dataquest)</p> <p>Increase A-G + CTE Rate by 6%</p> <p>(Dataquest and Aeries SIS - Hand Calculation)</p> <p>Increase EAP ELA and Math Rates district-wide and at the</p> | Counseling Support Services K-12 | Counseling Support Services K-12 | | | Counseling Support Services K-12 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|----------------|----------------|-----------------------------|
| <p>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> <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>(California School Dashboard)</p> <p>Maintain District High School Dropout Rate</p> <p>Decrease District High School Dropout Rate</p> | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|--|
| by .3% for the following student groups: SED, EL, FY, SWD (Dataquest) | | | | | |
| 1 Standards Aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials | 1 Standards Aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials | 1 Standards Aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials Completed Annual Reflection Tool Priorities 1 (Basics), 2 (Implementation of Academic Standards) and 7 (Access to a Broad Course of Study) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2022) | | | 1 Standards Aligned Instructional Materials Maintain 100% of students in the school district have access to the standards-aligned instructional materials Completed Annual Reflection Tool Priorities 1 (Basics), 2 (Implementation of Academic Standards) and 7 (Access to a Broad Course of Study) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| 1.1 | 1.1 Additional Teachers 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 identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD) to ensure academic achievement, meeting grade-level standards, and preparedness for the next grade level. | \$2,871,937.00 | Yes |
| 1.2 | 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 identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD). | \$2,381,088.00 | Yes |
| 1.3 | 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, secondary education and visual/performing arts. The focus of their services is on students from unduplicated and identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD). | \$787,298.00 | Yes |
| 1.4 | 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 identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD). | \$1,982,043.00 | Yes |
| 1.5 | 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 as well as partially funding a CTE coordinator. Focus on recruitment of students from unduplicated and identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD). | \$3,098,055.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 1.6 | 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 identified populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD). | \$152,071.00 | Yes |
| 1.7 | 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 student learning and academic achievement actions and services to meet the needs of school sites' unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$326,564.00 | Yes |

Goal Analysis [2021-22]

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

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

The Murrieta Valley Unified School District implemented all Goal 1 actions. There were challenges returning to full-time in-person instruction during the 2021-22 school year as a result of the COVID-19 pandemic. The district was intentionally focused on implementing Goal 1 actions and services to meet the learning needs of our unduplicated and identified student groups.

All Goal 1 actions were implemented, but all Action 1.6 college/career readiness activities were not able to be fully implemented due to limited opportunities for AP readiness events and PSAT because of COVID-19 pandemic mandates and restrictions. There were no other Goal 1 actions that had substantive differences between what was planned and implemented.

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

Action 1.3 was fully implemented, but the expenditures reflect a decrease of 17% due to one of the coordinators' salaries being moved out of Action 1.3 and being split between Action 2.3 (English Learner Program Support) and Action 3.2 (Maintain Fully Credentialed Teachers).

Action 1.6 expenditures reflect a decrease of 46% due to the limited opportunities for students to participate in AP readiness activities and the PSAT. There were also less students taking AP/IB exams, as many of them qualified for fee exam waivers. These college/career readiness activities were impacted by the COVID-19 pandemic restrictions and mandates.

Action 1.7 was fully implemented, but the expenditures reflect a decrease of 30% because site SPSA Goal 1 activities were limited due to COVID-19 pandemic restrictions. Site Goal 2 SPSA activities were greater by 37% to support interventions and expanded tutoring services.

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

1.1 K-3 Grade Span Adjustment (GSA) was effective in improving student engagement and student learning with teachers agreeing that smaller class size benefited students returning to school on a full-time basis, so they had the ability to address students where they are academically, socially, and behaviorally. The i-Ready data demonstrates the effectiveness of K-3 GSA from our students' progress in ELA and math. The i-Ready ELA and math proficiency rates did decline from the COVID-19 pandemic, but not at the rate that was expected. There are learning gaps for our unduplicated students especially our English Learners, but our K-3 teachers are able to address the specific learning needs of English Learners, low-income, Foster/Homeless students and students with disabilities due to the lower-class sizes. Teachers felt that smaller class sizes improved their ability to assess and monitor student achievement.

1.2 Counseling services K-12 are effective in meeting unduplicated and identified student groups' needs by providing additional counseling support services at all school levels. These additional services provide our unduplicated and identified student groups with mental health support, social emotional learning, academic guidance and supports with an equity lens, and focus on preparing students for middle and high school coursework to ensure college and career readiness upon graduation. The elementary counselors are primarily focused on social emotional learning and behavioral supports which was beneficial as schools returned to full-time in-person instruction this year. Secondary counselors have been primarily focused on mental health and academic progress this school year, but are also providing sessions on academic planning, post-secondary plans, academic progress, A-G coursework, college entrance testing opportunities, FAFSA, and parent informational presentations. The gaps in A-G rates were being addressed and closing prior to the COVID-19 pandemic, but the gaps have increased, and our counselors are working to address the needs of our unduplicated and identified student groups to increase A-G rates.

1.3 Coordinators to support student learning and achievement are effective in meeting unduplicated and identified student groups' needs by providing services for our school staff's work in professional learning communities with a focus on meeting students' learning needs as a result of the COVID-19 pandemic. The coordinators are collaborating with PLCs on the use of local assessment data to improve instruction and student learning which is resulting in alignment of curriculum and grades. The gaps in A-G rates were being addressed and closing prior to the COVID-19 pandemic, but our coordinators are collaborating with school staff to address the learning needs of our unduplicated and identified student groups to increase preparation for the next grade and school level as well as increase A-G rates.

1.4 The AVID program is effective in targeting our unduplicated and identified student groups for participation in AVID to promote the necessary academic preparation and coursework for college admissions. The AVID program had focused recruitment strategies prior to the COVID-19 pandemic which were severely hampered during the last two school years. The AVID program continues to be a strong program within RIMS with Murrieta Mesa High School being revalidated as a National Demonstration School. The AVID program provides a class for students during the school day with college tutors to assist with curricular content and assignments. This program prepares all students for college admissions and success. As a result of the COVID-19 pandemic and reduced enrollment in AVID, the AVID staff is conducting targeted recruitment to increase unduplicated and identified student groups' involvement in AVID which will increase A-G rates in the future.

1.5 CTE pathways and programs are effective in increasing unduplicated and identified student groups' career readiness upon graduation from high school. Prior to the COVID-19 pandemic, our CTE teachers were making strides in increasing unduplicated and identified student groups' participation and completion of CTE pathways. The CTE pathways continue to provide quality instruction with a variety of pathway

materials and equipment along with opportunities for competitions. Due to the limited ability to do targeted recruitment as a result of the pandemic, the high school counselors and CTE teachers are making concerted efforts to conduct targeted recruitment to increase unduplicated and identified student groups' participation in CTE pathways which will increase A-G readiness, college credits, and/or industry certifications in the future.

1.6 College/Career readiness and advanced program support efforts are effective in meeting the needs of unduplicated and identified student groups' preparedness for post-secondary opportunities. These efforts include AP readiness sessions, AP/IB exam fee waivers, college field trips, high school kick-off events, summer bridge program for incoming 9th grade students, and summer melt activities for recent high school graduates. The COVID-19 pandemic had a negative effect on AP enrollment and exam participation for our unduplicated and identified student groups. High school staff are making intentional efforts to increase enrollment in advanced coursework especially for our unduplicated and identified student groups.

1.7 The school sites' LCAP funds for their School Plans for Student Achievement (SPSA) are effective in meeting the needs of unduplicated and identified student groups in Goal 1 (Student Learning and Achievement) focus areas for their individual school sites. The COVID-19 pandemic had an immense negative impact on school sites' ability to meet the learning needs of unduplicated and identified student groups as well as all students. The elementary schools are providing intentional student learning supports through curricular programs to increase i-Ready results in ELA and math. The middle schools are providing focused student learning supports through curricular and CTE related programs, AVID supports such as tutor costs and field trips to increase student learning, and high school readiness. The high schools are providing intentional efforts to increase student learning and progress through curricular supports, CTE programs, and AVID supports such as tutor costs and field trips to increase A-G rates resulting in increased college/career readiness.

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

Metrics

1.1

ESGI will no longer be utilized as the metric for K-1 students in the LCAP. i-Ready diagnostic will be used for K-1 students and a baseline, and 23-24 desired outcome have been included in the LCAP.

1.2

Middle School High School Readiness - AA met 23-24 desired outcome so increased that outcome to 41.5%.

High School Cohort Graduation Rate - FY met 23-24 desired outcome so changed that outcome to 93.7%.

A-G Rate - FY was NA for baseline but had a rate of 27.3% so adjusted the 23-24 desired outcome to 31.3%. SWD met 23-24 desired outcome so increased that outcome to 20.3%. MCA met 23-24 desired outcome so increased that to 17.9%

A-G + CTE Completer - MVHS met 23-24 desired outcome so increased that outcome to 16.09%.

High School Dropout Rate - EL met 23-24 desired outcome so changed that outcome to 0.0%. SWD met 23-24 desired outcome so changed that outcome to 1.5%.

1.4

Secondary AVID Demo School Participation - EL met 23-24 desired outcome so changed that outcome to 15%. FY met 23-24 desired outcome so changed that outcome to 26.7%. AA met 23-24 desired outcome so changed that outcome to 22.8%. Hispanic met 23-24 desired outcome so changed that outcome to 23.5%. American Indian met 23-24 desired outcome so changed that outcome to 41.7%. Multi-Race met 23-24 desired outcome so changed that outcome to 13.3%.

Percentage of Students with GPA 2.5+ - DMMS met 23-24 desired outcome so changed that outcome to 94.16%. SMS met 23-24 desired outcome so changed that outcome to 70%. TMS met 23-24 desired outcome so changed that outcome to 78%. WSMS met 23-24 desired outcome so changed that outcome to 89.88%. MMHS met 23-24 desired outcome so changed that outcome to 76%.

Middle School Retention Rates - WSMS met 23-24 desired outcome so changed that outcome to 66.7%.

High School Advanced Coursework - District met 23-24 desired outcome so changed that outcome to 73.4%. VMHS met 23-24 desired outcome so changed that outcome to 86.3%.

1.5

Added CCI metric to monitor student group progress as it applies to CTE.

CTE Recommended College Credits - District met 23-24 desired outcome so changed that outcome to 811 students.

CTE Awarded College Credits - District met 23-24 desired outcome so changed that outcome to 520 students.

1.6

Added AP Pass Rates for the high schools with a 3% growth for the 23-24 desired outcome.

IB Exam Passed with 4+ - MVHS met 23-24 desired outcome so changed that outcome to 92.0%.

1

Added the Metric of Completed Annual Reflection Tool Priorities 1, 2, and 7.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | Prevention/Intervention/Acceleration: Provide high quality prevention, intervention, and acceleration actions and services to address learning loss 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.

Our overall performance on local assessments in ELA and math performance have declined as a result of the COVID-19 pandemic with a greater decline in math as well as increased secondary “F” rates. Elementary grade-level i-Ready scores in math have declined by 3-16% from 2019-20. Secondary grade-level Imagine Math scores have declined by 13-15% from 2019-20. ELA grade-level i-Ready and Reading Inventory scores also declined, but not at the same rate as math. Additionally, our 2021 middle and high school “F” rates have increased for all student groups and at all sites by 1-10% from the pre-COVID 2019 rates.

Through the analysis of our local assessment data there is a continued need to have an intentional focus on prevention, intervention, and acceleration efforts to address learning loss and close the achievement gap for the unduplicated and identified student groups.

Through the implementation of the Goal 2 actions (elementary intervention teachers, additional secondary sections for intervention/acceleration, English Learner program support, extended learning opportunities, intervention programs/support, and site SPSA Goal 2 actions), we expect to see improved student learning which will result in improved student achievement as evidenced by increased i-Ready, Reading Inventory, and Imagine Math rates as well as decreased “F” rates at the secondary schools and increased EL reclassification rates. Additionally, the implementation of Goal 2 actions will result in improvement in the remainder of the Goal 2 related metrics.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------|--------------------------------------|---|----------------|----------------|--------------------------------------|
| 2.1 Elementary Intervention Teachers | 2.1 Elementary Intervention Teachers | 2.1 Elementary Intervention Teachers i-Ready (December 2021) | | | 2.1 Elementary Intervention Teachers |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation | Grade K ESGI 64% met or exceeded expectation | Grade K i-Ready <ul style="list-style-type: none"> • ELA 56% • Math 38% | | | Grade K i-Ready <ul style="list-style-type: none"> • ELA 60% • Math 42% |
| Grade 1 ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation | Grade 1 ESGI 64% met or exceeded expectation | Grade 1 i-Ready <ul style="list-style-type: none"> • ELA 38% • Math 26% | | | Grade 1 i-Ready <ul style="list-style-type: none"> • ELA 42% • Math 30% |
| (ESGI) | | | | | |
| Grade 2 i-Ready Increase ELA and math proficiency by 6% (December results) | Grade 2 i-Ready <ul style="list-style-type: none"> • ELA 50% • Math 34% | Grade 2 i-Ready <ul style="list-style-type: none"> • ELA 49% • Math 30% | | | Grade 2 i-Ready <ul style="list-style-type: none"> • ELA 56% • Math 40% |
| Grade 3 i-Ready Increase ELA and math proficiency by 6% (December results) | Grade 3 i-Ready <ul style="list-style-type: none"> • ELA 66% • Math 32% | Grade 3 i-Ready <ul style="list-style-type: none"> • ELA 63% • Math 32% | | | Grade 3 i-Ready <ul style="list-style-type: none"> • ELA 72% • Math 38% |
| Grades 4 & 5 i-Ready Increase ELA and math proficiency by 6% (December results) | Grade 4 i-Ready <ul style="list-style-type: none"> • ELA 46% • Math 34% | Grade 4 i-Ready <ul style="list-style-type: none"> • ELA 47% • Math 35% | | | Grade 4 i-Ready <ul style="list-style-type: none"> • ELA 52% • Math 40% |
| (i-Ready) | Grade 5 i-Ready <ul style="list-style-type: none"> • ELA 47% • Math 42% | Grade 5 i-Ready <ul style="list-style-type: none"> • ELA 45% • Math 39% | | | Grade 5 i-Ready <ul style="list-style-type: none"> • ELA 53% • Math 48% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|----------------|----------------|---|
| <p>Increase Grade Level CAASPP ELA and math Percentage Met by 3%</p> | <p>CAASPP ELA Percentage Met ELA</p> <ul style="list-style-type: none"> • 3rd 63.98% • 4th 63.61% • 5th 66.73% <p>CAASPP Math Percentage Met Math</p> <ul style="list-style-type: none"> • 3rd 62.78% • 4th 61.29% • 5th 53.94% | <p>2019 CAASPP ELA Percentage Met ELA</p> <ul style="list-style-type: none"> • 3rd 63.98% • 4th 63.61% • 5th 66.73% <p>2019 CAASPP Math Percentage Met Math</p> <ul style="list-style-type: none"> • 3rd 62.78% • 4th 61.29% • 5th 53.94% | | | <p>CAASPP ELA Percentage Met ELA</p> <ul style="list-style-type: none"> • 3rd 66.98% • 4th 66.61% • 5th 69.73% <p>CAASPP Math Percentage Met Math</p> <ul style="list-style-type: none"> • 3rd 65.78% • 4th 64.29% • 5th 56.94% |
| <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>Grade 3 CAASPP ELA rate Scale Score (Distance From Met)</p> <ul style="list-style-type: none"> • District 24.8 • SED 2.3 • EL -27.9 • FY NA • AA -21 • Hispanic 12.3 • Am Indian NA • SWD -35.3 • Multi-Race 36.9 | <p>Grade 3 2019 CAASPP ELA rate Scale Score (Distance From Met)</p> <ul style="list-style-type: none"> • District 24.8 • SED 2.3 • EL -27.9 • FY NA • AA -21 • Hispanic 12.3 • Am Indian NA • SWD -35.3 • Multi-Race 36.9 | | | <p>Grade 3 CAASPP ELA rate Scale Score (Distance From Met)</p> <ul style="list-style-type: none"> • District 27.8 • SED 8.3 • EL -21.9 • FY NA • AA -15 • Hispanic 18.3 • Am Indian NA • SWD -29.3 • Multi-Race 39.9 |
| <p>Increase Grade 3 CAASPP scale score by 3 points in ELA and math at the elementary schools.</p> | <ul style="list-style-type: none"> • AMES 28.7 • AHES 39 • AES 26.5 • BES 32.8 • CCES 45.2 | <ul style="list-style-type: none"> • AMES 28.7 • AHES 39 • AES 26.5 • BES 32.8 • CCES 45.2 | | | <ul style="list-style-type: none"> • AMES 31.7 • AHES 42 • AES 29.5 • BES 35.8 • CCES 48.2 |
| <p>(Dataquest)</p> | | | | | |
| <p>Baseline is Spring 2019 Data</p> | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|----------------|----------------|---|
| | <ul style="list-style-type: none"> • EHCES -2.4 • LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1 <p>Grade 3 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> • District 19.1 • SED -3.7 • EL -24.1 • FY NA • AA -21.3 • Hispanic 8.3 • Am Indian NA • SWD -35.7 • Multi-Race 32.9 • AMES 16.3 • AHES 26.1 • AES 9.1 • BES 21.3 • CCES 44.5 • EHCES -0.5 • LJMES 17.6 • MVES 15.9 • MES 21.3 • RRES 23.9 • TES -0.5 | <ul style="list-style-type: none"> • EHCES -2.4 • LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1 <p>Grade 3 2019 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> • District 19.1 • SED -3.7 • EL -24.1 • FY NA • AA -21.3 • Hispanic 8.3 • Am Indian NA • SWD -35.7 • Multi-Race 32.9 • AMES 16.3 • AHES 26.1 • AES 9.1 • BES 21.3 • CCES 44.5 • EHCES -0.5 • LJMES 17.6 • MVES 15.9 • MES 21.3 • RRES 23.9 • TES -0.5 | | | <ul style="list-style-type: none"> • EHCES 1.4 • LJMES 20.9 • MVES 15.2 • MES 33.5 • RRES 21.7 • TES 15.1 <p>Grade 3 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> • District 22.1 • SED 3.7 • EL -18.1 • FY NA • AA -18.3 • Hispanic 14.3 • Am Indian NA • SWD -29.7 • Multi-Race 35.9 • AMES 19.3 • AHES 29.1 • AES 12.1 • BES 24.3 • CCES 47.5 • EHCES 3.5 • LJMES 20.6 • MVES 18.9 • MES 24.3 • RRES 26.9 • TES 3.5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|----------------|----------------|---|
| | <p>Grade 4 CAASPP ELA rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 24.4 SED 0.8 EL -27.1 FY NA AA -0.5 Hispanic 10.1 Am Indian NA SWD -53.1 Multi-Race -- AMES 33.7 AHES 44.7 AES 7.5 BES 14.8 CCES 42.1 EHCES 22.1 LJMES 27.7 MVES -24.7 MES 20.3 RRES 34.1 TES 35.8 | <p>Grade 4 2019 CAASPP ELA rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 24.4 SED 0.8 EL -27.1 FY NA AA -0.5 Hispanic 10.1 Am Indian NA SWD -53.1 Multi-Race -- AMES 33.7 AHES 44.7 AES 7.5 BES 14.8 CCES 42.1 EHCES 22.1 LJMES 27.7 MVES -24.7 MES 20.3 RRES 34.1 TES 35.8 | | | <p>Grade 4 CAASPP ELA rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 27.4 SED 6.8 EL -21.1 FY NA AA 2.5 Hispanic 16.1 Am Indian NA SWD -47.1 Multi-Race -- AMES 36.7 AHES 47.7 AES 10.5 BES 17.8 CCES 45.1 EHCES 25.1 LJMES 30.7 MVES -21.7 MES 23.3 RRES 37.1 TES 38.8 |
| | <p>Grade 4 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 16.3 SED -3.9 EL -28.6 FY NA AA -14.0 | <p>Grade 4 2019 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 16.3 SED -3.9 EL -28.6 FY NA AA -14.0 | | | <p>Grade 4 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 19.3 SED 2.1 EL -22.6 FY NA AA -8.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|---|----------------|----------------|--|
| | <ul style="list-style-type: none"> Hispanic 1.5 Am Indian NA SWD -46.2 Multi-Race 40.8 AMES 18.1 AHES 33.3 AES -21.5 BES 6.6 CCES 42.2 EHCES 8.1 LJMES 33.9 MVES -21.3 MES 13.5 RRES 28.0 TES 18.6 <p>Grade 5 CAASPP ELA rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 31.4 SED 8.6 EL -36.8 FY NA AA 5.9 Hispanic 14.0 Am Indian NA SWD -52.3 Multi-Race 23.5 AMES 49.8 AHES 39.0 AES 7.5 BES 26.4 | <ul style="list-style-type: none"> Hispanic 1.5 Am Indian NA SWD -46.2 Multi-Race 40.8 AMES 18.1 AHES 33.3 AES -21.5 BES 6.6 CCES 42.2 EHCES 8.1 LJMES 33.9 MVES -21.3 MES 13.5 RRES 28.0 TES 18.6 <p>Grade 5 2019 CAASPP ELA rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 31.4 SED 8.6 EL -36.8 FY NA AA 5.9 Hispanic 14.0 Am Indian NA SWD -52.3 Multi-Race 23.5 AMES 49.8 AHES 39.0 AES 7.5 BES 26.4 | | | <ul style="list-style-type: none"> Hispanic 7.5 Am Indian NA SWD -40.2 Multi-Race 43.8 AMES 21.1 AHES 36.3 AES -18.5 BES 9.6 CCES 45.2 EHCES 11.1 LJMES 36.9 MVES -18.3 MES 16.5 RRES 31.0 TES 21.6 <p>Grade 5 CAASPP ELA rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> District 34.4 SED 14.6 EL -30.8 FY NA AA 11.9 Hispanic 20.0 Am Indian NA SWD -46.3 Multi-Race 29.5 AMES 52.8 AHES 42.0 AES 10.5 BES 29.4 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|----------------|----------------|--|
| | <ul style="list-style-type: none"> • CCES 53.9 • EHCES 6.6 • LJMES 46.4 • MVES 16.0 • MES 37.8 • RRES 10.3 • TES 27.3 <p>Grade 5 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> • District 0.8 • SED -21.9 • EL -59.9 • FY NA • AA -28.3 • Hispanic - 17.4 • Am Indian NA • SWD -76.9 • Multi-Race - 1.6 • AMES 27.2 • AHES 0.7 • AES -30.2 • BES -5.5 • CCES 36.8 • EHCES -20.3 • LJMES 6.6 • MVES -17.6 • MES -5.2 • RRES -5.1 • TES -1.3 | <ul style="list-style-type: none"> • CCES 53.9 • EHCES 6.6 • LJMES 46.4 • MVES 16.0 • MES 37.8 • RRES 10.3 • TES 27.3 <p>Grade 5 2019 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> • District 0.8 • SED -21.9 • EL -59.9 • FY NA • AA -28.3 • Hispanic - 17.4 • Am Indian NA • SWD -76.9 • Multi-Race - 1.6 • AMES 27.2 • AHES 0.7 • AES -30.2 • BES -5.5 • CCES 36.8 • EHCES -20.3 • LJMES 6.6 • MVES -17.6 • MES -5.2 • RRES -5.1 • TES -1.3 | | | <ul style="list-style-type: none"> • CCES 56.9 • EHCES 9.6 • LJMES 49.4 • MVES 19.0 • MES 40.8 • RRES 13.3 • TES 30.3 <p>Grade 5 CAASPP math rate Scale Score (Distance from Met)</p> <ul style="list-style-type: none"> • District 3.8 • SED -15.9 • EL -53.9 • FY NA • AA -22.3 • Hispanic - 11.4 • Am Indian NA • SWD -70.9 • Multi-Race 4.4 • AMES 30.2 • AHES 3.7 • AES -27.2 • BES -2.5 • CCES 39.8 • EHCES -17.3 • LJMES 9.6 • MVES -14.6 • MES -2.2 • RRES -2.1 • TES 1.7 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|---|
| <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>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"> • Overall 4.36% • SED 6.85% • EL 11.68% • FY 13.04% • AA 5.76% • Hispanic 6.02% • Am Indian 22.58% • SWD 7.99% • Multi-Race 4.16% • MMHS 3.70% • MVHS 3.79% • VMHS 4.34% • MCA (Daily) 21.56% | <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 2021)</p> <ul style="list-style-type: none"> • Overall 10.23% • SED 14.56% • EL 21.72% • FY 16.67% • AA 12.57% • Hispanic 12.08% • Am Indian 14.29% • SWD 14.07% • Multi-Race 11.06% • MMHS 8.34% • MVHS 9.88% • VMHS 11.64% • MCA (Daily) 5.92% | | | <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"> • Overall 3.61% • SED 5.35% • EL 10.18% • FY 11.54% • AA 4.26% • Hispanic 4.52% • Am Indian 13.29% • SWD 6.49% • Multi-Race 3.41% • MMHS 2.95% • MVHS 3.04% • VMHS 3.59% • MCA (Daily) 15.56% |
| <p>Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student</p> | <p>Middle School Grade of "F" Rate (2 or more from 1st semester 2019)</p> | <p>Middle School Grade of "F" Rate (2 or more from 1st semester 2021)</p> | | | <p>Middle School Grade of "F" Rate</p> <ul style="list-style-type: none"> • Overall 2.17% • SED 3.63% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|--|
| group rates by .75% (maintain multi-race group rate), and SMS by .75% (Aeries SIS) | <ul style="list-style-type: none"> Overall 2.47% SED 4.38% EL 4.05% FY 7.14% AA 4.01% Hispanic 3.61% Am Indian 11.76% SWD 3.59% Multi-Race 1.07% DMMS 1.86% SMS 3.72% TMS 2.16% WSMS 2.05% | <ul style="list-style-type: none"> Overall 4.19% SED 6.49% EL 6.49% FY 0.00% AA 5.14% Hispanic 4.85% Am Indian 5.7% SWD 3.94% Multi-Race 5.14% DMMS 2.04% SMS 3.32% TMS 6.52% WSMS 3.55% | | | <ul style="list-style-type: none"> EL 3.30% FY 0.00% AA 3.26% Hispanic 2.86% Am Indian 5.2% SWD 2.84% Multi-Race 1.07% DMMS 1.56% SMS 2.97% TMS 1.86% WSMS 1.75% |
| Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide (Dataquest) | <p>CAASPP/CAST Scale Score (Distance from met) ELA</p> <ul style="list-style-type: none"> 6th 11.9 7th 27.1 8th 16.5 11th 54.3 <p>Math</p> <ul style="list-style-type: none"> 6th -10.8 7th -5.3 8th -14.1 11th -22.7 | <p>CAASPP/CAST 2019 Scale Score (Distance from met) ELA</p> <ul style="list-style-type: none"> 6th 11.9 7th 27.1 8th 16.5 11th 54.3 <p>Math</p> <ul style="list-style-type: none"> 6th -10.8 7th -5.3 8th -14.1 11th -22.7 | | | <p>CAASPP/CAST Scale Score (Distance from met) ELA</p> <ul style="list-style-type: none"> 6th 14.9 7th 30.1 8th 19.5 11th 57.3 <p>Math</p> <ul style="list-style-type: none"> 6th -7.8 7th -2.3 8th -11.1 11th -19.7 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|---|
| | Science <ul style="list-style-type: none"> 8th -9.5 HS -8.8 | Science <ul style="list-style-type: none"> 8th -9.5 HS -8.8 | | | Science <ul style="list-style-type: none"> 8th -6.5 HS -5.8 |
| Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy (Dataquest) | Cohort Graduation Rate - 4 year (2020) <ul style="list-style-type: none"> District 96.9% SED 95.5% EL 90.1% FY 84.6% AA 97.5% Hispanic 95.2% Am Indian NA SWD 85.2% Multi-Race 98.6% MMHS 97.6% MVHS 98.0% VMHS 97.8% MCA 81.3% | Cohort Graduation Rate - 4 year (2021) <ul style="list-style-type: none"> District 96.3% SED 93.9% EL 91.3% FY 91.7% AA 95.3% Hispanic 96.9% Am Indian NA SWD 87.2% Multi-Race 95.8% MMHS 97.3% MVHS 97.3% VMHS 96.9% MCA 81.4% | | | High School Cohort Graduation Rate - 4 year <ul style="list-style-type: none"> District 96.9% SED 98.5% EL 93.1% FY 87.6% AA 97.5% Hispanic 98.2% Am Indian NA SWD 88.2% Multi-Race 98.6% MMHS 97.6% MVHS 98.0% VMHS 97.8% MCA 84.3% |
| Maintain District High School Dropout Rate Decrease District High School Dropout Rate by .3% for the following student groups: SED, EL, FY, SWD (Dataquest) | High School Dropout Rate (2019-20) <ul style="list-style-type: none"> District 0.5% SED 0.7% EL 2.5% FY 7.7% AA 0.0% Hispanic 0.9% Am Indian NA SWD 2.6% | Dropout Rate (High School) (2020-21) <ul style="list-style-type: none"> District 1.2% SED 1.9% EL 0.0% FY 8.3% AA 0.8% Hispanic 1.5% Am Indian NA SWD 1.7% | | | Dropout Rate (High School) <ul style="list-style-type: none"> District 0.5% SED 0.4% EL 0.0% FY 7.4% AA 0.0% Hispanic 0.9% Am Indian NA SWD 1.5% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|--|
| <p>Maintain District Middle School Dropout Rate (Dataquest)</p> <p>Baseline on Spring 2019 Data</p> | <ul style="list-style-type: none"> Multi-Race 0% <p>Middle School Dropout Rate (2019-20)</p> <ul style="list-style-type: none"> District 0.0% | <ul style="list-style-type: none"> Multi-Race 0.7% <p>Middle School Dropout Rate (2019-20)</p> <ul style="list-style-type: none"> District 0.00% | | | <ul style="list-style-type: none"> Multi-Race 0% <p>Middle School Dropout Rate</p> <ul style="list-style-type: none"> District 0.0% |
| <p>2.3 English Learner Program Support</p> <p>Increase English Learner Progress Indicator (ELPI) completion by 3%</p> <p>(California School Dashboard)</p> | <p>2.3 English Learner Program Support</p> <p>ELPI rate</p> <ul style="list-style-type: none"> District 57.9% AMES 65.3% AHES 50.0% AES 49.0% BES 60.8% CCES 67.2% EHCES 54.3% LJMES 45.2% MVES 44.4% MES 63.0% RRES 68.2% TES 51.1% DMMS 55.8% SMS 59.5% TMS 59.0% WSMS 56.6% MMHS 54.7% MVHS 48.6% | <p>2.3 English Learner Program Support</p> <p>ELPI rate (Spring 2019)</p> <ul style="list-style-type: none"> District 57.9% AMES 65.3% AHES 50.0% AES 49.0% BES 60.8% CCES 67.2% EHCES 54.3% LJMES 45.2% MVES 44.4% MES 63.0% RRES 68.2% TES 51.1% DMMS 55.8% SMS 59.5% TMS 59.0% WSMS 56.6% MMHS 54.7% | | | <p>2.3 English Learner Program Support</p> <p>ELPI rate</p> <ul style="list-style-type: none"> District 60.9% AMES 68.3% AHES 53.0% AES 52.0% BES 63.8% CCES 70.2% EHCES 57.3% LJMES 48.2% MVES 47.4% MES 66.0% RRES 71.2% TES 54.1% DMMS 58.8% SMS 62.5% TMS 62.0% WSMS 59.6% MMHS 57.7% MVHS 51.6% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|----------------|----------------|---|
| <p>ELPAC</p> <p>Increase level 3 and 4 by 3% and decrease level 1 and 2 by 3%</p> <p>(Dataquest)</p> <p>Increase English Learner reclassification by 3%</p> <p>(Dataquest)</p> <p>Baseline is Spring 2019 Data</p> | <ul style="list-style-type: none"> • VMHS 62.9% • MCA NA <p>ELPAC (2020-21)</p> <ul style="list-style-type: none"> • Level 4 18.60% • Level 3 40.60% • Level 2 26.82% • Level 1 13.98% <p>EL reclassification rate</p> <ul style="list-style-type: none"> • District 25.2% • AMES 40.0% • AHES 22.0% • AES 36.4% • BES 17.8% • CCES 29.1% • EHCES 15.3% • LJMES 20.0% • MVES 26.4% • MES 16.9% • RRES 25.0% • TES 22.0% • DMMS 19.6% • SMS 23.5% • TMS 43.3% • WSMS 12.1% • MMHS 18.1% • MVHS 25.5% • VMHS 31.7% • MCA NA | <ul style="list-style-type: none"> • MVHS 48.6% • VMHS 62.9% • MCA NA <p>ELPAC (2021-22)</p> <ul style="list-style-type: none"> • Level 4 20.30% • Level 3 40.40% • Level 2 26.10% • Level 1 13.20% <p>EL reclassification rate (2021)</p> <ul style="list-style-type: none"> • District 16.1% • AMES 21.0% • AHES 0.0% • AES 18.8% • BES 9.3% • CCES 8.7% • EHCES 13.3% • LJMES 11.9% • MVES 18.5% • MES 9.7% • RRES 7.0% • TES 22.2% • DMMS 22.2% • SMS 31.6% • TMS 22.2% • WSMS 22.0% • MMHS 21.8% • MVHS 8.9% • VMHS 22.0% • MCA NA | | | <ul style="list-style-type: none"> • VMHS 65.9% • MCA NA <p>ELPAC</p> <ul style="list-style-type: none"> • Level 4 21.60% • Level 3 43.60% • Level 2 23.82% • Level 1 10.98% <p>EL reclassification rate</p> <ul style="list-style-type: none"> • District 28.2% • AMES 43.0% • AHES 25.0% • AES 39.4% • BES 20.8% • CCES 32.1% • EHCES 18.3% • LJMES 23.0% • MVES 29.4% • MES 19.9% • RRES 28.0% • TES 25.0% • DMMS 22.6% • SMS 26.5% • TMS 46.3% • WSMS 15.1% • MMHS 21.1% • MVHS 28.5% • VMHS 34.7% • MCA NA |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|---|
| <p>EL Local Data i-Ready Increase K-2 and 3-5 i-Ready reading proficiency levels by 4% overall and 6% for ELs</p> <p>(i-Ready)</p> <p>Reading Inventory Increase Reading Inventory (Lexile) scores by 2% district- wide and by 4% for ELs</p> <p>(Reading Inventory)</p> | <ul style="list-style-type: none"> Numbers 335 reclassified out of 1329 total | <ul style="list-style-type: none"> Numbers 192 reclassified out of 1105 total <p>K-2 i-Ready</p> <ul style="list-style-type: none"> District 47% EL 26% <p>3-5 i-Ready</p> <ul style="list-style-type: none"> District 52% EL 18% <p>Reading Inventory 6th Grade</p> <ul style="list-style-type: none"> District 53% EL 8% <p>7th Grade</p> <ul style="list-style-type: none"> District 55% EL 12% <p>8th Grade</p> <ul style="list-style-type: none"> District 58% EL 2% <p>9th Grade</p> <ul style="list-style-type: none"> District 70% EL 13% <p>10th Grade</p> <ul style="list-style-type: none"> District 75% | | | <ul style="list-style-type: none"> Numbers 345 reclassified out of 1329 total <p>K-2 i-Ready</p> <ul style="list-style-type: none"> District 51% EL 32% <p>3-5 i-Ready</p> <ul style="list-style-type: none"> District 56% EL 24% <p>Reading Inventory 6th Grade</p> <ul style="list-style-type: none"> District 52% EL 12% <p>7th Grade</p> <ul style="list-style-type: none"> District 57% EL 16% <p>8th Grade</p> <ul style="list-style-type: none"> District 60% EL 6% <p>9th Grade</p> <ul style="list-style-type: none"> District 72% EL 17% <p>10th Grade</p> <ul style="list-style-type: none"> District 77% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|--|
| | | <ul style="list-style-type: none"> EL 17% 11 th Grade <ul style="list-style-type: none"> District 66% EL 10% | | | <ul style="list-style-type: none"> EL 21% 11 th Grade <ul style="list-style-type: none"> District 68% EL 14% |
| 2.4 Extended Learning Opportunities and Intervention Programs and Support Elementary Grade K ESGI End of Year Phonics Summary Grade 1 ESGI End of Year Phonics Summary (ESGI) Grade 2 i-Ready ELA and math results Grade 3 i-Ready ELA and math results Grade 4 i-Ready ELA and math results Grade 5 i-Ready ELA and math results | 2.4 Extended Learning Opportunities and Intervention Programs Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers | 2.4 Extended Learning Opportunities and Intervention Programs Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers | | | 2.4 Extended Learning Opportunities and Intervention Programs Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| (i-Ready) | | | | | |
| Increase Reading Inventory (Lexile) scores by 3% district-wide and for group metrics at 50% or higher | Middle School 6th Grade Reading Inventory/Lexile (March 2021) <ul style="list-style-type: none"> • Overall 57% • SED 47% • EL 8% • FY NA • AA 50% • Hispanic 48% • Am Indian NA • SWD 19% • Multi-Race 68% | Middle School 6th Grade Reading Inventory/Lexile (March 2022) <ul style="list-style-type: none"> • Overall 53% • SED 43% • EL 8% • FY 13% • AA 35% • Hispanic 48% • Am Indian 56% • SWD 18% • Multi-Race 58% | | | Middle School 6th Grade Reading Inventory/Lexile (March) <ul style="list-style-type: none"> • Overall 60% • SED 53% • EL 14% • FY 17% • AA 53% • Hispanic 54% • Am Indian 58% • SWD 25% • Multi-Race 71% |
| Increase Reading Inventory (Lexile) scores by 6% for group metrics under 50% | | | | | |
| (Reading Inventory) | 7th Grade Reading Inventory/Lexile (March 2021) <ul style="list-style-type: none"> • Overall 68% • SED 61% • EL 9% • FY NA • AA 64% • Hispanic 61% • Am Indian NA • SWD 25% • Multi-Race 67% | 7th Grade Reading Inventory/Lexile (March 2022) <ul style="list-style-type: none"> • Overall 55% • SED 45% • EL 12% • FY 25% • AA 51% • Hispanic 46% • Am Indian 60% • SWD 21% • Multi-Race 51% | | | 7th Grade Reading Inventory/Lexile (March) <ul style="list-style-type: none"> • Overall 71% • SED 64% • EL 15% • FY 29% • AA 67% • Hispanic 64% • Am Indian 62% • SWD 31% • Multi-Race 70% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| | 8th Grade Reading Inventory/Lexile (March 2021) <ul style="list-style-type: none"> • Overall 69% • SED 58% • EL 8% • FY NA • AA 59% • Hispanic 64% • Am Indian NA • SWD 27% • Multi-Race 70% | 8th Grade Reading Inventory/Lexile (March 2022) <ul style="list-style-type: none"> • Overall 58% • SED 48% • EL 2% • FY 100% • AA 56% • Hispanic 49% • Am Indian 50% • SWD 21% • Multi-Race 58% | | | 8th Grade Reading Inventory/Lexile (March) <ul style="list-style-type: none"> • Overall 72% • SED 61% • EL 14% • FY 100% • AA 62% • Hispanic 67% • Am Indian 52% • SWD 33% • Multi-Race 73% |
| Increase Middle School Imagine Learning/Math Programs overall grade level growth by 100 Quantile points | Middle School Overall Imagine Math/Quantile (February 2021) <ul style="list-style-type: none"> • 6th Grade - 711 • 7th Grade - 797 • 8th Grade - 870 | Middle School Overall Imagine Math/Quantile (February 2022) <ul style="list-style-type: none"> • 6th Grade 648 • 7th Grade 770 • 8th Grade 827 | | | Middle School Overall Imagine Math/Quantile <ul style="list-style-type: none"> • 6th Grade - 811 • 7th Grade - 897 • 8th Grade - 970 |
| Increase Middle/High School Imagine Math (Quantile) scores by 4% at grade level for group metrics (Imagine Math) | | 6th Grade Imagine Math/Quantile (March 2022) <ul style="list-style-type: none"> • Overall 24% • SED 17% • EL 1% • FY 0% • AA 15% | | | 6th Grade Imagine Math/Quantile (March 2022) <ul style="list-style-type: none"> • Overall 28% • SED 21% • EL 5% • FY 4% • AA 19% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|---|----------------|----------------|---|
| | | <ul style="list-style-type: none"> Hispanic 21% Am Indian 0% SWD 7% Multi-Race 29% <p>7th Grade Imagine Math/Quantile (March 2022)</p> <ul style="list-style-type: none"> Overall 29% SED 22% EL 3% FY 0% AA 20% Hispanic 22% Am Indian 13% SWD 15% Multi-Race 29% <p>8th Grade Imagine Math/Quantile (March 2022)</p> <ul style="list-style-type: none"> Overall 29% SED 20% EL 4% FY 0% AA 25% Hispanic 29% Am Indian 17% SWD 9% | | | <ul style="list-style-type: none"> Hispanic 25% Am Indian 4% SWD 11% Multi-Race 31% <p>7th Grade Imagine Math/Quantile (March 2022)</p> <ul style="list-style-type: none"> Overall 33% SED 26% EL 7% FY 4% AA 24% Hispanic 26% Am Indian 17% SWD 21% Multi-Race 31% <p>8th Grade Imagine Math/Quantile (March 2022)</p> <ul style="list-style-type: none"> Overall 33% SED 24% EL 8% FY 4% AA 29% Hispanic 33% Am Indian 21% SWD 13% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|---|
| <p>Increase Reading Inventory (Lexile) scores by 3% district-wide and for group metrics at 50% or higher</p> <p>Increase Reading Inventory (Lexile) scores by 6% for group metrics under 50%</p> <p>(Reading Inventory)</p> | <p>High School 9th Grade Reading Inventory/Lexile (March 2021)</p> <ul style="list-style-type: none"> Overall 75% SED 67% EL 18% FY NA AA 69% Hispanic 68% Am Indian NA SWD 45% Multi-Race 79% | <ul style="list-style-type: none"> Multi-Race 31% <p>High School 9th Grade Reading Inventory/Lexile (March 2022)</p> <ul style="list-style-type: none"> Overall 70% SED 58% EL 13% FY 67% AA 61% Hispanic 64% Am Indian 56% SWD 37% Multi-Race 72% | | | <ul style="list-style-type: none"> Multi-Race 35% <p>High School 9th Grade Reading Inventory/Lexile (March)</p> <ul style="list-style-type: none"> Overall 78% SED 70% EL 24% FY 69% AA 72% Hispanic 71% Am Indian 58% SWD 51% Multi-Race 82% |
| | <p>10th Grade Reading Inventory/Lexile (March 2021)</p> <ul style="list-style-type: none"> Overall 80% SED 72% EL 16% FY NA AA 73% Hispanic 76% Am Indian NA SWD 45% Multi-Race 81% | <p>10th Grade Reading Inventory/Lexile (March 2022)</p> <ul style="list-style-type: none"> Overall 75% SED 70% EL 17% FY 50% AA 74% Hispanic 67% Am Indian 65% SWD 44% Multi-Race 83% | | | <p>10th Grade Reading Inventory/Lexile (March)</p> <ul style="list-style-type: none"> Overall 83% SED 75% EL 21% FY 52% AA 76% Hispanic 79% Am Indian 67% SWD 51% Multi-Race 84% |
| | | 11th Grade Reading | | | 11th Grade Reading |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|----------------|----------------|---|
| | 11th Grade Reading Inventory/Lexile (March 2021) <ul style="list-style-type: none"> • Overall 73% • SED 67% • EL 3% • FY NA • AA 64% • Hispanic 67% • Am Indian NA • SWD 35% • Multi-Race 84% | Inventory/Lexile (March 2022) <ul style="list-style-type: none"> • Overall 66% • SED 57% • EL 10% • FY 44% • AA 63% • Hispanic 60% • Am Indian 73% • SWD 32% • Multi-Race 70% | | | Inventory/Lexile (March) <ul style="list-style-type: none"> • Overall 76% • SED 70% • EL 14% • FY 48% • AA 67% • Hispanic 70% • Am Indian 75% • SWD 41% • Multi-Race 87% |
| Increase High School Imagine Learning/Math Programs overall grade level growth by 150 Quantile points (Imagine Math) | High School Overall Imagine Math/Quantile (February 2021) <ul style="list-style-type: none"> • 9th Grade - 905 • 10th Grade - 929 | High School Overall Imagine Math/Quantile (February 2022) <ul style="list-style-type: none"> • 9th Grade 865 • 10th Grade 871 9th Grade Imagine Math/Quantile (March 2022) <ul style="list-style-type: none"> • Overall 23% • SED 16% • EL 5% • FY 0% • AA 14% • Hispanic 17% • Am Indian 23% • SWD 3% | | | High School Overall Imagine Math/Quantile <ul style="list-style-type: none"> • 9th Grade - 1055 • 10th Grade - 1079 9th Grade Imagine Math/Quantile (March 2022) <ul style="list-style-type: none"> • Overall 27% • SED 21% • EL 9% • FY 4% • AA 18% • Hispanic 21% • Am Indian 27% • SWD 7% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|----------------|----------------|---|
| | | <ul style="list-style-type: none"> Multi-Race 22% <p>10th Grade Imagine Math/Quantile (March 2022)</p> <ul style="list-style-type: none"> Overall 13% SED 9% EL 0% FY 0% AA 14% Hispanic 17% Am Indian 9% SWD <1% Multi-Race 22% | | | <ul style="list-style-type: none"> Multi-Race 26% <p>10th Grade Imagine Math/Quantile (March 2022)</p> <ul style="list-style-type: none"> Overall 17% SED 13% EL 4% FY 4% AA 18% Hispanic 21% Am Indian 13% SWD 4% Multi-Race 26% |
| <p>Increase APEX Programs course completion by 10%</p> <p>(APEX Learning)</p> | <p>APEX Course Completions (2020)</p> <ul style="list-style-type: none"> District: 2614 MCA: 1955 MMHS: 256 MVHS: 146 VMHS: 257 | <p>APEX Course Completions (2021)</p> <ul style="list-style-type: none"> District: 1285 MCA: 907 MMHS: 70 MVHS: 23 VMHS: 285 | | | <p>APEX Course Completions</p> <ul style="list-style-type: none"> District: 2875 MCA: 2150 MMHS: 281 MVHS: 161 VMHS: 283 |
| <p>Increase the number of Summer School courses recovered by 10%</p> <p>(Aeries SIS)</p> | <p>Semester Courses Recovered (2020)</p> <ul style="list-style-type: none"> Summer School: 660 | <p>Semester Courses Recovered (2021)</p> <ul style="list-style-type: none"> Summer School: 1563 | | | <p>Semester Courses Recovered</p> <ul style="list-style-type: none"> Summer School: 1563 |
| 2.5 Maintain School Site LCFF Allocations tied to School Plans | 2.5 Site SPSA Support | 2.5 Site SPSA Support | | | 2.5 Site SPSA Support |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| for Student Achievement (SPSA) | | | | | |
| Elementary 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 | | | Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers |
| Grade 1 ESGI End of Year Phonics Summary | | | | | |
| (ESGI) | | | | | |
| Grade 2 i-Ready ELA and math results | | | | | |
| Grade 3 i-Ready ELA and math results | | | | | |
| Grade 4 i-Ready ELA and math results | | | | | |
| Grade 5 i-Ready ELA and math results | | | | | |
| (i-Ready) | | | | | |
| Increase Grade 3 CAASPP scale score by 3 points in ELA and math district-wide and 6 points for student groups below the district level. | | | | | |

| 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) Baseline is Spring 2019 Data</p> | | | | | |
| <p>Secondary Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6%</p> <p>(Aeries SIS)</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> | | | <p>Secondary Refer to Metrics in 2.2 Provide additional MS/HS Sections for Intervention/Acceleration</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> | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|----------------|----------------|-----------------------------|
| <p>Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide</p> <p>(Dataquest)</p> <p>Maintain High School Cohort Graduation Rate district-wide</p> <p>Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy</p> <p>(Dataquest)</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</p> <p>(Dataquest)</p> | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|----------------|----------------|-----------------------------|
| Maintain District Middle School Dropout Rate (Dataquest) Baseline on Spring 2019 Data | | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|----------------|--------------|
| 2.1 | 2.1 Elementary Intervention Teachers | Maintain elementary intervention teachers to provide direct intervention services for elementary students. Offer priority support to unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$1,771,306.00 | Yes |
| 2.2 | 2.2 Additional MS/HS Sections for Intervention/Acceleration | Maintain 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 identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$878,157.00 | Yes |
| 2.3 | 2.3 English Learning Program Support | Maintain English Learner program support including additional MS/HS sections, language acquisition programs, curriculum, materials, counseling, intervention programs, and parent engagement. These services are designated for our English Learner student group. | \$1,235,375.00 | Yes |
| 2.4 | 2.4 Extended Learning Opportunities and Intervention Programs and Support | Provide extended learning opportunities outside the school day and year. Provide intervention programs and support including Read 180, Imagine Learning/Math, and Beyond SST. These programs and materials are primarily for our unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$246,200.00 | Yes |
| 2.5 | 2.5 Site School Plans for Student Achievement (SPSA) Plans | Maintain site LCFF allocations tied to School Plans for Student Achievement (SPSA) to provide for intervention and acceleration actions and services directly to meet the needs of school sites' | \$640,238.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | | |

Goal Analysis [2021-22]

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

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

The Murrieta Valley Unified School District implemented all Goal 2 actions. There were challenges returning to full-time in-person instruction during the 2021-22 school year as a result of the COVID-19 pandemic. The district was intentionally focused on implementing Goal 2 actions and services to meet the learning needs of our unduplicated and identified student groups.

Therefore, there were no substantive difference between planned and implemented Goal 2 actions.

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

Action 2.3 was fully implemented, and the expenditures reflect an increase of 15% due to expanded English Learner student tutoring services at all sites and the purchase of curriculum to support newcomers learning the English language.

Action 2.5 was fully implemented, and the expenditures reflect an increase of 37% due to increased students' needs for intervention and expanded tutoring services, and less need for Goal 1 activities at the school sites.

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

2.1 Intervention teachers were effective in improving student learning and students' reading and math proficiency rates by providing targeted supports in small groups. The i-Ready data demonstrates the effectiveness of intervention teachers from our students' progress in ELA and math. The i-Ready ELA and math rates did decline from the COVID-19 pandemic, but not at the rate that was expected. These targeted interventions prevented greater declines in reading and math proficiency. There are learning gaps for our unduplicated students especially our English Learners, but our intervention teachers can utilize data to collaborate with teachers and PLCs as well as address the specific learning needs of English Learners, low-income students, Foster/Homeless students, and students with disabilities.

2.2 Additional middle/high school sections for intervention or acceleration were effective in providing our unduplicated and identified student groups with the academic and credit recovery opportunities to support these student groups' achievement, graduation, and college readiness. The 'F' rates for all student groups were severely impacted by the COVID-19 pandemic. These additional sections will provide the necessary support to close learning gaps and increase academic achievement and graduation/college admission requirement rates.

2.3 The English Learner program support is effective in meeting the needs of English Learners, specifically our newcomers. The COVID-19 pandemic had a huge negative impact on English Learner reclassification rates. The language acquisition and related programs (iLit, E3D, Rosetta Stone, Imagine Learning, Ellevation), curriculum and materials, integrated and designated supports, additional secondary sections, EL tutoring, and family engagement opportunities enabled us to address our English Learners' needs. The English Learner students' academic achievement and proficiency rates will increase as a result of in-person learning and the additional supports which will positively impact reclassification rates.

2.4 The extended learning opportunities and intervention programs and supports are effective in meeting the learning needs of our unduplicated and identified student groups. The COVID-19 pandemic severely impacted the district's ability to provide supports outside the school day and systematically implement intervention programs. With the return to in-person instruction, the schools and staff are implementing after school and Saturday tutoring and expanded summer school offerings at all school levels. Additionally, staff can provide students with systematic intervention utilizing programs such as Imagine Math, Apex Learning, and Beyond SST to support student learning. These tier 2 interventions will increase local assessment results for our unduplicated and identified student groups.

2.5 The school sites' LCAP funds for their School Plans for Student Achievement (SPSA) are effective in meeting the needs of unduplicated and identified student groups in Goal 2 (Prevention/Intervention/Acceleration) focus areas for their individual school sites. The COVID-19 pandemic had an immense negative impact on school sites' ability to meet the learning needs of unduplicated and identified student groups' as well as all students. The elementary schools are providing intentional student learning supports such as instructional aides, SST supports, and Read 180 materials to increase i-Ready results in ELA and math. The middle and high schools are providing focused student learning supports such as increased hours for bilingual aides and tutors to increase student learning and reduce 'F' rates. These efforts will increase preparedness for the next grade level, high school readiness, and college/career readiness.

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

Metrics

2.1

ESGI will no longer be utilized as the metric for K-1 students in the LCAP. i-Ready diagnostic will be used for K-1 students, a baseline and 23-24 desired outcome have been included in the LCAP. For students in grades 4 and 5, i-Ready was added as a local metric due to CAASPP scores not being available.

2.2

High School 'F' Rates - Am Indian met 23-24 desired outcome so decreased that outcome to 13.29%.

Middle School 'F' Rates - FY met 23-24 desired outcome so decreased that outcome to 0.00%. Am Indian met 23-24 desired outcome so decreased that outcome to 5.2%.

Dropout Rate - EL met 23-24 desired outcome so changed that outcome to 0.0%. SWD met 23-24 desired outcome so changed that outcome to 1.5%. Multi-Race met 23-24 desired outcome so changed that outcome to 0.7%

2.3

Added EL local elementary data to include i-Ready with 21-22 results and 23-24 outcomes with an increase K-2 and 3-5 i-Ready reading proficiency levels by 4% district-wide and by 6% for ELs

Added ELPAC scores by level with baseline scores from 20-21 and 21-22 results with an increase of 3% for levels 3 and 4 and a decrease of 3% for levels 1 and 2.

Added EL local secondary data to include Reading Inventory with 21-22 results and 23-24 outcomes by grade level with an increase in Lexile scores by 2% district-wide and by 4% for ELs

2.4

Reading Inventory - FY and Am Indian rates became available for all grade levels, so a baseline and 23-24 desired outcome was developed for all grade levels. For 11th grade an EL rate became available so a baseline and 23-24 desired outcome was developed for 23-24.

Imagine Math - Student group rates for grades 6-10 became available so a baseline and 23-24 desired outcomes were developed with growth metrics of 4% increase.

Summer School - District met 23-24 desired outcome so maintained that outcome at 1563 for 23-24.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | Professional Development: Ensure classroom teachers, instructional support staff, and school administrators are trained in state standards, standards aligned curriculum, 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.

Our overall performance on local assessments in ELA and math performance have declined as a result of the COVID-19 pandemic with a greater decline in math as well as increased secondary “F” rates. Elementary grade-level i-Ready scores in math have declined by 3-16% from 2019-20. Secondary grade-level Imagine Math scores have declined by 13-15% from 2019-20. ELA grade-level i-Ready and Reading Inventory scores also declined, but not at the same rate as math. Additionally, our 2021 middle and high school “F” rates have increased for all student groups and at all sites by 1-10% from the pre-COVID 2019 rates.

Through the analysis of our local assessment data and the impacts of the COVID-19 pandemic, there needs to be a continued focus on professional development for core subject areas with a greater focus on mathematics. Additionally, professional development needs to focus on equity, Professional Learning Communities (PLCs), social emotional learning, learning acceleration, English Learner instruction, inclusion, co-teaching, and instructional/grading practices that support students' learning needs.

Through the implementation of the Goal 3 actions (instructional coaching support, support of new teachers and maintain fully credentialed teachers, professional development, curriculum development, PLC collaboration, and site SPSA Goal 3 actions), we expect to see improved student learning which will result in improved student achievement as evidenced by increased i-Ready, Reading Inventory, and Imagine Math rates as well as decreased “F” rates at the secondary schools.

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 | | | 3.1 Maintain Instructional Coaching Support |
| Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation | Grade K ESGI 64% met or exceeded expectation | i-Ready (December 2021) Grade K i-Ready <ul style="list-style-type: none"> • ELA 56% • Math 38% | | | Grade K i-Ready <ul style="list-style-type: none"> • ELA 60% • Math 42% |
| Grade 1 ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation (ESGI) | Grade 1 ESGI 64% met or exceeded expectation | Grade 1 i-Ready <ul style="list-style-type: none"> • ELA 38% • Math 26% | | | Grade 1 i-Ready <ul style="list-style-type: none"> • ELA 42% • Math 30% |
| i-Ready Increase ELA and math proficiency by 6% (December results) (i-Ready) | Grade 2 i-Ready <ul style="list-style-type: none"> • ELA 50% • Math 34% Grade 3 i-Ready <ul style="list-style-type: none"> • ELA 66% • Math 32% Grade 4 i-Ready <ul style="list-style-type: none"> • ELA 46% • Math 34% | Grade 2 i-Ready <ul style="list-style-type: none"> • ELA 49% • Math 30% Grade 3 i-Ready <ul style="list-style-type: none"> • ELA 63% • Math 32% Grade 4 i-Ready <ul style="list-style-type: none"> • ELA 47% • Math 35% | | | Grade 2 i-Ready <ul style="list-style-type: none"> • ELA 56% • Math 40% Grade 3 i-Ready <ul style="list-style-type: none"> • ELA 72% • Math 38% Grade 4 i-Ready <ul style="list-style-type: none"> • ELA 52% • Math 40% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|---|
| Increase Grade Level CAASPP ELA and math Percentage Met by 3% Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide (Dataquest) | Grade 5 i-Ready <ul style="list-style-type: none"> • ELA 47% • Math 42% | Grade 5 i-Ready <ul style="list-style-type: none"> • ELA 45% • Math 39% | | | Grade 5 i-Ready <ul style="list-style-type: none"> • ELA 53% • Math 48% |
| | CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> • 3rd 63.98% • 4th 63.61% • 5th 66.73% • 6th 58.81% • 7th 66.20% • 8th 58.56% • 11th 71.90% | 2019 CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> • 3rd 63.98% • 4th 63.61% • 5th 66.73% • 6th 58.81% • 7th 66.20% • 8th 58.56% • 11th 71.90% | | | CAASPP ELA Percentage Met ELA <ul style="list-style-type: none"> • 3rd 66.98% • 4th 66.61% • 5th 69.73% • 6th 61.81% • 7th 69.20% • 8th 61.56% • 11th 74.90% |
| | CAASPP Math Percentage Met Math <ul style="list-style-type: none"> • 3rd 62.78% • 4th 61.29% • 5th 53.94% • 6th 48.18% • 7th 48.22% • 8th 47.09% • 11th 44.31% | 2019 CAASPP Math Percentage Met Math <ul style="list-style-type: none"> • 3rd 62.78% • 4th 61.29% • 5th 53.94% • 6th 48.18% • 7th 48.22% • 8th 47.09% • 11th 44.31% | | | CAASPP Math Percentage Met Math <ul style="list-style-type: none"> • 3rd 65.78% • 4th 64.29% • 5th 56.94% • 6th 51.18% • 7th 51.22% • 8th 50.09% • 11th 47.31% |
| | CAASPP/CAST Scale Score (Distance from met) ELA <ul style="list-style-type: none"> • 3rd 24.8 • 4th 24.4 • 5th 21.4 • 6th 11.9 | CAASPP/CAST 2019 Scale Score (Distance from met) ELA <ul style="list-style-type: none"> • 3rd 24.8 • 4th 24.4 • 5th 21.4 • 6th 11.9 | | | CAASPP/CAST Scale Score (Distance from met) ELA <ul style="list-style-type: none"> • 3rd 27.8 • 4th 27.4 • 5th 24.4 • 6th 14.9 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|--|
| Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6% (Aeries SIS) | <ul style="list-style-type: none"> 7th 27.1 8th 16.5 11th 54.3 | <ul style="list-style-type: none"> 7th 27.1 8th 16.5 11th 54.3 | | | <ul style="list-style-type: none"> 7th 30.1 8th 19.5 11th 57.3 |
| | Math <ul style="list-style-type: none"> 3rd 19.1 4th 16.3 5th 0.8 6th -10.8 7th -5.3 8th -14.1 11th -22.7 | Math <ul style="list-style-type: none"> 3rd 19.1 4th 16.3 5th 0.8 6th -10.8 7th -5.3 8th -14.1 11th -22.7 | | | Math <ul style="list-style-type: none"> 3rd 22.1 4th 19.3 5th 3.8 6th -7.8 7th -2.3 8th -11.1 11th -19.7 |
| | Science <ul style="list-style-type: none"> 5th -6.1 8th -9.5 HS -8.8 | Science <ul style="list-style-type: none"> 5th -6.1 8th -9.5 HS -8.8 | | | Science <ul style="list-style-type: none"> 5th -3.1 8th -6.5 HS -5.8 |
| | High School Grade of "F" Rate (2 or more from 1st semester 2019) <ul style="list-style-type: none"> Overall 4.36% SED 6.85% EL 11.68% FY 13.04% AA 5.76% Hispanic 6.02% Am Indian 22.58% SWD 7.99% Multi-Race 4.16% | High School Grade of "F" Rate (2 or more from 1st semester 2021) <ul style="list-style-type: none"> Overall 10.23% SED 14.56% EL 21.72% FY 16.67% AA 12.57% Hispanic 12.08% Am Indian 14.29% SWD 14.07% Multi-Race 11.06% | | | High School Grade of "F" Rate (2 or more from 1st semester) <ul style="list-style-type: none"> Overall 3.61% SED 5.35% EL 10.18% FY 11.54% AA 4.26% Hispanic 4.52% Am Indian 13.29% SWD 6.49% Multi-Race 3.41% |

| 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"> • MMHS 3.70% • MVHS 3.79% • VMHS 4.34% • MCA (Daily) 21.56% <p>Middle School Grade of "F" Rate (2 or more from 1st semester 2019)</p> <ul style="list-style-type: none"> • Overall 2.47% • SED 4.38% • EL 4.05% • FY 7.14% • AA 4.01% • Hispanic 3.61% • Am Indian 11.76% • SWD 3.59% • Multi-Race 1.07% • DMMS 1.86% • SMS 3.72% • TMS 2.16% • WSMS 2.05% | <ul style="list-style-type: none"> • MMHS 8.34% • MVHS 9.88% • VMHS 11.64% • MCA (Daily) 5.92% <p>Middle School Grade of "F" Rate (2 or more from 1st semester 2021)</p> <ul style="list-style-type: none"> • Overall 4.19% • SED 6.49% • EL 6.49% • FY 0.00% • AA 5.14% • Hispanic 4.85% • Am Indian 5.7% • SWD 3.94% • Multi-Race 5.14% • DMMS 2.04% • SMS 3.32% • TMS 6.52% • WSMS 3.55% | | | <ul style="list-style-type: none"> • MMHS 2.95% • MVHS 3.04% • VMHS 3.59% • MCA (Daily) 15.56% <p>Middle School Grade of "F" Rate</p> <ul style="list-style-type: none"> • Overall 2.17% • SED 3.63% • EL 3.30% • FY 0.00% • AA 3.26% • Hispanic 2.86% • Am Indian 5.2% • SWD 2.84% • Multi-Race 1.07% • DMMS 1.56% • SMS 2.97% • TMS 1.86% • WSMS 1.75% |
| <p>3.2 Maintain Fully Credentialed Teachers</p> <p>Maintain 100% appropriately</p> | <p>3.2 Maintain Fully Credentialed Teachers</p> <ul style="list-style-type: none"> • District 100% teachers are | <p>3.2 Maintain Fully Credentialed Teachers</p> <ul style="list-style-type: none"> • District 100% teachers are | | | <p>3.2 Maintain Fully Credentialed Teachers</p> <ul style="list-style-type: none"> • District 100% teachers are |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| assigned and fully credentialed in the subject area and for the students they are teaching (CAL SIS) | fully credentialed | fully credentialed | | | fully credentialed |
| Maintain 100% participation of teachers in the Induction Program (District Documents) | <ul style="list-style-type: none"> 100% participation of teachers in the Induction Program | <ul style="list-style-type: none"> 100% participation of teachers in the Induction Program | | | <ul style="list-style-type: none"> 100% participation of teachers in the Induction Program |
| Maintain 100% teachers in the Induction Program completing their clear credential (CAL SIS) | <ul style="list-style-type: none"> 100% of teachers participate in the Induction Program to complete their clear credential | <ul style="list-style-type: none"> 100% of teachers participate in the Induction Program to complete their clear credential | | | <ul style="list-style-type: none"> 100% of teachers participate in the Induction Program to complete their clear credential |
| Retain 96% teachers participating and completing the Induction Program (District Documents) | <ul style="list-style-type: none"> District retains at least 96% teachers who participate and complete the Induction Program | <ul style="list-style-type: none"> District retains at least 98% teachers who participate and complete the Induction Program | | | <ul style="list-style-type: none"> District retains at least 98% teachers who participate and complete the Induction Program |
| Baseline is 2019-20 Data | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|---|
| 3.3 Maintain Professional Development, Curriculum Development, and Collaboration | 3.3 Maintain Professional Development, Curriculum Development, and Collaboration | 3.3 Maintain Professional Development, Curriculum Development, and Collaboration | | | 3.3 Maintain Professional Development, Curriculum Development, and 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 | | | Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics |
| Grade 1 ESGI End of Year Phonics Summary | | | | | |
| (ESGI) | | | | | |
| Grade 2 i-Ready ELA and math results | | | | | |
| Grade 3 i-Ready ELA and math results | | | | | |
| Grade 4 i-Ready ELA and math results | | | | | |
| Grade 5 i-Ready ELA and math results | | | | | |
| (i-Ready) | | | | | |
| Increase CAASPP scale scores in ELA and math and CAST | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|---|
| science by 3 points district-wide (Dataquest) | | | | | |
| Maintain High School Cohort Graduation Rate district-wide | High School Cohort Graduation Rate - 4 year (2020) | High School Cohort Graduation Rate - 4 year (2021) | | | High School Cohort Graduation Rate - 4 year |
| Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy | <ul style="list-style-type: none"> District 96.9% SED 95.5% EL 90.1% FY 84.6% AA 97.5% Hispanic 95.2% Am Indian NA SWD 85.2% Multi-Race 98.6% MMHS 97.6% MVHS 98.0% VMHS 97.8% MCA 81.3% | <ul style="list-style-type: none"> District 96.3% SED 93.9% EL 91.3% FY 91.7% AA 95.3% Hispanic 96.9% Am Indian NA SWD 87.2% Multi-Race 95.8% MMHS 97.3% MVHS 97.3% VMHS 96.9% MCA 81.4% | | | <ul style="list-style-type: none"> District 96.9% SED 98.5% EL 93.1% FY 87.6% AA 97.5% Hispanic 98.2% Am Indian NA SWD 88.2% Multi-Race 98.6% MMHS 97.6% MVHS 98.0% VMHS 97.8% MCA 84.3% |
| (Dataquest) | | | | | |
| Increase CCI Rate by 3% district-wide and at the comprehensive high schools. | CCI rate (2020) | CCI rate (2020) | | | CCI rate |
| Increase CCI Rate by 6% for the student groups below the district-wide percentage and at | <ul style="list-style-type: none"> District 60.1% SED 51.2% EL 27.8% FY NA AA 43.8% Hispanic 53.5% Am Indian NA SWD 12.2% | <ul style="list-style-type: none"> District 60.1% SED 51.2% EL 27.8% FY NA AA 43.8% Hispanic 53.5% Am Indian NA SWD 12.2% | | | <ul style="list-style-type: none"> District 63.1% SED 57.2% EL 33.8% FY NA AA 49.8% Hispanic 59.5% Am Indian NA SWD 18.2% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|---|
| <p>Murrieta Canyon Academy</p> <p>(California School Dashboard)</p> | <ul style="list-style-type: none"> Multi-Race 70.2% MMHS 55.7% MVHS 62.8% VMHS 68.9% MCA 8.8% | <ul style="list-style-type: none"> Multi-Race 70.2% MMHS 55.7% MVHS 62.8% VMHS 68.9% MCA 8.8% | | | <ul style="list-style-type: none"> Multi-Race 73.2% MMHS 58.7% MVHS 65.8% VMHS 71.9% MCA 14.8% |
| <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>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> | Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate metrics | Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate metrics | | | Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and middle school "F" rate metrics |
| 3.4 Maintain Outsourced Data and Programs to Support | 3.4 Maintain Outsourced Data and | 3.4 Maintain Outsourced Data and | | | 3.4 Maintain Outsourced and Data and Programs to |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| Student Learning and Teacher Professional Development | Programs to Support Student Learning | Programs to Support Student Learning | | | Support Student Learning |
| Grade K ESGI End of Year Phonics Summary | Refer to Metrics in 3.1 Maintain Instructional Coaching Support | Refer to Metrics in 3.1 Maintain Instructional Coaching Support | | | Refer to Metrics in 3.1 Maintain Instructional Coaching Support |
| Grade 1 ESGI End of Year Phonics Summary | | | | | |
| (ESGI) | | | | | |
| Grade 2 i-Ready ELA and math results | | | | | |
| Grade 3 i-Ready ELA and math results | | | | | |
| Grade 4 i-Ready ELA and math results | | | | | |
| Grade 5 i-Ready ELA and math results | | | | | |
| (i-Ready) | | | | | |
| Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide | | | | | |
| (Dataquest) | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|---|
| <p>Maintain High School Cohort Graduation Rate district-wide</p> <p>Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy</p> <p>(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</p> <p>(California School Dashboard)</p> | <p>Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration</p> | <p>Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration</p> | | | <p>Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration</p> |
| <p>Decrease high school "F" rate (2+ from 1st semester) by .75% at</p> | <p>Refer to Metrics in 3.1 Maintain Instructional Coaching Support</p> | <p>Refer to Metrics in 3.1 Maintain Instructional Coaching Support</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 |
|---|--|---|----------------|----------------|--|
| 3.5 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Grade K ESGI End of Year Phonics Summary Grade 1 ESGI End of Year Phonics Summary (ESGI) Grade 2 i-Ready ELA and math results Grade 3 i-Ready ELA and math results Grade 4 i-Ready ELA and math results Grade 5 i-Ready ELA and math results (i-Ready) Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide | 3.5 Site SPSA Support Refer to Metrics in 3.1 Maintain Instructional Coaching Support - ESGI, i-Ready, and CAASPP | 3.5 Site SPSA Support Refer to Metrics in 3.1 Maintain Instructional Coaching Support - i-Ready and CAASPP | | | 3.5 Site SPSA Support Refer to Growth Metrics in 3.1 Maintain Instructional Coaching Support - i-Ready and CAASPP |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|--|
| <p>(Dataquest)</p> <p>Maintain High School Cohort Graduation Rate district-wide</p> <p>Increase High School Cohort Graduation 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy</p> <p>(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</p> <p>(California School Dashboard)</p> <p>Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive</p> | <p>Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration - Graduation and CCI rates</p> | <p>Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration - Graduation and CCI rates</p> | | | <p>Refer to Additional Growth Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration - Graduation and CCI rates</p> <p>Refer to Metrics in 3.1 Maintain Instructional Coaching Support high school and</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--------------------------------|--------------------------------|----------------|----------------|--------------------------------|
| <p>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 group rate), and SMS by .75%</p> <p>(Aeries SIS)</p> <p>Based on Spring 2019 Data</p> | middle school "F" rate Metrics | middle school "F" rate Metrics | | | middle school "F" rate Metrics |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|--|-------------|--------------|
| 3.1 | 3.1 Instructional Coaching Support | Maintain elementary and secondary instructional coaching support to provide professional development in the implementation of state standards, learning acceleration supports, social emotional supports, PLCs, and equity. These services primarily focus on meeting the needs of our unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$82,918.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|--------------|--------------|
| 3.2 | 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 identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$296,832.00 | Yes |
| 3.3 | 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, differentiation to meet the needs of English Learners and Students with Disabilities, 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 identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$107,440.00 | Yes |
| 3.4 | 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 identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$364,000.00 | Yes |
| 3.5 | 3.4 Site School Plans for Student Achievement (SPSA) Plans | Maintain site LCFF allocations tied to School Plans for Student Achievement (SPSA) to provide professional development services that directly impact the unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD), accelerate student learning, and provide social emotional supports. | \$135,760.00 | Yes |

Goal Analysis [2021-22]

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

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

The Murrieta Valley Unified School District implemented all Goal 3 actions. There were challenges returning to full-time in-person instruction during the 2021-22 school year as a result of the COVID-19 pandemic. The district was intentionally focused on implementing Goal 3 professional development actions and services to assist our staff in appropriately meeting the learning needs of our unduplicated and identified student groups.

All Goal 3 actions were implemented, but actions 3.3 and 3.5 professional/curriculum development and collaboration activities were not able to be fully implemented due to limited opportunities for staff to conduct trainings and meetings due to the COVID-19 pandemic mandates and restrictions. Action 3.5 SPSA expenditures for professional development were less than budgeted, but action 4.6 SPSA expenditures were greater due to the need for student re-engagement efforts and activities. The remainder of the Goal 3 actions did not have any substantive differences between what was planned and implemented.

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

Action 3.1 was fully implemented, but the expenditures reflect a decrease of 24% due to all secondary Data Standards and Learning Specialists' (DSLIs) salaries being supported through the Expanded Learning Opportunities Grant (ELOG).

Action 3.3 expenditures reflect a decrease of 31% due to the inability to bring teachers together for a variety of professional development and collaboration opportunities as a result of the COVID-19 pandemic restrictions and mandates.

Action 3.5 expenditures reflect a decrease of 19% due to site SPSA Goal 3 activities were limited due to the COVID-19 pandemic restrictions, but school site Goal 4 SPSA (action 4.6) activities were greater by 28% to support student re-engagement strategies and activities.

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

3.1 The instructional coaches were effective in providing teachers with the necessary support to meet students' academic, social emotional, and behavioral needs. The i-Ready data demonstrates the effectiveness of elementary instructional coaches based on our students' progress in ELA and math. The i-Ready ELA and math rates did decline from the COVID-19 pandemic, but not at the rate that was expected. These support services prevented greater declines in reading and math proficiency. The secondary instructional staff (Data Standards Learning Instructional Specialists - DSLIs) provided support for English, math, science, and social science teachers to meet students' instructional needs. The 'F' rates for all student groups were severely impacted by the COVID-19 pandemic. There are learning gaps for our unduplicated students, especially our English Learners. Our elementary instructional coaches and DSLIs were able to utilize data to collaborate with teachers and PLCs, as well as address the specific learning needs of English Learners, low-income students, Foster/Homeless students, and students with disabilities.

3.2 Induction support has been effective by focusing on the individual needs of new teachers as we returned to full-time in-person learning after a year of virtual and hybrid instruction. Mentors experienced multiple trainings to guide the induction experience, including supporting students' academically, social-emotionally, and behaviorally. Each candidate collaborated with their mentor to successfully gather data to assess her/his teaching and student learning needs to identify goals for inquiry for their Individual Learning Plan (ILP). The mentors then facilitated the selection of a variety of individualized learning experiences that catered to the teacher's professional needs and teaching context, using a wide variety of tools, including video observation and the Continuum of Teaching Practice. The teachers demonstrated their knowledge and skills to support the full range of learners in their classrooms during our table talk event during Colloquium, sharing highlights

of their ILP and artifacts as evidence of application of the standards. Through this experience, they validate and verify competencies from effective classroom management and differentiation to fostering culturally responsive classrooms. One hundred percent of current induction participants are on track to successfully complete the program.

3.3 Professional development, curriculum development, and collaboration have been effective in providing teachers and all staff with the necessary strategies to re-engage students back to full-time in-person learning. District-wide professional development was offered to all staff in a variety of areas including social emotional learning, student/staff mental health, accelerating learning, professional learning communities, behavioral strategies, and trauma-informed practices to support staff before the school year began. The professional development was offered virtually in synchronous and asynchronous formats. All staff were compensated for their time. Staff reported an appreciation for the professional development in preparation for the 21-22 school year. Curriculum development has been focused primarily on addressing students' learning and the use of social emotional learning materials. Even with the pandemic, elementary and high school science curriculums were piloted for implementation in the 22-23 school year. Work teams have begun collaborating to align curriculum, instruction, and assessments at all school levels district wide.

3.4 ESGI implementation was effective. Teachers report that this program offers them an easy way of assessing and collecting data to meet the diverse learning needs of students. By utilizing this program during a challenging year, teachers have been able to target student supports through classroom differentiation and grade level interventions.

Illuminate is effective in providing common teacher created assessments and student specific data to evaluate student progress and develop intervention and acceleration opportunities.

Softchoice is effective in providing a system to create dashboards for all district staff to help with easy evaluation of student progress in a variety of areas. This promotes ease of access for staff to utilize the data to improve program effectiveness which results in increased student learning and performance.

Panorama is effective in providing social emotional and LCAP surveys. These surveys are administered on a regular basis to garner students' mental health, social emotional well-being, and feedback regarding the transition back to in-person learning.

3.5 The school sites' LCAP funds for their School Plans for Student Achievement (SPSA) are effective in meeting the needs of unduplicated and identified student groups in Goal 3 (Professional Development) focus areas for their individual school sites. The COVID-19 pandemic had an immense negative impact on school sites' ability to do professional development. This year there were opportunities to provide professional development in PBIS, curriculum development, University of California counselor training, as well as provide for substitute costs. Additionally, school sites are providing substitutes for teachers to collaborate for an entire day on curriculum, instruction, and assessments. These opportunities will impact student learning and result in increased elementary i-Ready results in ELA and math and reduced 'F' rates at the secondary schools.

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

Metrics

3.1

High School 'F' Rates - Am Indian met 23-24 desired outcome so decreased that outcome to 13.29%

Middle School 'F' Rates - FY met 23-24 desired outcome so decreased that outcome to 0.00%. Am Indian met 23-24 desired outcome so decreased that outcome to 5.2%.

Added the metric Math CAASPP percentage met by grade level because it was mistakenly left off in the 2021-22 LCAP document.

3.2

Teacher Retention Rate from Induction Program - District met 23-24 desired outcome so adjusted that outcome to 98%.

3.4

Added the Metric of Completed Annual Reflection Tool Priority 2.

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

Goals and Actions

Goal

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

With the return to in-person instruction, attendance rates have declined, but overall, ADA rates still exceed 90% and most student groups are in that same range. There needs to be an intentional focus on chronic absenteeism due to the rate exceeding 25% and many of our student groups are well over that 25% rate.

Suspension rates have increased but are still relatively low at 2.2% with all our student groups with higher suspension rates than the overall district rate. 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 as a result of the COVID-19 pandemic and from our various educational partner meetings including teachers, principals, counselors, Administrative Collaborative, SEPAC, LPAC, and AAPAC as well as our student LCAP advisory meetings.

Educational partner engagement continues to be a need and an area of focus specifically for our unduplicated and identified student groups. The district developed an umbrella stakeholder advisory, Partnership for Thriving Students, with representatives from all our parent advisory groups to coordinate and collaborate district efforts for equity and engagement. The district has been committed to educational partner 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 educational partner 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.

Through the analysis of our local attendance, chronic absenteeism, and suspension data as well as the impacts of the COVID-19 pandemic, there needs to be a continued focus on equitable practices, educational partner engagement, MTSS/mental health supports, and attendance efforts.

Through the implementation of the Goal 4 actions (equitable practices, educational partner engagement, mental health supports, MTSS, Foster Youth supports, and attendance efforts, and site SPSA Goal 4 actions), we expect to see improved student engagement and learning which will result in improved student attendance and suspension rates.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|---|
| 4.1 Equity and Equitable Practices | 4.1 Equitable Practices | 4.1 Equitable Practices | | | 4.1 Equitable Practices |
| Equity Training/Institutes | 2020-21 School Year | 2021-22 School Year | | | |
| 100% of elementary staff attend the equity institute in the 2021-22 school year | 100% of staff participate in equity training | 100% of elementary staff participated in equity training | | | 100% of staff participate in equity training |
| (District Documents) | | | | | |
| 100% of school and district staff will attend annual equity training | 100% of schools complete an equity plan | NA for secondary staff | | | 100% of schools complete and revise equity plan |
| (District Documents) | | | | | |
| 100% of schools complete an equity plan with annual progress monitoring and revisions | District will complete an equity strategic plan | 0% of schools completed revisions to site equity plans due to the pandemic | | | District will complete and revise equity strategic plan |
| (District Documents) | | | | | |
| The district will complete an equity | | District completed a revised equity | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|--|
| strategic plan with annual progress monitoring and revisions (District Documents) | | strategic plan | | | |
| Stakeholder Survey Equity Metrics (April 2021) (Panorama Education) | Educational Partner Surveys Equity Measure: | Educational Partner Surveys Equity Measure (Spring 2022): | | | Educational Partner Surveys Equity Measure: |
| Increase survey participation by 10% | Secondary Student Surveys 2973 responses | Secondary Student Surveys 3745 responses | | | Secondary Student Surveys 3996 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, | 59% Students fair treatment of others from different backgrounds 61% Staff fair treatment of students from different backgrounds than themselves 69% Students spend time with other students from different backgrounds than themselves 47% Students have honest conversations about race, ethnicity, | | | 74% Students fair treatment of others from different backgrounds 80% Staff fair treatment of students from different backgrounds than themselves 75% Students spend time with other students from different backgrounds than themselves 57% Students have honest conversations about race, ethnicity, |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| Increase survey participation by 10% | and/or culture Family Surveys 1219 responses | and/or culture Family Surveys 1576 responses | | | and/or culture Family Surveys 1686 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 61% Students be given opportunities to learn about people from different backgrounds than themselves | 79% Staff fair treatment of others of different backgrounds than themselves 85% Students spend time with other students from different backgrounds than themselves 63% Students be given opportunities to learn about people from different backgrounds than themselves | | | 88% Staff fair treatment of others of different backgrounds than themselves 89% Students spend time with other students from different backgrounds than themselves 67% Students be given opportunities to learn about people from different backgrounds than themselves |
| Increase survey participation by 10% | District Staff Surveys 138 responses | District Staff Surveys 104 responses | | | District Staff Surveys 152 responses |
| Increase survey percentages by 6% for metrics above 50% and 10% for metrics below 50% | 78% Staff fair treatment of others from different backgrounds 39% Staff have honest conversations about backgrounds/ideologies than their own | 75% Staff fair treatment of others from different backgrounds 50% Staff have honest conversations about backgrounds/ideologies than their own | | | 84% Staff fair treatment of others from different backgrounds 54% Staff have honest conversations about backgrounds/ideologies than their own |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|--|
| | 39% Staff are encouraged to think about topics related to people from different backgrounds 49% Staff feel equity PD is effective | 46% Staff are encouraged to think about topics related to people from different backgrounds 40% Staff feel equity PD is effective | | | 49% Staff are encouraged to think about topics related to people from different backgrounds 59% Staff feel equity PD is effective |
| Increase survey participation by 10% | Site Staff Surveys 429 responses | Site Staff Surveys 833 responses | | | Site Staff Surveys 891 responses |
| Increase survey percentages by 6% for metrics above 50% and 10% for metrics below 50% | 79% Staff fair treatment of others from different backgrounds 46% Staff have honest conversations about backgrounds/ideologies than their own 46% Staff are encouraged to think about topics related to people from different backgrounds 43% Staff feel equity PD is effective | 75% Staff fair treatment of others from different backgrounds 43% Staff have honest conversations about backgrounds/ideologies than their own 46% Staff are encouraged to think about topics related to people from different backgrounds 40% Staff feel equity PD is effective | | | 85% Staff fair treatment of others from different backgrounds 56% Staff have honest conversations about backgrounds/ideologies than their own 56% Staff are encouraged to think about topics related to people from different backgrounds 53% Staff feel equity PD is effective |
| Suspension Rates (Mid-Year Data 2019-20) | Suspension Rates (2019-20 Mid-Year) | Suspension Rates (2021-22 Mid-Year-Data as of April) | | | Suspension Rates (Mid-Year) |
| Suspension Rates (Mid-Year Data 2019-20) | <ul style="list-style-type: none"> District 1.5% SED 0.4% (36) EL 1.3% (15) FY 4.5% (4) | <ul style="list-style-type: none"> District 2.2% SED 2.9% (229) EL 2.4% (31) | | | <ul style="list-style-type: none"> District 1.5% SED 0.4% EL 1.3% FY 4.2% AA 3.8% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| <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> | <ul style="list-style-type: none"> AA 5.5% (68) Hispanic 1.7% (157) Am Indian 4.8% (4) SWD 4.2% (154) Multi-Race 2.4% (44) | <ul style="list-style-type: none"> FY 11.1% (16) AA 4.0% (85) Hispanic 2.2% (229) Am Indian 2.7% (7) SWD 3.9% (195) Multi-Race 2.1% (67) | | | <ul style="list-style-type: none"> Hispanic 1.4% Am Indian 2.5% SWD 3.7% Multi-Race 1.9% |
| <p>Expulsion Numbers (Mid-Year Data 2019-20)</p> <p>Maintain expulsion numbers</p> <p>(Dataquest)</p> | <p>Expulsion Numbers (Mid-Year Data 2019-20)</p> <ul style="list-style-type: none"> District - 4 | <p>Expulsion Numbers (Mid-Year Data 2021-22)</p> <ul style="list-style-type: none"> District - 1 | | | <p>Expulsion Numbers (Mid-Year Data)</p> <ul style="list-style-type: none"> District - 4 |
| <p>4.2 Stakeholder Engagement</p> <p>Annual Stakeholder Survey Responses</p> <p>Use of Panorama Education to conduct annual stakeholder survey</p> <p>Areas measured include:</p> | <p>4.2 Educational Partner Engagement</p> <p>Annual Educational Partner Survey Measure Spring 2021):</p> | <p>4.2 Educational Partner Engagement</p> <p>Annual Educational Partner Survey Measure (Spring 2022):</p> | | | <p>4.2 Educational Partner Engagement</p> <p>Annual Educational Partner Survey Measure:</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|--|
| <p>Secondary Students</p> <p>Increase survey participation by 10%</p> <p>Increase metrics below 50% by 20% growth</p> <p>Increase metrics between 50-75% by 10% growth</p> <p>Increase metrics over 75% by 6% growth</p> | <p>Secondary Student Surveys</p> <p>2973 responses</p> <p>51% Students feel they can do well in school</p> <p>27% Students are satisfied with amount of time with friends</p> <p>62% Students are putting effort into classes</p> <p>37% Students try hard on their schoolwork</p> <p>80% Students have an adult at school to go to for help</p> | <p>Secondary Student Surveys</p> <p>3745 responses</p> <p>62% Students feel they can do well in school</p> <p>59% Students are satisfied with amount of time with friends</p> <p>68% Students are putting effort into classes</p> <p>49% Students try hard on their schoolwork</p> <p>81% Students have an adult at school to go to for help</p> | | | <p>Secondary Student Surveys</p> <p>3996 responses</p> <p>68% Students feel they can do well in school</p> <p>66% Students are satisfied with amount of time with friends</p> <p>72% Students are putting effort into classes</p> <p>57% Students try hard on their schoolwork</p> <p>86% Students have an adult at school to go to for help</p> |
| <p>Family Survey</p> <p>Increase survey participation by 10%</p> <p>Increase metrics below 60% by 10% growth</p> <p>Increase metrics over 60% by 6% growth</p> | <p>Family Surveys</p> <p>1219 responses</p> <p>68% Families are comfortable communicating with the school</p> <p>50% Families feel the school values their opinions</p> | <p>Family Surveys</p> <p>1576 responses</p> <p>74% Families are comfortable communicating with the school</p> <p>51% Families feel the school values their opinions</p> | | | <p>Family Surveys</p> <p>1686 responses</p> <p>78% Families are comfortable communicating with the school</p> <p>60% Families feel the school values their opinions</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| | <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>75% Families felt favorably about ease of contact with their student's teacher(s)</p> <p>57% Families are concerned about their student's academic growth</p> <p>62% Families are concerned about their student's social emotional well-being</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>District 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 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 effective in resolving challenges</p> | <p>District Staff Surveys</p> <p>104 responses</p> <p>81% Staff are concerned about students' academic growth</p> <p>91% Staff are concerned about students' social emotional well-being</p> <p>71% Staff felt colleagues respect them</p> <p>62% Staff felt they belong in the district</p> <p>57% Staff felt department or district leadership has been effective in resolving challenges</p> | | | <p>District Staff Surveys</p> <p>152 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 effective in resolving challenges</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|--|
| Site Staff Surveys | Site Staff Surveys | Site Staff Surveys | | | Site Staff Surveys |
| Increase survey participation by 10% | 429 responses | 833 responses | | | 891 responses |
| Decrease Academic Growth and Social Emotional Well-Being Concern by 20% | 85% Staff are concerned about students' academic growth | 75% Staff are concerned about students' academic growth | | | 65% Staff are concerned about students' academic growth |
| Increase other metrics by 6% growth | 88% Staff are concerned about students' social emotional well-being 77% Staff felt colleagues respect them 74% Staff felt they belong in the district 69% Staff felt school's leadership has been effective in resolving challenges | 75% Staff are concerned about students' social emotional well-being 72% Staff felt colleagues respect them 66% Staff felt they belong in the district 56% Staff felt school's leadership has been effective in resolving challenges | | | 68% Staff are concerned about students' social emotional well-being 83% Staff felt colleagues respect them 80% Staff felt they belong in the district 75% Staff felt school's leadership has been effective in resolving challenges |
| | | Completed Annual Reflection Tool Priorities 3 (Parent & Family Engagement) and 6 (Local Climate Survey) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates (Spring 2022) | | | Completed Annual Reflection Tool Priorities 3 (Parent & Family Engagement) and 6 (Local Climate Survey) for the California School Dashboard Local Performance Indicator with Maintained or Improved Annual Rates |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|--|
| Stakeholder Meetings Stakeholder Advisory Group Meetings Maintain at least four (4) meetings with stakeholder groups annually (District Documents) | Stakeholder Advisory Annual Group Meetings Number of Meetings Annually (2020-21): LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 4 | Educational Partner Advisory Annual Group Meetings Number of Meetings Annually (2021-22): LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 3 | | | Educational Partner Advisory Annual Group Meetings Maintain Number of Meetings Annually: LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 4 |
| Middle School Student Involvement Increase the percentage of Middle School intramural and activities student involvement by 6% (5 Star Program) | Student Involvement (2020-21) MS Intramurals 6th Grade DMMS - 20% (91/464) SMS - 15% (67/443) TMS - 32% (168/527) WSMS - 18% (53/292) 7th Grade DMMS - 11% (53/474) SMS - 22% (104/467) TMS - 24% (135/560) WSMS - 7% (21/309) | Student Involvement (2021-22) MS Intramurals 6th Grade DMMS - 33% (143/433) SMS - 11.5% (44/383) TMS - 41.7% (206/494) WSMS - 25% (73/292) 7th Grade DMMS - 27% (119/441) SMS - 13.7% (59/432) TMS - 46.7% (224/479) WSMS - 10.4% (30/288) | | | Student Involvement MS Intramurals 6th Grade DMMS - 37% SMS - 21% TMS - 45.7% WSMS - 29% 7th Grade DMMS - 31% SMS - 28% TMS - 50.7% WSMS - 13% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|---|
| Increase the percentage of Middle School intramural and activities student involvement by 6% (5 Star Program) | 8th Grade DMMS - 8% (41/512) SMS - 24% (118/487) TMS - 30% (174/582) WSMS - 22% (73/330) | 8th Grade DMMS - 26% (120/462) SMS - 18.6% (90/484) TMS - 60.2% (328/545) WSMS - 26.2% (73/279) | | | 8th Grade DMMS - 30% SMS - 30% TMS - 64.2% WSMS - 28% |
| | MS Activities | MS Activities | | | MS Activities |
| | 6th Grade DMMS - 86% (402/464) SMS - 62% (267/443) TMS - 54% (283/527) WSMS - 65% (191/292) | 6th Grade DMMS - 71% (306/433) SMS - 96.6% (370/383) TMS - 35% (171/489) WSMS - 69% (203/292) | | | 6th Grade DMMS - 75% SMS - 96.6% TMS - 60% WSMS - 71% |
| | 7th Grade DMMS - 80% (378/474) SMS - 40% (188/467) TMS - 49% (278/560) WSMS - 62% (192/309) | 7th Grade DMMS - 80% (350/441) SMS - 70.1% (303/432) TMS - 40% (191/478) WSMS - 71.8% (207/288) | | | 7th Grade DMMS - 84% SMS - 74.1% TMS - 55% WSMS - 75.8% |
| | 8th Grade DMMS - 81% (414/512) SMS - 62% (302/487) TMS - 49% (289/582) | 8th Grade DMMS - 90% (421/462) SMS - 84.3% (408/484) | | | 8th Grade DMMS - 94% SMS - 88.3% TMS - 55% WSMS - 60% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|--|
| | WSMS - 54% (180/330) | TMS - 50% (271/542) WSMS - 57% (159/279) | | | |
| 4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey (2020-21) Increase the Panorama Survey metrics 70%+ favorable responses by 3% Increase the Panorama Survey metrics between 50% and 70% favorable responses by 6% Increase the Panorama Survey metrics below 50% favorable responses by 10% | 4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey Grades 3-5 (January 2021) Academic Needs: <ul style="list-style-type: none"> 70% of students responded favorably regarding getting the needed help with schoolwork 63% of students responded favorably regarding their confidence in doing well in school right now | 4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey Grades 3-5 (January 2022) Academic Needs: <ul style="list-style-type: none"> NA of students responded favorably regarding getting the needed help with schoolwork NA of students responded favorably regarding their confidence in doing well in school right now | | | 4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey Grades 3-5 Academic Needs: <ul style="list-style-type: none"> 73% of students responded favorably regarding getting the needed help with schoolwork 69% of students responded favorably regarding their confidence in doing well in school right now |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|--|
| <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>Student Engagement:</p> <ul style="list-style-type: none"> 54% of students responded favorably regarding trying hard on schoolwork 55% of students responded favorably regarding staying focused on schoolwork <p>Student Relationships</p> <ul style="list-style-type: none"> 49% of students responded favorably regarding the connections | <p>Survey will be administered in June 2022</p> <p>Student Engagement:</p> <ul style="list-style-type: none"> NA of students responded favorably regarding trying hard on schoolwork NA of students responded favorably regarding staying focused on schoolwork <p>These questions will be part of the Panorama Survey in June 2022 for Grades 3-5</p> <p>Student Relationships</p> <ul style="list-style-type: none"> NA of students responded favorably regarding the connections | | | <p>Student Engagement:</p> <ul style="list-style-type: none"> 60% of students responded favorably regarding trying hard on schoolwork 61% of students responded favorably regarding staying focused on schoolwork <p>Student Relationships</p> <ul style="list-style-type: none"> 59% of students responded favorably regarding the connections |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|----------------|----------------|---|
| | <p>with adults at their school</p> <ul style="list-style-type: none"> 38% responded favorably regarding the connections with other students at school <p>Panorama Survey Grades 6-12</p> <p>Academic Needs:</p> <ul style="list-style-type: none"> 63% of students responded favorably regarding getting the needed help with schoolwork 45% of students responded favorably regarding their confidence in doing well in | <p>with adults at their school</p> <ul style="list-style-type: none"> NA responded favorably regarding the connections with other students at school <p>Survey will be administered in June 2022</p> <p>Panorama Survey Grades 6-12</p> <p>Academic Needs:</p> <ul style="list-style-type: none"> 69% of students responded favorably regarding getting the needed help with schoolwork 62% of students responded favorably regarding their confidence in doing well in | | | <p>with adults at their school</p> <ul style="list-style-type: none"> 48% responded favorably regarding the connections with other students at school <p>Panorama Survey Grades 6-12</p> <p>Academic Needs:</p> <ul style="list-style-type: none"> 73% of students responded favorably regarding getting the needed help with schoolwork 66% of students responded favorably regarding their confidence in doing well in |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|--|----------------|----------------|--|
| | <p>school right now</p> <p>Student Engagement</p> <ul style="list-style-type: none"> 67% of students responded favorably regarding the effort into classes 31% of students responded favorably regarding staying focused on schoolwork <p>Student Relationships</p> <ul style="list-style-type: none"> 79% responded favorably regarding adults at school whom you can go to for needed help 18% of students responded | <p>school right now</p> <p>Student Engagement</p> <ul style="list-style-type: none"> 68% of students responded favorably regarding the effort into classes 45% of students responded favorably regarding staying focused on schoolwork <p>Student Relationships</p> <ul style="list-style-type: none"> 81% responded favorably regarding adults at school whom you can go to for needed help 37% of students responded | | | <p>school right now</p> <p>Student Engagement</p> <ul style="list-style-type: none"> 73% of students responded favorably regarding the effort into classes 52% of students responded favorably regarding staying focused on schoolwork <p>Student Relationships</p> <ul style="list-style-type: none"> 89% responded favorably regarding adults at school whom you can go to for needed help 44% of students responded |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|--|
| <p>favorably regarding connections with adults at school</p> <ul style="list-style-type: none"> 10% responded favorably regarding connections with other students at school <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>favorably regarding connections with adults at school</p> <ul style="list-style-type: none"> 10% responded favorably regarding connections with other students at school <p>Suspension Rates (2019-20 Mid-Year)</p> <ul style="list-style-type: none"> District 1.5% SED 0.4% (36) EL 1.3% (15) FY 4.5% (4) AA 5.5% (68) Hispanic 1.7% (157) Am Indian 4.8% (4) SWD 4.2% (154) Multi-Race 2.4% (44) | <p>favorably regarding connections with adults at school</p> <ul style="list-style-type: none"> 59% responded favorably regarding connections with other students at school <p>Suspension Rates (2021-22 Mid-Year-Data as of April)</p> <ul style="list-style-type: none"> District 2.2% SED 2.9% (229) EL 2.4% (31) FY 11.1% (16) AA 4.0% (85) Hispanic 2.2% (229) Am Indian 2.7% (7) SWD 3.9% (195) Multi-Race 2.1% (67) | | | <p>favorably regarding connections with adults at school</p> <ul style="list-style-type: none"> 63% responded favorably regarding connections with other students at school <p>Suspension Rates (Mid-Year)</p> <ul style="list-style-type: none"> District 1.5% SED 0.4% EL 1.3% FY 4.2% AA 3.8% Hispanic 1.4% Am Indian 2.5% SWD 3.7% Multi-Race 1.9% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|----------------|----------------|--|
| <p>Expulsion Numbers (Mid-Year Data 2019-20)</p> <p>Maintain expulsion numbers</p> <p>(Dataquest)</p> | <p>Expulsion Numbers (Mid-Year Data 2019-20)</p> <ul style="list-style-type: none"> District - 4 | <p>Expulsion Numbers (Mid-Year Data 2021-22)</p> <ul style="list-style-type: none"> District - 1 | | | <p>Expulsion Numbers (Mid-Year Data)</p> <ul style="list-style-type: none"> District - 4 |
| <p>Staff Training</p> <p>100% staff will attend the two mandated mental health and social emotional well-being annual trainings</p> <p>Increase the number of staff attending voluntary mental health and social emotional well-being training by 10%</p> <p>(District Documents)</p> | <p>Staff Training (2020-21)</p> <ul style="list-style-type: none"> 100% staff will attend the two mandated mental health and social emotional well-being annual trainings 190 teachers were trained in Restorative Practices and Youth Mental Health First Aid | <p>Staff Training (2021-22)</p> <ul style="list-style-type: none"> 100% staff will attend the two mandated mental health and social emotional well-being annual trainings 0 teachers were trained in Restorative Practices and Youth Mental Health First Aid (these in-person trainings were not provided due | | | <p>Staff Training</p> <ul style="list-style-type: none"> 100% staff will attend the two mandated mental health and social emotional well-being annual trainings 209 teachers were trained in Restorative Practices and Youth Mental Health First Aid |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| <p>SEL Classroom Strategies</p> <p>Increase the implementation of SEL classroom strategies by 100 teachers</p> <p>(District Documents)</p> | <p>SEL Classroom Strategies (2020-21)</p> <ul style="list-style-type: none"> 100 teachers implement SEL classroom strategies (2020-21) | <p>to COVID-19 pandemic)</p> <p>SEL Classroom Strategies (2021-22)</p> <ul style="list-style-type: none"> 674 teachers implement SEL classroom strategies (2021-22) | | | <p>SEL Classroom Strategies</p> <ul style="list-style-type: none"> 734 teachers implement SEL classroom strategies |
| <p>Breakthrough Referrals and Appointments</p> <p>Maintain the number of referrals</p> <p>Increase the percentage of completed appointments from referrals by 10%</p> <p>(District Documents)</p> | <p>Breakthrough Referrals and Appointments (2020-21)</p> <ul style="list-style-type: none"> 126 Breakthrough referrals during 2019-20 64 (51%) completed Breakthrough | <p>Breakthrough Referrals and Appointments (2021-22)</p> <ul style="list-style-type: none"> 0 Breakthrough referrals during 2020-21 (Mental Health staff addressed these type of referrals during the COVID-19 pandemic) 0 (0%) completed Breakthrough | | | <p>Breakthrough Referrals and Appointments</p> <ul style="list-style-type: none"> 126 Breakthrough referrals 77 (61%) completed Breakthrough |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|--|
| | appointments from referrals | appointments from referrals (Mental Health staff addressed these type of referrals during the COVID-19 pandemic) | | | appointments from referrals |
| 4.4 Foster and Homeless Youth Support Services | 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 2021) | | | Attendance Rates K-12 (First Semester) |
| Increase district and FY metric by .3% (Aeries SIS) | <ul style="list-style-type: none"> District 96.45% FY 94.64% | <ul style="list-style-type: none"> District 92.22% FY 89.97% | | | <ul style="list-style-type: none"> District 96.75% FY 94.94% |
| | Attendance Rates K-8 (First Semester 2019) | Attendance Rates K-8 (First Semester 2021) | | | Attendance Rates K-8 (First Semester) |
| | <ul style="list-style-type: none"> District 96.68% FY 95.63% | <ul style="list-style-type: none"> District 92.19% FY 90.66% | | | <ul style="list-style-type: none"> District 96.98% FY 95.93% |
| Chronic Absenteeism Rates | Chronic Absenteeism Rates K-12 (First Semester 2019) | Chronic Absenteeism Rates K-12 (First Semester 2021) | | | Chronic Absenteeism Rates K-12 (First Semester) |
| Decrease district rate by .3% | <ul style="list-style-type: none"> District 9.48% FY 17.88% | <ul style="list-style-type: none"> District 26.60% FY 36.05% | | | <ul style="list-style-type: none"> District 9.18% FY 16.38% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|---|
| Decrease FY rate by 1.5% (Aeries SIS) | Chronic Absenteeism Rates K-8 (First Semester 2019) <ul style="list-style-type: none"> District 9.22% FY 15.3% | Chronic Absenteeism Rates K-8 (First Semester 2021) <ul style="list-style-type: none"> District 27.59% FY 32.79% | | | Chronic Absenteeism Rates K-8 (First Semester) <ul style="list-style-type: none"> District 8.92% FY 13.8% |
| "F" Rates Decrease high school "F" rate (2+ from 1st semester) by .75% district-wide FY by 1.5% | High School Grade of "F" Rate (2 or more from 1st semester 2019) <ul style="list-style-type: none"> Overall 4.36% FY 13.04% | High School Grade of "F" Rate (2 or more from 1st semester 2021) <ul style="list-style-type: none"> Overall 10.23% FY 16.67% | | | High School Grade of "F" Rate (2 or more from 1st semester) <ul style="list-style-type: none"> Overall 3.61% FY 11.54% |
| Decrease middle school "F" rate (2+ from 1st semester) by .3% district-wide and FY by .75% (Aeries SIS) | Middle School Grade of "F" Rate (2 or more from 1st semester 2019) <ul style="list-style-type: none"> Overall 2.47% FY 7.14% | Middle School Grade of "F" Rate (2 or more from 1st semester 2021) <ul style="list-style-type: none"> Overall 4.19% FY 0.00% | | | Middle School Grade of "F" Rate (2 or more from 1st semester) <ul style="list-style-type: none"> Overall 2.17% FY 0.00% |
| Suspension Rate Maintain the district suspension rate Decrease the FY suspension rate by .3% (Aeries SIS) | Suspension Rates (First Semester 2019) <ul style="list-style-type: none"> District 1.5% FY 4.5% (4) | Suspension Rates (First Semester 2021 - Data as of April) <ul style="list-style-type: none"> District 2.1% FY 11.1% (4) | | | Suspension Rates (First Semester) <ul style="list-style-type: none"> District 1.5% FY 4.2% |
| 4.5 Attendance Attendance Rates | 4.5 Attendance Elementary | 4.5 Attendance Elementary | | | 4.5 Attendance Elementary |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| Increase each group metric by .3% (Aeries SIS) | Attendance Rates (First Semester 2019) <ul style="list-style-type: none"> • AMES 96.63% • AHES 96.11% • AES 95.61% • BES 96.51% • CCES 96.41% • EHCES 96.07% • LJMES 96.85% • MVES 96.53% • MES 96.13% • RRES 95.95% • TES 96.67% | Attendance Rates (First Semester 2021) <ul style="list-style-type: none"> • AMES 91.02% • AHES 91.41% • AES 90.12% • BES 90.11% • CCES 92.17% • EHCES 90.41% • LJMES 93.68% • MVES 92.41% • MES 91.2% • RRES 91.52% • TES 91.52% | | | Attendance Rates (First Semester) <ul style="list-style-type: none"> • AMES 96.93% • AHES 96.41% • AES 95.91% • BES 96.81% • CCES 96.71% • EHCES 96.37% • LJMES 97.15% • MVES 96.83% • MES 96.43% • RRES 96.25% • TES 96.97% |
| | Attendance Rates (First Semester 2019) <ul style="list-style-type: none"> • Preschool 93.7% • TK 95.0% • K 95.3% • 1st 95.9% • 2nd 96.1% • 3rd 96.3% • 4th 96.3% • 5th 96.5% • 6th 96.7% • 7th 96.4% • 8th 96.6% | Attendance Rates (First Semester 2021) <ul style="list-style-type: none"> • Preschool 87.42% • TK 87.66% • K 89.51% • 1st 91.33% • 2nd 91.57% • 3rd 91.8% • 4th 92.3% • 5th 92.66% • 6th 93.59% • 7th 93.11% • 8th 92.96% | | | Attendance Rates (First Semester) <ul style="list-style-type: none"> • Preschool 94.0% • TK 95.3% • K 95.6% • 1st 96.2% • 2nd 96.4% • 3rd 96.6% • 4th 96.6% • 5th 96.8% • 6th 97.0% • 7th 96.7% • 8th 96.9% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|----------------|----------------|---|
| | <ul style="list-style-type: none"> • 9th 96.6% • 10th 96.7% • 11th 96.3% • 12th 95.0% <p>Attendance Rates K-12 (First Semester 2019)</p> <ul style="list-style-type: none"> • District 96.45% • SED 95.7% • EL 96.08% • FY 94.64% • AA 96.58% • Hispanic 96.3% • Am Indian 95.06% • SWD 95.02% • Multi-Race 96.86% <p>Attendance Rates K-8 (First Semester 2019)</p> <ul style="list-style-type: none"> • District 96.68% • SED NA • EL 96.5% • FY 95.63% • AA 96.6% • Hispanic 96.44% • Am Indian 94.36% | <ul style="list-style-type: none"> • 9th 92.69% • 10th 92.61% • 11th 91.77% • 12th 91.64% <p>Attendance Rates K-12 (First Semester 2021)</p> <ul style="list-style-type: none"> • District 92.22% • SED 90.86% • EL 92.61% • FY 89.97% • AA 92.33% • Hispanic 91.83% • Am Indian 91.08% • SWD 89.87% • Multi-Race 92.42% <p>Attendance Rates K-8 (First Semester 2021)</p> <ul style="list-style-type: none"> • District 92.19% • SED 90.90% • EL 92.64% • FY 90.66% • AA 92.07% • Hispanic 91.85% • Am Indian 90.59% | | | <ul style="list-style-type: none"> • 9th 96.9% • 10th 97.0% • 11th 96.6% • 12th 95.3% <p>Attendance Rates K-12 (First Semester)</p> <ul style="list-style-type: none"> • District 96.75% • SED 96.0% • EL 96.38% • FY 94.94% • AA 96.88% • Hispanic 96.6% • Am Indian 95.36% • SWD 95.32% • Multi-Race 97.16% <p>Attendance Rates K-8 (First Semester)</p> <ul style="list-style-type: none"> • District 96.98% • SED NA • EL 96.8% • FY 95.93% • AA 96.9% • Hispanic 96.74% • Am Indian 94.66% |

| 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"> • SWD 95.62% • Multi-Race 97.06% <p>Elementary Chronic Absenteeism Rates (First Semester 2019)</p> <ul style="list-style-type: none"> • AMES 8.43% • AHES 9.95% • AES 13.71% • BES 9.13% • CCES 9.18% • EHCES 11.4% • LJMES 7.53% • MVES 8.67% • MES 11.0% • RRES 11.46% • TES 7.08% <p>Chronic Absenteeism Rates (First Semester 2019)</p> <ul style="list-style-type: none"> • Preschool 18.78% • TK 13.38% • K 12.20% • 1st 10.32% • 2nd 9.10% | <ul style="list-style-type: none"> • SWD 90.33% • Multi-Race 92.38% <p>Elementary Chronic Absenteeism Rates (First Semester 2021)</p> <ul style="list-style-type: none"> • AMES 33.86% • AHES 30.77% • AES 37.99% • BES 37.98% • CCES 28.98% • EHCES 36.79% • LJMES 20.54% • MVES 27.82% • MES 34.21% • RRES 32.5% • TES 31.98% <p>Chronic Absenteeism Rates (First Semester 2021)</p> <ul style="list-style-type: none"> • Preschool 54.88% • TK 51.82% • K 43.01% • 1st 31.73% • 2nd 31.38% | | | <ul style="list-style-type: none"> • SWD 95.92% • Multi-Race 97.36% <p>Elementary Chronic Absenteeism Rates (First Semester)</p> <ul style="list-style-type: none"> • AMES 8.13% • AHES 9.65% • AES 12.21% • BES 8.83% • CCES 8.88% • EHCES 9.9% • LJMES 7.23% • MVES 8.37% • MES 9.50% • RRES 9.96% • TES 6.78% <p>Chronic Absenteeism Rates (First Semester)</p> <ul style="list-style-type: none"> • Preschool 17.28% • TK 11.88% • K 10.70% • 1st 8.82% • 2nd 8.80% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|----------------|----------------|---|
| | <ul style="list-style-type: none"> • 3rd 8.36% • 4th 8.16% • 5th 8.16% • 6th 7.28% • 7th 9.00% • 8th 8.30% • 9th 8.08% • 10th 8.74% • 11th 9.96% • 12th 13.94% | <ul style="list-style-type: none"> • 3rd 29.49% • 4th 26.85% • 5th 26.70% • 6th 20.57% • 7th 21.02% • 8th 23.25% • 9th 22.27% • 10th 23.40% • 11th 26.57% • 12th 27.77% | | | <ul style="list-style-type: none"> • 3rd 8.06% • 4th 7.86% • 5th 7.86% • 6th 9.98% • 7th 8.70% • 8th 8.00% • 9th 7.78% • 10th 8.44% • 11th 9.66% • 12th 12.44% |
| | <p>Chronic Absenteeism Rates K-12 (First Semester 2019)</p> <ul style="list-style-type: none"> • District 9.48% • SED 9.2% • EL 12.24% • FY 17.88% • AA 9.68% • Hispanic 10.42% • Am Indian 16.14% • SWD 15.46% • Multi-Race 8.78% | <p>Chronic Absenteeism Rates K-12 (First Semester 2021)</p> <ul style="list-style-type: none"> • District 26.60% • SED 32.53% • EL 24.92% • FY 36.05% • AA 24.90% • Hispanic 28.35% • Am Indian 33.33% • SWD 35.93% • Multi-Race 25.21% | | | <p>Chronic Absenteeism Rates K-12 (First Semester)</p> <ul style="list-style-type: none"> • District 9.18% • SED 8.9% • EL 10.74% • FY 16.38% • AA 9.38% • Hispanic 8.92% • Am Indian 14.64% • SWD 13.96% • Multi-Race 8.48% |
| | <p>Chronic Absenteeism Rates K-8 (First Semester 2019)</p> <ul style="list-style-type: none"> • District 9.22% • SED NA • EL 9.94% | <p>Chronic Absenteeism Rates K-8 (First Semester 2021)</p> <ul style="list-style-type: none"> • District 27.59% • SED 33.31% | | | <p>Chronic Absenteeism Rates K-8 (First Semester)</p> <ul style="list-style-type: none"> • District 8.92% • SED NA • EL 9.64% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| | <ul style="list-style-type: none"> • FY 15.3% • AA 9.94% • Hispanic 10.48% • Am Indian 23.02% • SWD 14.34% • Multi-Race 7.92% | <ul style="list-style-type: none"> • EL 25.62% • FY 32.79% • AA 26.44% • Hispanic 29.26% • Am Indian 35.35% • SWD 34.89% • Multi-Race 26.28% | | | <ul style="list-style-type: none"> • FY 13.8% • AA 9.64% • Hispanic 8.98% • Am Indian 21.52% • SWD 12.84% • Multi-Race 7.62% |
| 4.6 Site SPSA Support Equity Training/Institutes 100% of elementary staff attend the equity institute in the 2021-22 school year 100% of school and district staff will attend annual equity training 100% of schools complete an equity plan with annual progress monitoring and revisions (District Documents) | 4.6 Site SPSA Support (2020-21) 100% of staff participate in equity training 100% of schools complete an equity plan | 4.6 Site SPSA Support (2021-22) 100% of elementary staff participated in equity training NA for secondary staff 0% of schools completed revisions to site equity plans due to the pandemic | | | 4.6 Site SPSA Support 100% of staff participate in equity training 100% of schools complete and revise equity plan |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| Site Attendance Rates (Aeries SIS) | Refer to Metrics in 4.5 Attendance | Refer to Metrics in 4.5 Attendance | | | Refer to Growth Metrics in 4.5 Attendance |
| Site Chronic Absenteeism Rates (Aeries SIS) | | | | | |
| Site Stakeholder Survey Results (Panorama Education) | Refer to Metrics in 4.2 Educational Partner Engagement | Refer to Metrics in 4.2 Educational Partner Engagement | | | Refer to Metrics in 4.2 Educational Partner Engagement |
| MS Student Involvement Increase the percentage of MS student involvement by 6% (5 Star Program) | Refer to Metrics in 4.2 Educational Partner Engagement | Refer to Metrics in 4.2 Educational Partner Engagement | | | Refer to Metrics in 4.2 Educational Partner Engagement |
| 4 Facilities in Good Repair | 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 | 100% of School Facilities are maintained and in good repair | 100% of School Facilities are maintained and in good repair - Completed Annual Reflection Tool Priority 1 for the California School Dashboard Local Performance Indicator with Maintained or | | | 100% of School Facilities are maintained and in good repair - Completed Annual Reflection Tool Priority 1 for the California School Dashboard Local Performance Indicator with Maintained or |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|-------------------------------------|----------------|----------------|-----------------------------|
| | | Improved Annual Rates (Spring 2022) | | | Improved Annual Rates |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|--------------|--------------|
| 4.1 | 4.1 Equitable Practices | Provide all educational partners training in Equity, Equitable Practices, and Cultural Proficiency. Provide school sites and departments with the necessary supports to develop and implement equity plans as well as support mentoring program at the high schools. These services are primarily for unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$412,517.00 | Yes |
| 4.2 | 4.2 Educational Partner Engagement | <p>Maintain authentic methods to engage parents/guardians and students as well as staff. Provide support for our educational partner advisory groups' (PTSF, LCAP Advisory, Student LCAP Advisories, SEPAC, DELAC, AAPAC, LPAC, CTE Advisory, Council PTA, MEA Advisory, and CSEA Advisory) efforts to promote engagement and equity across our district. These services primarily focus on meeting the needs of unduplicated and identified 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, unified sports, and a variety of other activities that engage students. These activities are primarily focused on serving unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).</p> | \$112,931.00 | Yes |
| 4.3 | 4.3 Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS | 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 | \$913,761.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| | | 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 identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | | |
| 4.4 | 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. | \$236,234.00 | Yes |
| 4.5 | 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 identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$227,323.00 | Yes |
| 4.6 | 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 educational partner engagement. These services are primarily focused on unduplicated and identified student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). | \$169,946.00 | Yes |

Goal Analysis [2021-22]

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

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

The Murrieta Valley Unified School District implemented all Goal 4 actions. There were challenges returning to full-time in-person instruction during the 2021-22 school year as a result of the COVID-19 pandemic. The district was intentionally focused on implementing Goal 4 actions and services to meet the needs of our unduplicated and identified student groups and their families.

All Goal 4 actions were implemented, but Action 4.5 attendance was not able to be fully implemented due to the attendance coordinator moving to a school site as an assistant principal in October 2021. The position was not filled for the remainder of the school year due to the

COVID-19 pandemic and to support other essential needs at the school sites. There were no other Goal 4 actions that had substantive differences between what was planned and implemented.

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

Action 4.5 expenditures reflect a decrease of 48% due to the attendance coordinator moving to a school site assistant principal position in October. That position was not filled for the 2021-22 school year due to the COVID-19 pandemic and to support other essential needs at the school sites.

Action 4.6 reflect an increase of 28% due to the need for school sites to be intentionally focused on student and family re-engagement strategies and activities, while there was a decreased need for Goal 3 (Professional Development) activities due to the COVID-19 pandemic restrictions and mandates.

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

4.1 Equity and equitable practices were effective in providing staff with training to enhance their instruction with culturally proficient practices. The equity coordinator provided training virtually for all elementary staff, so they had foundational knowledge and classroom strategies as we return to full-time in-person learning. Additionally, there are male mentoring programs at two of our high schools for our African American and Hispanic young men. These activities were severely hampered by the COVID-19 pandemic, due to the constraints for training and in-person meetings. These equity actions will improve our unduplicated and identified student groups' engagement in school as well as improve academic, social emotional, and behavioral learning which will result in lower suspension rates.

4.2 The district's educational partner engagement was effective even during the COVID-19 pandemic with virtual meetings and presentations. Our DELAC, AAPAC, LPAC, SEPAC, and CTE advisories met virtually throughout the year. Parents were appreciative of the opportunity to authentically engage and provide input for our many plans. Student LCAP advisories met at all the secondary schools to provide authentic input on school and how the COVID-19 pandemic has affected them as students both academically and social emotionally. Student engagement is a focus at our middle schools and supported through intramurals and opportunities for students to represent their school in district competitions. These actions will increase family and student engagement which will increase attendance and student learning.

4.3 The district's mental health/social emotional well-being and MTSS supports are effective and critical in the return to in-person learning from the COVID-19 pandemic. We have a coordinator, psychologist, and four mental health therapists supporting primarily our secondary sites. Our elementary counselors are spending much of their time supporting students' social emotional well-being and behavior in the classroom. We partner with Care Solace which provides services to connect students, staff, and their families with necessary care within the community. These services have been crucial for our school community and will only benefit our staff and students' well-being.

4.4 The district's Foster and Homeless Youth services are effective in meeting the needs of our students. We support a half-time coordinator and liaison to provide immediate support for enrollment and with any basic needs. There are specialized tutoring services to support these students with their academic needs. Additionally, there are vouchers for students and their families in need of support. Our foster and homeless students have been severely impacted by the COVID-19 pandemic. The services provided have been crucial in creating some stability for students and families so school can be a focus.

4.5 The attendance action is somewhat effective due to the COVID-19 pandemic and the need to quarantine. The district was putting systems in place and making gains in improving attendance and chronic absenteeism rates prior to the pandemic. There is a coordinator and attendance program, RAAWEE, supported through the LCAP. This will be an intentional focus for the upcoming school year as we continue to reach normalcy. These services and school site teams provide family supports to remove barriers for student absences and will be crucial in the future.

4.6 The school sites' LCAP funds for their School Plans for Student Achievement (SPSA) are effective in meeting the needs of unduplicated and identified student groups in Goal 4 (Equity, Engagement, School Culture, and Climate) focus areas for their individual school sites. The COVID-19 pandemic had an immense negative impact on school sites' ability to provide opportunities for student/family engagement and school culture and climate activities. Much of the year was focused on the COVID-19 pandemic, quarantining, masking, etc. As the year progressed, school sites had a greater opportunity to engage students through activities, assemblies, intramurals, clubs, and events, as well as provide classroom spaces for students who are struggling emotionally. School sites were able to support staff in training and with substitutes to create school culture and climate activities to promote student engagement. As we approach the end of the school year, school sites are engaging families in activities and events on campus as well as inviting families to assist in classrooms. These opportunities will have a positive impact as evidenced by increased attendance rates and school climate surveys.

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

Metrics

4.1

Secondary Student Surveys - Met the 23-24 desired outcome of number of responses so that outcome was adjusted to 3996 responses.

Met the 23-24 desired outcome of percentage of time students spend with other students from different backgrounds than themselves so that outcome was adjusted to 75%.

Family Surveys - Met the 23-24 desired outcome of the number of responses so that outcome was adjusted to 1686 responses.

Met the 23-24 desired outcome of percentage of time students spend with other students from different backgrounds than themselves so that outcome was adjusted to 89%.

District Staff Surveys - Met the 23-24 desired outcome of percentage of staff who have honest conversation about backgrounds/ideologies than their own so that outcome was adjusted to 54%.

Site Staff Surveys - Met the 23-24 desired outcome of the number of responses so that outcome was adjusted to 891 responses.

4.2

Secondary Student Surveys - Met the 23-24 desired outcome of number of responses so that outcome was adjusted to 3996 responses. Met the 23-24 desired outcome of percentage of students who feel they can do well in school so that outcome was adjusted to 68%. Met the 23-24 desired outcome of percentage of students satisfied with the amount of time with friends so that outcome was adjusted to 66%.

Family Surveys - Met the 23-24 desired outcome of the number of responses so that outcome was adjusted to 1686 responses. Met the 23-24 desired outcome of percentage of families comfortable communicating with the school so that outcome was adjusted to 78%.

Site Staff Surveys - Met the 23-24 desired outcome of the number of responses so that outcome was adjusted to 891 responses. Added the Metric of Completed Annual Reflection Tool Priorities 3 and 6.

MS Intramurals - The schools that met the 23-24 desired outcomes, so their 23-24 outcomes were adjusted with a 4% increase.

MS Activities - The schools that met the 23-24 desired outcomes, so their 23-24 outcomes were adjusted with a 4% increase.

4.3

Secondary Student Surveys - Met the percentage of students who responded favorably to getting the needed help with schoolwork, so the 23-24 desired outcome was adjusted to 73%.

Met the percentage of students who responded favorably regarding their confidence in doing well in school right now, so the 23-24 desired outcome was adjusted to 66%.

Met the percentage of students who responded favorably regarding staying focused on schoolwork, so the 23-24 desired outcome was adjusted to 52%.

Met the percentage of students who responded favorably regarding connections with adults at school, so the 23-24 desired outcome was adjusted to 44%.

Met the percentage of students who responded favorably regarding connections with other students at school, so the 23-24 desired outcome was adjusted to 63%.

Suspension Rates - African American met 23-24 desired outcome so decreased that outcome to 3.8%. American Indian met 23-24 desired outcome so decreased that outcome to 2.5%. SWD met 23-24 desired outcome so decreased that outcome to 3.7%. Multi-race met 23-24 desired outcome so decreased that outcome to 1.9%.

4.4

Middle School 'F' Rates - FY met 23-24 desired outcome so decreased that outcome to 0.00%

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|--|
| \$15,380,307 | 0 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 7.29% | 0% | \$0.00 | 7.29% |

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

Required Descriptions

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

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

The district's mid-year i-Ready diagnostic results demonstrate the need to support English Learners in reading and math. The i-Ready reading percentage proficient for English Learners is 23% compared to 52% for non-English Learners. The i-Ready math percentage proficient for English Learners is 13% compared to 34% for non-English Learners.

To address these academic needs, the district will continue to provide additional K-3 teachers to reduce class size to enable teachers to differentiate more effectively to provide integrated and designated supports to meet English Learners' needs. Both integrated and designated supports will continue to be implemented to increase English language proficiency which will in turn improve ELA and math achievement for our English Learners on the i-Ready diagnostic assessment. (Goal 1: Action 1)

The i-Ready reading and math proficiency rates as well as CAASPP scores are expected to increase for our English Learners as a result of the smaller class sizes, integrated and designated supports, and differentiation in the classroom. As a result of the COVID-19 pandemic, all students' reading, and math proficiency rates have declined. Additionally, this action will benefit all K-3 students across the district.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

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

Most Effective Use of Funds: Because we were experiencing consistent improvement, before the COVID-19 pandemic, in the literacy growth goals for our unduplicated students and identified student groups (K-3), because teachers see small class sizes as leading to more engagement and the ability to differentiate, and because current research indicates that among the students with the greatest needs GSA positively impacts student learning, we conclude this is the most effective use of these resources.

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

1.2 Counseling Support Services K-12

The district's high school readiness and A-G rates demonstrate the need to support English Learners and low-income students in core classes. The district's high school readiness overall rate was 45.8% whereas low-income students' rate was 29.6% and English Learners were 2.8%. These rates represent eighth grade students with an overall GPA of 3.0 who have obtained a 'C' or better in all core classes. The district's 2021 A-G rate for low-income students was 52.7% and for English Learners was 39.7% compared to the district's overall rate of 63.4%.

To address these needs, the district will support our low-income and English Learner students through additional counseling support services at each of our school levels. These services will provide targeted comprehensive mental health support, social emotional learning, academic guidance and supports with an equity lens, and focus on preparing low-income and English Learner students for middle and high school to ensure access to and success in middle school core classes and college preparatory coursework including CTE pathways at the high school level. (Goal 1: Action 2)

The district expects that high school readiness and A-G rates will increase for our low-income and English Learner students as a result of the additional targeted counseling services and academic supports. As a result of the COVID-19 pandemic, high school readiness and A-G rates declined for the majority of our student groups. Additionally, this counseling services action will also benefit all students district-wide.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

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

Most Effective Use of Funds: Because our unduplicated students, including our low-income and English Learners, and identified student groups are receiving increased counseling services which allows for early intervention, mental health and academic support, and college/career guidance, this is the most effective use of these resources. Additionally, the coordinator of counseling ensures that consistent and impactful practices are in place district-wide to serve our unduplicated and identified student groups as well as our entire student population.

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

1.3 Maintain Coordinators to Support Student Learning and Achievement

The district's high school readiness and A-G rates demonstrate the need to support English Learners and low-income students in core classes. The district's high school readiness overall rate was 45.8% whereas low-income students' rate was 29.6% and English Learners were 2.8%. These rates represent eighth grade students with an overall GPA of 3.0 who have obtained a 'C' or better in all core classes. The district's 2021 A-G rate for low-income students was 52.7% and for English Learners was 39.7% compared to the district's overall rate of 63.4%.

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

With this focus on PLCs from our district coordinators, the district expects that high school readiness and A-G rates will increase at a greater rate for our low-income and English Learner students than for our overall student population. As a result of the COVID-19 pandemic, A-G rates declined for the majority of our student groups. Additionally, the coordinators support of school site PLCs will also benefit all students

district-wide.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: In a review of research on the impact of professional learning communities on teaching practice and student learning, Vescio, V., Ross, D., & Adams, A. 2007., the reviewed studies clearly show 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. The goal is enhanced student achievement.

Most Effective Use of Funds: Because our unduplicated students, especially our low-income, English Learners, and identified student groups, are receiving increased academic supports due to teacher collaboration in PLCs with the support of the coordinators to ensure that consistent and impactful practices are in place district-wide, this is the most effective use of these resources.

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

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

The district's AVID participation rates for low-income students demonstrate the need to increase low-income student participation in AVID to increase college readiness. The district's low-income participation rate in AVID declined at the demonstration schools by 14.4% to 14.1% which is below the overall participation rate of 21.5% and at the non-demonstration schools by 3.1% to 10.8% which is still above the overall participation rate of 9.6%.

To address this need, the AVID program will target low-income students in their spring AVID recruitment process. The AVID program is specifically designed to serve our low-income, first-generation, college-bound students to ensure college readiness for AVID students upon graduation. The AVID program is offered at all secondary schools' district-wide and at Avaxat Elementary School. (Goal 1: Action 4)

The district expects to see increased low-income AVID student enrollment at all secondary schools as a result of the targeted spring recruitment efforts. The AVID program expansion for low-income students will promote increased college readiness for the low-income, first-generation students in the AVID program. Additionally, this action will benefit all secondary students who meet AVID criteria across the district.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: 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.

Most Effective Use of Funds: Because our unduplicated students, especially low-income students and identified student groups, are making progress in attaining academic proficiency, achieving college admission requirements, and receiving college acceptances, we believe the AVID program, which targets unduplicated students especially low-income with the greatest need, is the most effective use of these resources.

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

1.5 Maintain Support for Career Technical Education (CTE) Pathways

The district’s CCI rates for low-income students demonstrate the need to increase low-income CTE pathway participation which will increase college and career readiness. The district’s overall CCI rate was 60.1% and the low-income CCI rate was 51.2%.

To address this need, the district will continue to provide targeted recruitment for our low-income students, as well as our entire unduplicated student population, to register for Career Technical Education (CTE) courses and pathways. We will continue to promote the three-course sequence pathways to students and families, so they are aware of certifications and/or pathways to community colleges, technical colleges, 4-year universities, the workplace, or military for students. (Goal 1: Action 5)

The district expects to see increased low-income student participation in CTE pathway courses due to intentional recruitment at all secondary schools districtwide. These efforts align with the additional counseling supports for academic planning which will result in increased college and career readiness and CCI rates.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: 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.

Most Effective Use of Funds: Because our increased enrollment for our unduplicated students, especially our low-income students, will provide access to CTE pathways that have a capstone course that is UC approved, articulated with the community college course, and/or ending in an industry certification, this will continue to be the most effective use of the funds to prepare students for post-high school career success. In addition, Career Technical Education and College and Career Readiness continue to be areas of focus for our District.

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

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

The district's AP exam participation rates for low-income students demonstrate the continued need to increase AP exam participation. The district's AP exam participation rate was 17.3% and our low-income AP exam participation rate was 23.8%.

To address this need, the district will continue to make intentional efforts to increase AP course enrollment and AP exam participation for our low-income students by providing access to high school and college readiness activities and programs. These include Summer Bridge, AP Readiness, AP/IB exam fee waivers, college field trips, and tutoring. (Goal 1: Action 6)

The district expects to see an increase in AP exam participation due to the various intentional efforts to attract and support low-income students in AP coursework and AP exam preparation/participation at all high schools, district wide. These efforts align with the additional counseling support for academic planning resulting in increased college readiness.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: 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 and supports that we are putting in place help to eliminate these barriers for unduplicated students.

Most Effective Use of Funds: Because the research supports intentional efforts to focus on unduplicated students, especially low-income students, English Learners, and identified student groups who are not likely to matriculate into post-secondary education, these efforts provide the necessary support for students to overcome college entrance barriers and are therefore the most effective use of the funds.

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

1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)

The district's elementary mid-year i-Ready diagnostic results demonstrate the need to support English Learners in reading and math. The i-Ready reading percentage proficient for English Learners is 23% compared to 52% for non-English Learners. The i-Ready math percentage proficient for English Learners is 13% compared to 34% for non-English Learners.

The district's high school readiness and A-G rates demonstrate the need to support English Learners and low-income students in core classes. The district's high school readiness overall rate was 45.8% whereas low-income students' rate was 29.6% and English Learners were 2.8%. These rates represent eighth grade students with an overall GPA of 3.0 who have obtained a 'C' or better in all core classes.

The district's 2021 A-G rate for low-income students was 52.7% and for English Learners was 39.7% compared to the district's overall rate of 63.4%.

To address these needs, the school sites have developed a Single Plan for Student Achievement (SPSA) which designate LCAP funds aligned to Goal 1 to provide support for English Learners and low-income students as well as all unduplicated students based on student needs at their individual school sites. The elementary sites develop site-specific plans to support the needs of English Learners and low-income students with smaller K-3 classrooms, elementary counseling, the work of PLCs, and supports for student learning which also benefit all unduplicated and identified student groups. The secondary sites develop site specific plans to provide for the needs of English Learners and low-income students with additional counseling supports, the work of PLCs, AVID programs and strategies, CTE coursework and pathways, college/career readiness supports, and additional site-specific supports for student learning which also benefit all unduplicated and identified student groups. (Goal 1: Action 7)

The elementary school sites expect to see increases in student learning for English Learners and low-income students as a result of lower elementary class sizes K-3, elementary counselors, PLC work, and additional school site supports as determined by school site staff to increase student learning as demonstrated by i-Ready results. The secondary school sites expect to see increases in student learning for English Learners and low-income students because of site-specific supports that include additional counseling services, PLC work, and any additional site-specific supports determined by site staff to increase student learning as demonstrated by high school readiness and A-G rates for English Learners and low-income students. These rates will be monitored within their school site SPSAs.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school with the 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 Murrieta Valley USD 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, especially English Learner and low-income students, as well as identified 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.

Most Effective Use of Funds: Because Murrieta Valley USD school sites are able to provide direct support and services to meet the unique needs of their unduplicated, especially low-income and English Learners, as well as identified student populations through programs to support student learning through Goal 1 actions and services as well as efforts to increase educational partner engagement, this is the most effective use of funds.

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

2.1 Elementary Intervention Teachers

The district's mid-year i-Ready diagnostic results demonstrate the need to support English Learners in reading and math. The i-Ready reading percentage proficient for English Learners is 23% compared to 52% for non-English Learners. The i-Ready math percentage proficient for English Learners is 13% compared to 34% for non-English Learners.

To address these academic needs, the district will continue to offer full-time intervention teachers at each elementary site to provide designated supports and address the reading and math needs of English Learners. This intentional support for our English Learners by intervention teachers will increase English language and math proficiency which will in turn improve ELA and math achievement for our English Learners on the i-Ready diagnostic assessment. (Goal 2: Action 1)

The i-Ready reading and math proficiency rates, as well as CAASPP scores, are expected to increase for our English Learners as a result of the targeted academic support by intervention teachers. As a result of the COVID-19 pandemic, all students' reading and math proficiency rates have declined so this action will benefit all elementary students who qualify for intervention as well.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: Murrieta Valley Unified School District has provided an elementary intervention teacher at each of our eleven elementary schools. These teachers service students who are not meeting standards or nearly meeting standards on local and state assessments. The primary student groups receiving this support are our unduplicated, especially English Learners, and low performing students. 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 unduplicated 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)

Most Effective Use of Funds: Because our unduplicated K-5 students, including English Learners, were annually making growth in ELA and math before the COVID-19 pandemic, and because research supports early targeted intervention efforts, we conclude this is the most effective use of the funds.

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

2.2 Provide additional MS/HS Sections for Intervention/Acceleration

The district's secondary 'F' rates demonstrate the need to support low-income and English Learner students in all coursework. The overall middle school 'F' rate with 2 or more 'F' grades was 4.19% and our low-income rate was 6.49% and English Learner rate was 6.49%. The overall high school 'F' rate with 2 or more 'F' grades was 10.23% and our low-income rate was 14.56% and English Learner rate was 21.72%.

To address this need, the district will continue to provide our low-income and English Learner students with academic support and credit recovery opportunities by offering additional sections at the secondary schools to support students' achievement in literacy and math, as well as to improve grades in core classes. The additional intervention sections provide our low-income and English Learner students with focused support in math and ELA as well as other core classes. (Goal 2: Action 2)

The district expects to see a decrease in 'F' rates at the secondary schools due to the increased sections for intervention support for English Learner and low-income students as well as our entire unduplicated and identified student groups. As a result of the COVID-19 pandemic, all secondary student groups' 'F' rates have increased. Additionally, this action will benefit all secondary students who are in need of credit recovery and intervention across the secondary schools in the district.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: From research and a panel paper on credit recovery, findings indicate credit recovery students are more likely to graduate from high school and less likely to drop out than students who repeat courses traditionally. Credit recovery is a particularly effective strategy to

prevent dropping out for black, Hispanic, and economically disadvantaged students and for increasing the likelihood of graduating from high school for economically disadvantaged students. (Panel Paper: An Evaluation of Credit Recovery As an Intervention for Students who Fail Courses, Samantha L. Viano, UCONN Department of Public Policy, November 10, 2018)

Most Effective Use of Funds: Because we were seeing improvement in math and ELA literacy growth for our unduplicated students, especially our low-income and English Learner students, prior to the COVID-19 pandemic and because current research indicates that intervention and credit recovery positively impact student learning and graduation rates, we conclude this is the most effective use of funds.

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

2.4 Extended Learning Opportunities and Intervention Programs and Support

The district's mid-year i-Ready diagnostic results demonstrate the need to support English Learners in reading and math. The i-Ready reading percentage proficient for English Learners is 23% compared to 52% for non-English Learners. The i-Ready math percentage proficient for English Learners is 13% compared to 34% for non-English Learners.

To address these academic needs, the district will continue to provide intervention programs and extended learning opportunities at each elementary site to provide English Learners with the necessary support through programs such as Imagine Learning and Rosetta Stone. English Learners will receive academic support through extended learning opportunities such as after school and Saturday tutoring and summer school opportunities.

These programs address and support the reading and math needs of English Learners and they will increase English language and math proficiency as demonstrated on the i-Ready diagnostic assessment. (Goal 2: Action 4)

The i-Ready reading and math proficiency rates as well as CAASPP scores are expected to increase for our English Learners as a result of the use of intervention programs and extended learning opportunities. As a result of the COVID-19 pandemic, all student groups' reading and math proficiency rates have declined so this action will benefit all students who need intervention as well.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: Prior to the COVID-19 pandemic, student performance on program benchmarks demonstrated regular and routine growth for our unduplicated students in intervention classes. 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)

Most Effective Use of Funds: Because we were seeing improvement in math and ELA i-Ready and CAASPP scores for our English Learner students, unduplicated students and identified student groups and because research indicates that among the students with the greatest needs Tier 2 interventions positively impact student learning, we conclude this is the most effective use of funds.

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

2.5 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)

The district's elementary mid-year i-Ready diagnostic results demonstrate the need to support English Learners in reading and math. The i-Ready reading percentage proficient for English Learners is 23% compared to 52% for non-English Learners. The i-Ready math percentage proficient for English Learners is 13% compared to 34% for non-English Learners.

The district's 'F' rates demonstrate the need to support English Learners and low-income students in all coursework. The overall middle school 'F' rate with 2 or more 'F' grades was 4.19% and our low-income rate was 6.49% and English Learner rate was 6.49%. The overall high school 'F' rate with 2 or more 'F' grades was 10.23% and our low-income rate was 14.56% and English Learner rate was 21.72%.

To address these needs, the school sites have developed a Single Plan for Student Achievement (SPSA) which designate LCAP funds aligned to Goal 2 to provide support for English Learners and low-income students as well as all unduplicated students based on student needs at their individual school sites. The elementary sites support the needs of English Learners and low-income students with site specific actions as well as intervention teachers, English Learner program supports, intervention programs, and extended learning opportunities to support student learning which also benefit all unduplicated and identified student groups. The secondary sites provide for the needs of English Learners and low-income students with site specific actions as well as supports for the additional sections for intervention and acceleration, English Learner program supports, intervention programs, and extended learning opportunities to support student learning which also benefit all unduplicated and identified student groups. (Goal 2: Action 5)

The elementary school sites expect to see increases in student learning for English Learners and low-income students because of intervention teachers, English Learner program supports, intervention programs, extended learning opportunities, and additional school site supports as determined by school site staff to increase student learning as demonstrated by i-Ready results. The secondary school sites expect to see increases in student learning for English Learners and low-income students as a result of site-specific actions determined by site staff that include supports for the additional sections for intervention and acceleration, English Learner program supports, intervention programs, and extended learning opportunities as demonstrated by reduced 'F' rates. These rates will be monitored within their school site SPSAs.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: The School Plan for Student Achievement (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 Murrieta Valley USD 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, especially English Learner and low-income students, as well as identified 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.

Most Effective Use of Funds: Because Murrieta Valley USD school sites are able to provide direct support and services to meet the unique needs of their unduplicated, especially low-income and English Learners, as well as identified student populations through programs to support prevention, intervention, and acceleration actions and services to address learning loss and close the achievement gap through Goal 2 actions and services as well as efforts to provide students with equitable access to courses of study, this is the most effective use of funds.

(State Priorities: 2, 3, 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

The district's mid-year i-Ready diagnostic results demonstrate the need to support elementary English Learners in reading and math. The i-Ready reading percentage proficient for English Learners is 23% compared to 52% for non-English Learners. The i-Ready math percentage proficient for English Learners is 13% compared to 34% for non-English Learners.

The district's 'F' rates demonstrate the need to support English Learners and low-income students in all coursework. The overall middle school 'F' rate with 2 or more 'F' grades was 4.19% and our low-income rate was 6.49% and English Learner rate was 6.49%. The overall high school 'F' rate with 2 or more 'F' grades was 10.23% and our low-income rate was 14.56% and English Learner rate was 21.72%.

To address these academic needs, the district will continue to provide instructional coaching, fully credentialed teachers, professional development, curriculum development, and outsourced programs to support student learning for our English Learners and low-income students. These actions provide fully credentialed staff who receive the professional development to provide intentional support for English Learners and low-income students. This intentional support for our English Learners and low-income students by fully credentialed and trained teachers will increase English language and math proficiency as demonstrated by ELA and math i-Ready achievement for our elementary English Learners and by improved 'F' rates for our secondary English Learners and low-income students. (Goal 3: Action 1-4)

The i-Ready reading and math proficiency rates as well as CAASPP scores are expected to increase and our secondary 'F' rates to

decrease for our English Learners as a result of the instructional coaching, fully credentialed teachers, professional development, curriculum development, and outsourced programs to support learning for our English Learners and low-income students. As a result of the COVID-19 pandemic, all student groups' reading and math proficiency rates have declined so this action will benefit all students across the district. This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: Teachers learn how to improve and differentiate their instructional practices in order to meet the needs of every learner in their classroom, specifically the students with the greatest needs, our English Learners, low-income students, unduplicated students and identified student groups. 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)

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 of 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)

Most Effective Use of Funds: Because professional development, coaching, and collaboration have contributed to student growth in both ELA and math for our unduplicated, especially our low-income and English Learner students, prior to the COVID-19 pandemic, we conclude that these professional development activities are the most effective use of the funds.

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

3.5 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)

The district's elementary mid-year i-Ready diagnostic results demonstrate the need to support English Learners in reading and math. The i-Ready reading percentage proficient for English Learners is 23% compared to 52% for non-English Learners. The i-Ready math percentage proficient for English Learners is 13% compared to 34% for non-English Learners.

The district's 'F' rates demonstrate the need to support English Learners and low-income students in all coursework. The overall middle school 'F' rate with 2 or more 'F' grades was 4.19% and our low-income rate was 6.49% and English Learner rate was 6.49%. The overall

high school 'F' rate with 2 or more 'F' grades was 10.23% and our low-income rate was 14.56% and English Learner rate was 21.72%.

To address these needs, the school sites have developed a Single Plan for Student Achievement (SPSA) which designate LCAP funds aligned to Goal 3 to provide support for English Learners and low-income students as well as all unduplicated students based on student needs at their individual school sites. The school sites develop site-specific plans to support the needs of English Learners and low-income students with instructional coaching support for site staff, supports to ensure fully credentialed teachers, professional development, curriculum development and collaboration, and use of programs and data to support student learning which also benefit all unduplicated and identified student groups. (Goal 3: Action 5)

The elementary school sites expect to see increases in student learning for English Learners and low-income students as a result of instructional coaching support for site staff, supports to ensure fully credentialed teachers, professional development, curriculum development and collaboration, the use of programs and data to support student learning, and any site-specific supports determined by site staff to increase student learning as demonstrated by i-Ready results. The secondary school sites expect to see increases in student learning for English Learners and low-income students as a result of instructional coaching support for site staff, supports to ensure fully credentialed teachers, professional development, curriculum development and collaboration, the use of programs and data to support student learning, and any site-specific actions determined by site staff to increase student learning and achievement as demonstrated by reduced 'F' rates. These rates will be monitored within their school site SPSAs.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: The School Plan for Student Achievement (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 Murrieta Valley USD 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, especially English Learner and low-income students, as well as identified 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.

Most Effective Use of Funds: Because Murrieta Valley USD school sites are able to provide direct support and services to meet the unique needs of their unduplicated, especially low-income and English Learners, as well as identified student populations through programs to support professional development that is aligned to state standards utilizing research-based instructional strategies and use of data in professional learning communities to inform instruction, implement equitable practices, and enhance student learning through Goal 3 actions and services as well as efforts to recruit and retain a diverse and highly qualified staff to promote equity and implementation of best practices, this is the most effective use of funds.

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

4.1 Equity and Equitable Practices

The district's mid-year suspension data demonstrate the need to support foster youth due to the overall suspension rate of 11.1% as compared to the district overall suspension rate of 2.1%.

To address these needs, the district will continue to provide training on equity, equitable practices, and cultural proficiency to support foster student's learning. This intentional support for foster youth through equity and cultural proficiency training will decrease suspension rates which will in turn increase student learning and achievement. (Goal 4: Action 1)

The suspension rates are expected to decline for foster youth as a result of the equity and cultural proficiency training for site staff. As a result of the COVID-19 pandemic, all student groups suspension rates have increased. Additionally, this action will benefit all students across the district.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: Equity work is a process. "Before people can conceive of the how, they must first understand the why. That is, to figure out how to address inequity, we must understand why inequity exists - what we are doing or not doing that keeps it alive." (Community: The Structure of Belonging, P. Block, 2008) Our district is committed to helping all educational partners understand the "why" through professional development, book studies, and refinement of district and site-based equity plans.

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 district's equity journey and practices.

"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)

Most Effective Use of Funds: Because we built a strong equity foundation prior to the COVID-19 pandemic and continue to expand our district's equity efforts to ensure equitable practices and cultural proficiency, we conclude these actions are the most effective use of funds. (State Priorities: 3, 4, 5, 6 and 7)

4.2 Educational Partner Engagement

The district's mid-year data regarding educational partner advisory group meetings demonstrate that our district will meet the metric of four district meetings annually. Our English Learner families meet through our sites' English Learner Advisory Councils and our District English Learner Advisory Council. The percentage of students, families, and staff participating and positive ratings in surveyed areas were expected to be higher, but the COVID-19 pandemic negatively impacted participation and positive ratings. Additionally, the percentage of middle school students participating in intramurals and activities were expected to be higher but were impacted by the COVID-19 pandemic.

To address the needs of educational partners (students, families, and staff), the district will continue to support student and family engagement through our variety of advisory groups as well as support student engagement at the middle school level. The feedback from families at the various meetings provides the information to ensure the district is addressing the needs of our students and families. Our families appreciate the opportunity to share and are supportive of the district's LCAP and four goals especially Goal 4 Action 1 and 2 which specifically supports equity and family engagement. From our advisory group's feedback, the district has provided equity training for staff, tutoring and extra supports at all schools, social emotional supports, family informational sessions, and cultural events. (Goal 4: Action 2)

The district expects to see an increase in Panorama survey results due to the educational partner engagement through our district and site advisory councils that focus on student learning, achievement, and engagement. Additionally, we expect to see greater middle school student engagement due to the intentional focus on intramural and activity participation at each of the middle school sites.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: The district is continuing to make intentional efforts to authentically engage our educational partners through quality and meaningful engagement activities and meetings which is critical to the successful implementation of any and all programs and services principally directed towards our unduplicated students and identified student groups. There are several educational partner groups, many of which represent the needs of specific student groups. These include but are not limited to: Partnership for Thriving Students and Families (PTSF), District English Learner Parent Advisory, Latino Parent Advisory, African American Parent Advisory, Special Education Parent Advisory, PTAs, PTGs, SSCs, employee group advisories, and middle and high school student LCAP advisories. These groups provide great insight into the effectiveness of the various actions and services provided to them through the LCAP.

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 educational partners and advisory groups indicate 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, Thought Exchange, 2018)

Most Effective Use of Funds: Because we have integrated educational partner engagement into our district processes, and because there is a greater need for continued authentic educational partner engagement due to the COVID-19 pandemic, we conclude that educational partner engagement actions and services are the most effective use of the funds.

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

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

The district's mid-year suspension data demonstrate the need to support foster youth due to the overall suspension rate of 11.1% as compared to the district's overall suspension rate of 2.1%.

To address these needs, the district will continue to provide mental health and social emotional well-being supports as well as multi-tiered systems of support (MTSS) to meet foster student's needs. This intentional support for foster youth through mental health and social emotionally well-being supports as well as access to MTSS will decrease suspension rates and, in turn, increase student well-being, learning, and achievement. (Goal 4: Action 1)

The suspension rates are expected to decline for foster youth as a result of the mental health, social emotional well-being, and MTSS supports. As a result of the COVID-19 pandemic, all student groups suspension rates have increased. Additionally, this action will benefit all students across the district.

This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: Mentally healthy children are more successful in school and life. 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 achieve better academically. School climate, classroom behavior, on-task learning, and students' sense of connectedness and well-being all improve as well. According to the U.S. Department of Health and Human Services, one in five children and adolescents experience a mental health problem during their school years. Examples include stress, anxiety, bullying, family problems, depression, a learning disability, and alcohol and substance abuse. Serious mental health problems, such as self-injurious behaviors and suicide, are on the rise, particularly among youth. Unfortunately, it is estimated that up to 60% of students do not receive the treatment they need due to stigma and lack of access to services. Of those who do get help, nearly two thirds do so only in school. (School-Based Mental Health Services: Improving Student Learning and Well-Being, National Association of School Psychologists, 2016)

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

The mental health services, 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 students and identified student groups.

Most Effective Use of Funds: Due to the COVID-19 pandemic, there is a dire need for mental health/social emotional services, MTSS, and restorative practices for our unduplicated students and identified student groups, we conclude these efforts represent the most effective use of the funds.

(State Priorities: 3, 5 and 6)

4.5 Attendance

The district's mid-year attendance data demonstrates the need to support K-12 low-income and Foster Youth. The district overall K-12 attendance rate is 92.22% compared to low-income at 90.86% and Foster Youth at 89.97%. Additionally, the district's mid-year chronic absenteeism data demonstrates the same need with the district overall K-12 chronic absenteeism rate of 26.6% compared to low-income at 32.53% and Foster Youth at 36.05%.

To address attendance and chronic absenteeism needs for low-income students and Foster Youth, the district will continue to provide intentional attendance efforts led by the attendance coordinator. These efforts include an attendance program, as well as regular meetings with school site attendance teams to address students who have high absenteeism. These teams meet with families to help increase student attendance as well as provide supports for social-emotional well-being and school involvement resulting in increased student learning and academic achievement. (Goal 4: Action 5)

The attendance rates are expected to increase, and chronic absenteeism rates are expected to decrease for low-income students and Foster Youth as a result of the intentional supports for students and families with high absenteeism rates. As a result of the COVID-19 pandemic, all student groups attendance rates have decreased, and chronic absenteeism rates have increased. Additionally, this action will benefit all students across the district.

This action is principally directed to and most effective in meeting the needs of our unduplicated students.

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

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)

Most Effective Use of Funds: Due to the COVID-19 pandemic, there is a great need to address attendance and chronic absenteeism district-wide for our unduplicated students and identified student groups. We conclude these efforts represent the most effective use of the funds. (State Priorities: 5 and 6)

4.6 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)

The district's mid-year attendance data demonstrates the need to support K-12 low-income and Foster Youth. The district overall K-12 attendance rate is 92.22% with low-income at 90.86% and Foster Youth at 89.97%. The district's mid-year chronic absenteeism data demonstrates the same need with the district overall K-12 chronic absenteeism rate of 26.6%, but our low-income rate is 32.53% and Foster Youth is 36.05%. Additionally, the district tracks attendance and chronic absenteeism by elementary school and grade level.

To address these attendance/chronic absenteeism needs, the school sites have developed a Single Plan for Student Achievement (SPSA) which designate LCAP funds aligned to Goal 4 to provide support for low-income students and Foster Youth as well as all unduplicated students based on student needs at their individual school sites. The school sites support the needs of low-income students and Foster

Youth with equity training and the development of site equity plans, educational partner engagement, mental health/social emotional well-being and MTSS/restorative practices, Foster Youth supports, and attendance/chronic absenteeism efforts. These efforts will also benefit all unduplicated and identified student groups. (Goal 4: Action 6)

The attendance rates are expected to increase, and chronic absenteeism rates are expected to decrease for low-income students and Foster Youth as a result of the intentional supports at the school sites for students and families with high absenteeism rates. With the efforts to increase attendance and reduce chronic absenteeism for low-income students and Foster Youth, this work aligns with our other LCAP goals. As a result of the COVID-19 pandemic, all student groups' attendance rates have decreased, and chronic absenteeism rates have increased. Additionally, this action will benefit all students in the district because attendance has decreased, and chronic absenteeism has increased. These rates will be monitored within their school site SPSAs.

This action is principally directed to and most effective in meeting the needs of our unduplicated students.

Justification: The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school with the 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 Murrieta Valley USD 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, especially low-income students and Foster Youth, as well as identified 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.

Most Effective Use of Funds: Because Murrieta Valley USD school sites are able to provide direct support and services to meet the unique needs of their unduplicated, especially low-income and Foster Youth, as well as identified student populations through equitable practices that support educational partner engagement, mental health/social emotional well-being, MTSS and restorative practices, Foster Youth supports, and attendance/chronic absenteeism through Goal 4 actions and services as well as efforts to increase student/family engagement to promote positive school culture and climate, this is the most effective use of funds.

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

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

The Murrieta Valley Unified School District has a low percentage of unduplicated students. As a result of that low percentage and LCAP allocations, the district is very intentional to provide targeted services for our unduplicated students to meet their needs to close the achievement gap.

Murrieta Valley Unified School District has developed the 2022-23 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 the required 7.29% which is a total of \$15,380,307. The Murrieta Valley Unified School District will further increase or improve services beyond the required percentage to 9.2% which is a total of \$19,429,994.

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

2.3 English Learner Program Support

The district's English Learner reclassification rate demonstrates the need to support our English Learner students in attaining English proficiency. The district's English Learner reclassification rate has declined from 25.2% in 2020 to 16.1% in 2021. This is a significant decrease in English Learner reclassification which can be attributed to the COVID-19 pandemic and the negative impact on students and schools.

To address this need, the district will continue to provide our English Learner students with access to language acquisition programs, curriculum and materials, integrated and designated supports at the elementary level, additional secondary classes for designated instruction and support in core classes, and family engagement opportunities at the school site and in the district. (Goal 2: Action 3)

The district expects to see an increase in English Learner reclassification due to the integrated and designated supports, the additional secondary classes for designated instruction, and family engagement opportunities.

This action is principally directed to and most effective in meeting the needs of English Learner students.

Justification: 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 (Karmamuk-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).

Most Effective Use of Funds: Because we were seeing improvement in English Learner reclassification rates prior to the COVID-19 pandemic and because research supports designated English Learner instruction, we conclude this is the most effective use of funds.

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

4.4 Foster and Homeless Youth Support Services

The district's mid-year attendance data demonstrates the need to support K-12 Foster Youth due to their attendance rate of 89.97% compared to the district overall attendance rate of 92.22%. Additionally, the district's mid-year chronic absenteeism data demonstrates the need to support K-12 Foster Youth due to their chronic absenteeism rate of 36.05% compared to the district overall chronic absenteeism rate of 26.6%.

To address Foster Youth needs, the district will continue to provide intentional actions for Foster Youth that support attendance, social-emotional well-being, and school involvement resulting in increased student learning and academic achievement. This intentional support for Foster Youth includes a designated coordinator to monitor and support the needs of our Foster and McKinney Vento Youth, a guidance technician to enroll Foster Youth students to ensure we have all necessary documentation to support our students as they transition into our schools, conferences and professional development, school related materials and resources, and development of site-based teams to oversee Foster Youth support, peer mentoring, and field trips as well as special events. (Goal 4: Action 4)

The attendance rates are expected to increase, and chronic absenteeism rates are expected to decrease as a result of the intentional supports for Foster Youth. As a result of the COVID-19 pandemic, our Foster Youth have been impacted tremendously resulting in lower attendance, higher chronic absenteeism, greater mental health needs, and lower engagement which has negatively impacted student learning and achievement.

This action is principally directed to and most effective in meeting the needs of Foster Youth.

Justification: Murrieta Valley USD is in a unique position to provide public education to a high number of Foster Youth who reside in Short Term Residential Treatment Programs (STRTP) and group homes. The STRTP program is designed to be short term (6 months) and focus on stabilization. MVUSD recognizes that the needs of our Foster Youth in short-term programs and group homes will differ from that of other foster home placements, and interventions and supports should align with the needs of the specific Foster Youth.

California students in the foster care system face more significant barriers during their transition from high school to college than their peers and require tailored supports to overcome them, according to a recent study from the Educational Results Partnership and California College Pathways. Authors of the study analyzed outcomes of more than 4,000 California foster youth and over 621,000 of their peers from their 2016–17 academic year high school cohort. Foster youth included in the study experienced lower rates of school attendance, higher rates of suspension or exclusion, a greater number of high schools attended and less access to advanced placement courses, among other challenges. It's important that districts and practitioners working with foster youth focus on reducing school mobility to mitigate the impact

regular moves have on academic outcomes. Developing cost-sharing agreements and transportation plan templates, as well as documenting processes for sending and receiving students between schools, can help ensure smoother transitions if a student does need to transfer schools. California Education Code has a robust set of protections aimed at helping foster youth maintain a stable school environment. Foster youth have the right to stay in their “school of origin,” even after they have moved foster care placements, if that is in their best interest. If students cannot feasibly stay in their school of origin, foster students have a right to immediate school enrollment at a new school and the right to partial credits for high school students. (Study Finds Foster Youth Face Significant Barriers in Transitions to College, Kirby, A., CSBA Blog, February 2020)

Most Effective Use of Funds: Because Foster Youth are at significant risk for not graduating and attending college and have been more negatively impacted due to the COVID-19 pandemic, we conclude that these Foster Youth supports are the most effective use of the funds.

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

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

Goal 1: Student Learning and Achievement

- Additional Teachers 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
- Educational Partner 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 2022-23 LCAP four goals and related actions and services are principally directed to and effective in supporting our unduplicated student groups. The 2022-23 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.

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

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

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1:29 | |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:20 | |

2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$19,429,994.00 | | | | \$19,429,994.00 | \$16,033,594.00 | \$3,396,400.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1.1 | 1.1 Additional Teachers K-3 (Grade Span Adjustment) | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$2,871,937.00 | | | | \$2,871,937.00 |
| 1 | 1.2 | 1.2 Maintain Counseling Support Services K-12 | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$2,381,088.00 | | | | \$2,381,088.00 |
| 1 | 1.3 | 1.3 Maintain Coordinators to Support Student Learning and Achievement | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$787,298.00 | | | | \$787,298.00 |
| 1 | 1.4 | 1.4 Maintain Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$1,982,043.00 | | | | \$1,982,043.00 |
| 1 | 1.5 | 1.5 Support for Career Technical Education (CTE) pathways at all high schools. | English Learners Foster Youth Low Income Students with Disabilities African American | \$3,098,055.00 | | | | \$3,098,055.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|---|----------------|-------------------|-------------|---------------|----------------|
| | | | Hispanic | | | | | |
| 1 | 1.6 | 1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB) | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income Students with Disabilities African American Hispanic | \$152,071.00 | | | | \$152,071.00 |
| 1 | 1.7 | 1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$326,564.00 | | | | \$326,564.00 |
| 2 | 2.1 | 2.1 Elementary Intervention Teachers | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$1,771,306.00 | | | | \$1,771,306.00 |
| 2 | 2.2 | 2.2 Additional MS/HS Sections for Intervention/Acceleration | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income Students with Disabilities African American Hispanic | \$878,157.00 | | | | \$878,157.00 |
| 2 | 2.3 | 2.3 English Learning Program Support | English Learners | \$1,235,375.00 | | | | \$1,235,375.00 |
| 2 | 2.4 | 2.4 Extended Learning Opportunities and Intervention Programs and Support | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income Students with Disabilities African American Hispanic | \$246,200.00 | | | | \$246,200.00 |
| 2 | 2.5 | 2.5 Site School Plans for Student | English Learners Foster Youth Low Income | \$640,238.00 | | | | \$640,238.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| | | Achievement (SPSA) Plans | Students with Disabilities African American Hispanic | | | | | |
| 3 | 3.1 | 3.1 Instructional Coaching Support | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$82,918.00 | | | | \$82,918.00 |
| 3 | 3.2 | 3.2 Maintain Fully Credentialed Teachers | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income Students with Disabilities African American Hispanic | \$296,832.00 | | | | \$296,832.00 |
| 3 | 3.3 | 3.3 Maintain Professional Development, Curriculum Development, and Collaboration | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$107,440.00 | | | | \$107,440.00 |
| 3 | 3.4 | 3.4 Maintain Outsourced and Data Programs to Support Student Learning and Teacher Professional Development | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income Students with Disabilities African American Hispanic | \$364,000.00 | | | | \$364,000.00 |
| 3 | 3.5 | 3.4 Site School Plans for Student Achievement (SPSA) Plans | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$135,760.00 | | | | \$135,760.00 |
| 4 | 4.1 | 4.1 Equitable Practices | English Learners Foster Youth Low Income | \$412,517.00 | | | | \$412,517.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|---|--------------|-------------------|-------------|---------------|--------------|
| | | | Students with Disabilities African American Hispanic | | | | | |
| 4 | 4.2 | 4.2 Educational Partner Engagement | ✕English Learners ✕Foster Youth ✕Low Income Students with Disabilities African American Hispanic | \$112,931.00 | | | | \$112,931.00 |
| 4 | 4.3 | 4.3 Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$913,761.00 | | | | \$913,761.00 |
| 4 | 4.4 | 4.4 Foster and Homeless Youth Support Services | Foster Youth | \$236,234.00 | | | | \$236,234.00 |
| 4 | 4.5 | 4.5 Attendance | English Learners Foster Youth Low Income Students with Disabilities African American Hispanic | \$227,323.00 | | | | \$227,323.00 |
| 4 | 4.6 | 4.6 Site School Plans for Student Achievement (SPSA) Support | ✕English Learners ✕Foster Youth ✕Low Income Students with Disabilities African American Hispanic | \$169,946.00 | | | | \$169,946.00 |

2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$210,920,295 | \$15,380,307 | 7.29% | 0% | 7.29% | \$19,429,994 | 0.00% | 9.20% | Total: | \$19,429,994.00 |
| | | | | | | | | LEA-wide Total: | \$19,429,994.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|--|--|---|
| 1 | 1.1 | 1.1 Additional Teachers K-3 (Grade Span Adjustment) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Elementary | \$2,871,937.00 | |
| 1 | 1.2 | 1.2 Maintain Counseling Support Services K-12 | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,381,088.00 | |
| 1 | 1.3 | 1.3 Maintain Coordinators to Support Student Learning and Achievement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$787,298.00 | |
| 1 | 1.4 | 1.4 Maintain Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Avaxat Elementary 6-12 | \$1,982,043.00 | |
| 1 | 1.5 | 1.5 Support for Career Technical Education (CTE) pathways at all high schools. | Yes | LEA-wide | English Learners Foster Youth Low Income | Grades 6-12 | \$3,098,055.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|--|--|-------------|--|---|
| 1 | 1.6 | 1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB) | Yes | LEA-wide | English Learners Foster Youth Low Income | Grades 6-12 | \$152,071.00 | |
| 1 | 1.7 | 1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$326,564.00 | |
| 2 | 2.1 | 2.1 Elementary Intervention Teachers | Yes | LEA-wide | English Learners Foster Youth Low Income | Elementary | \$1,771,306.00 | |
| 2 | 2.2 | 2.2 Additional MS/HS Sections for Intervention/Acceleration | Yes | LEA-wide | English Learners Foster Youth Low Income | Grades 6-12 | \$878,157.00 | |
| 2 | 2.3 | 2.3 English Learning Program Support | Yes | Limited to Unduplicated Student Groups | English Learners | All Schools | \$1,235,375.00 | |
| 2 | 2.4 | 2.4 Extended Learning Opportunities and Intervention Programs and Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$246,200.00 | |
| 2 | 2.5 | 2.5 Site School Plans for Student Achievement (SPSA) Plans | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$640,238.00 | |
| 3 | 3.1 | 3.1 Instructional Coaching Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$82,918.00 | |
| 3 | 3.2 | 3.2 Maintain Fully Credentialed Teachers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$296,832.00 | |
| 3 | 3.3 | 3.3 Maintain Professional Development, Curriculum Development, and Collaboration | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$107,440.00 | |
| 3 | 3.4 | 3.4 Maintain Outsourced and Data Programs to Support Student Learning | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$364,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|--|--|-------------|--|---|
| | | and Teacher Professional Development | | | | | | |
| 3 | 3.5 | 3.4 Site School Plans for Student Achievement (SPSA) Plans | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$135,760.00 | |
| 4 | 4.1 | 4.1 Equitable Practices | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$412,517.00 | |
| 4 | 4.2 | 4.2 Educational Partner Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$112,931.00 | |
| 4 | 4.3 | 4.3 Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$913,761.00 | |
| 4 | 4.4 | 4.4 Foster and Homeless Youth Support Services | Yes | Limited to Unduplicated Student Groups | Foster Youth | All Schools | \$236,234.00 | |
| 4 | 4.5 | 4.5 Attendance | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$227,323.00 | |
| 4 | 4.6 | 4.6 Site School Plans for Student Achievement (SPSA) Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$169,946.00 | |

2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$21,012,542.00 | \$22,886,486.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.1 | 1.1 Additional Teachers K-3 (Grade Span Adjustment) | Yes | \$4,304,049.00 | \$5,277,796.00 |
| 1 | 1.2 | 1.2 Maintain Counseling Support Services K-12 | Yes | \$2,746,928.00 | \$2,853,374.00 |
| 1 | 1.3 | 1.3 Maintain Coordinators to Support Student Learning and Achievement | Yes | \$785,388.00 | \$655,395.00 |
| 1 | 1.4 | 1.4 Maintain Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools | Yes | \$1,818,248.00 | \$1,827,359.00 |
| 1 | 1.5 | 1.5 Support for Career Technical Education (CTE) pathways at all high schools. | Yes | \$2,935,922.00 | \$3,142,534.00 |
| 1 | 1.6 | 1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB) | Yes | \$217,695.00 | \$117,695.00 |
| 1 | 1.7 | 1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) | Yes | \$543,724.00 | \$379,771.00 |
| 2 | 2.1 | 2.1 Elementary Intervention Teachers | Yes | \$1,381,428.00 | \$1,484,411.00 |
| 2 | 2.2 | 2.2 Additional MS/HS Sections for Intervention/Acceleration | Yes | \$859,055.00 | \$909,598.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 2 | 2.3 | 2.3 English Learning Program Support | Yes | \$1,039,221.00 | \$1,198,445.00 |
| 2 | 2.4 | 2.4 Extended Learning Opportunities and Intervention Programs and Support | Yes | \$330,492.00 | \$1,049,485.00 |
| 2 | 2.5 | 2.5 Site School Plans for Student Achievement (SPSA) Plans | Yes | \$379,379.00 | \$521,617.00 |
| 3 | 3.1 | 3.1 Instructional Coaching Support | Yes | \$1,053,348.00 | \$801,099.00 |
| 3 | 3.2 | 3.2 Maintain Fully Credentialed Teachers | Yes | \$211,910.00 | \$211,865.00 |
| 3 | 3.3 | 3.3 Maintain Professional Development, Curriculum Development, and Collaboration | Yes | \$163,345.00 | \$113,345.00 |
| 3 | 3.4 | 3.4 Maintain Outsourced and Data Programs to Support Student Learning and Teacher Professional Development | Yes | \$321,902.00 | \$321,902.00 |
| 3 | 3.5 | 3.4 Site School Plans for Student Achievement (SPSA) Plans | Yes | \$152,796.00 | \$124,476.00 |
| 4 | 4.1 | 4.1 Equitable Practices | Yes | \$228,064.00 | \$234,006.00 |
| 4 | 4.2 | 4.2 Stakeholder Engagement | Yes | \$68,357.00 | \$68,357.00 |
| 4 | 4.3 | 4.3 Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS | Yes | \$929,983.00 | \$1,140,273.00 |
| 4 | 4.4 | 4.4 Foster and Homeless Youth Support Services | Yes | \$200,708.00 | \$189,172.00 |
| 4 | 4.5 | 4.5 Attendance | Yes | \$225,637.00 | \$116,946.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 4 | 4.6 | 4.6 Site School Plans for Student Achievement (SPSA) Support | Yes | \$114,963.00 | \$147,565.00 |

2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$15,186,213.00 | \$19,197,478.00 | \$17,391,973.00 | \$1,805,505.00 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.1 | 1.1 Additional Teachers K-3 (Grade Span Adjustment) | Yes | \$4,304,049.00 | \$2,505,510.00 | | |
| 1 | 1.2 | 1.2 Maintain Counseling Support Services K-12 | Yes | \$2,073,172.00 | \$2,152,440.00 | | |
| 1 | 1.3 | 1.3 Maintain Coordinators to Support Student Learning and Achievement | Yes | \$785,388.00 | \$655,395.00 | | |
| 1 | 1.4 | 1.4 Maintain Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools | Yes | \$1,818,248.00 | \$1,827,359.00 | | |
| 1 | 1.5 | 1.5 Support for Career Technical Education (CTE) pathways at all high schools. | Yes | \$2,853,552.00 | \$3,057,002.00 | | |
| 1 | 1.6 | 1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB) | Yes | \$217,695.00 | \$117,695.00 | | |
| 1 | 1.7 | 1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) | Yes | \$543,724.00 | \$379,771.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 2 | 2.1 | 2.1 Elementary Intervention Teachers | Yes | \$1,381,428.00 | \$1,484,411.00 | | |
| 2 | 2.2 | 2.2 Additional MS/HS Sections for Intervention/Acceleration | Yes | \$859,055.00 | \$909,598.00 | | |
| 2 | 2.3 | 2.3 English Learning Program Support | Yes | \$1,039,221.00 | \$1,198,445.00 | | |
| 2 | 2.4 | 2.4 Extended Learning Opportunities and Intervention Programs and Support | Yes | \$251,992.00 | \$251,992.00 | | |
| 2 | 2.5 | 2.5 Site School Plans for Student Achievement (SPSA) Plans | Yes | \$379,379.00 | \$521,617.00 | | |
| 3 | 3.1 | 3.1 Instructional Coaching Support | Yes | \$371,296.00 | \$172,125.00 | | |
| 3 | 3.2 | 3.2 Maintain Fully Credentialed Teachers | Yes | \$211,910.00 | \$211,865.00 | | |
| 3 | 3.3 | 3.3 Maintain Professional Development, Curriculum Development, and Collaboration | Yes | \$163,345.00 | \$113,345.00 | | |
| 3 | 3.4 | 3.4 Maintain Outsourced and Data Programs to Support Student Learning and Teacher Professional Development | Yes | \$321,902.00 | \$321,902.00 | | |
| 3 | 3.5 | 3.4 Site School Plans for Student Achievement (SPSA) Plans | Yes | \$152,796.00 | \$124,476.00 | | |
| 4 | 4.1 | 4.1 Equitable Practices | Yes | \$228,064.00 | \$234,005.58 | | |
| 4 | 4.2 | 4.2 Stakeholder Engagement | Yes | \$68,357.00 | \$68,357.00 | | |
| 4 | 4.3 | 4.3 Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS | Yes | \$631,597.00 | \$630,978.54 | | |
| 4 | 4.4 | 4.4 Foster and Homeless Youth Support Services | Yes | \$200,708.00 | \$189,172.41 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 4 | 4.5 | 4.5 Attendance | Yes | \$225,637.00 | \$116,946.47 | | |
| 4 | 4.6 | 4.6 Site School Plans for Student Achievement (SPSA) Support | Yes | \$114,963.00 | \$147,565.00 | | |

2021-22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$203,623,133.00 | \$15,186,213.00 | 0% | 7.46% | \$17,391,973.00 | 0.00% | 8.54% | \$0.00 | 0.00% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- 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.

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|--|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric. |

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

1. 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.
2. Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
3. Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
4. Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that

is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and

the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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