Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

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

Schools
11 TK-5 Elementary Schools
4 6-8 Middle Schools
3 Comprehensive High Schools
1 Alternative Education Campus
The district also offers adult community education, Adult-Transition, early childhood education, childcare, and a parent center.

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

Ethnic/Racial Distribution
American Indian or Alaska Native .31%
Asian 4.06%
Pacific Islander .58%
Filipino 3.34%
Hispanic or Latino 40.20%

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

Reflections: Successes

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

DISTRICT-WIDE

English Language Arts

Green

ENGLISH LANGUAGE ARTS (3-8 and 11)

The CDE categorizes MVUSD's performance on 3-8 and 11 English Language Arts Assessment as High, with the District's students scoring 28.3 points above Level 3 (i.e., Standard Met) with an increase of 9.4 points on the ELA component of the 2019 California Assessment of Student Performance and Progress (CAASPP). (Green)
The following American Indian student group declined but scored high.
MVUSD has no student groups scoring low (Orange) or very low (Red) on the ELA CAASPP.

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

- White student group score high (39.3 points above Level 3) on the English Language Arts Assessment with an increase of +10.4 points. (Green)
- Asian student group score very high (61.2 points above Level 3) on the English Language Arts Assessment with an increase of +10.6 points. (Blue)
- Filipino student group score very high (61.9 points above Level 3) on the English Language Arts Assessment with an increase of +10.7 points. (Blue)

Mathematics

Green

MATHEMATICS (3-8 and 11)

The CDE classifies MVUSD's performance on 3-8 and 11 Math Assessment as medium, with the District's students scoring 2.2 points below Level 3 (i.e., Standard Met) on the Math component of the 2019 California Assessment of Student Performance and Progress (CAASPP) with an increase of +8.2 points over the previous academic year. (Green)
MVUSD has no student groups scoring low (Orange) or very low (Red) on the Math CAASPP.

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

Graduation Rate

Blue

GRADUATION RATE (K-12)

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

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

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

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

College/Career

Yellow

COLLEGE/CAREER READINESS

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

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

- Students with Disabilities student group college/career readiness was low at 13.6% with an increase of 6%. (Yellow)
- English Learner student group college/career readiness was low at 25.7% with a significant increase of 4.4%. (Yellow)
- Homeless student group college/career readiness was medium at 4.04% with a significant increase of 11.5%. (Green)
- Hispanic student group college/career readiness was medium at 49.6% with an increase of 2.9%. (Green)
- Filipino student group college/career readiness was very high at 75.2% with a significant increase of 12.7%. (Blue)

Suspension Rate

Green

SUSPENSION RATE (K-12)

The CDE classifies the suspension rate at MVUSD during the 2018-19 academic year as low, (1.5% of students suspended). MVUSD maintained with a slight decrease of -0.2% overall suspension rate over the previous academic year. (Green)
The following student groups maintained, but the suspension rate was low: Hispanic (1.6%) and White (1.4%).
The Filipino student group maintained and very low at 0.8%.
MVUSD has no student groups with suspension rates high (Orange) or very high (Red).

- Suspension rate for Foster Youth was high at 5.7%, however this represents a significant decline of 2.4%. (Yellow)
- Suspension rate for Homeless Youth was medium at 3.3% with a decline of 1.2%. (Green)
- Suspension rate for Students with Disabilities was medium at 2.6% with a decline of 0.7%. (Green)
- Suspension rate for African American students was medium at 2.6% with a decline of 0.3%. (Green)
- Suspension rate for American Indian students was low at 2.2% with a decline of 1.8%. (Green)
- Suspension rate for Socioeconomically Disadvantaged students was low at 2.1% with a decline of 0.6%. (Green)
- Suspension rate for Two or More Race students was low at 1.7% with a decline of 0.5%. (Green)
- Suspension rate for Hispanic students was low at 1.6% but maintained with a slight decline of 0.2%. (Green)
- Suspension rate for White students was low at 1.4% but maintained with a slight decline of 0.1%. (Green)
- Suspension rate for Filipino students was very low at 0.8% but maintained with a slight increase of 0.2%. (Blue)
- Suspension rate for Asian students was very low at 0.5% with a decline of 0.4%. (Blue)

IMPACT OF PAST INCREASED OR IMPROVED SERVICES

The dashboard data indicates the positive impact of increased or improved services for Foster Youth, Homeless Youth, English Learners and Low-Income students. There has been an intentional focus on these students through the following:
- ELA and math instruction and intervention: There has been a continued focus on ELA and math intervention at all levels with an emphasis on supplementary intervention aligned to core curriculum. At the secondary level, there has been an increased focus on ELA and math instruction and assessment with the support of a Data, Standards, Learning and Instruction specialist at each secondary school.
- English Learner program and support: The reclassification criteria and process has been refined. There are additional supports for all English Learners at the secondary level that includes specific courses and bilingual aides. Elementary has continued to focus on the implementation of effective designated ELD time.
- Equity work: The district offered five-day equity institutes and an equity focused district-wide professional development day. As part of our equity work, the district is making intentional efforts to implement MTSS in the academic, behavioral, and social-emotional realms. Staff are providing workshops in PBIS and restorative practices. In addition, the district has hired four mental health professionals to serve our secondary students to provide them with individual and small group counseling opportunities to enhance student learning and well-being.

- Stakeholder Engagement: There have been efforts to coordinate all stakeholder groups with the development of an umbrella advisory group called "Partnership for Thriving Students and Families (PTSF)". This group will coordinate parent engagement opportunities and events. Our African American Parent Advisory Council (AAPAC) and Latino Parent Advisory Council (LPAC) have expanded efforts to engage parents in meaningful ways including parent leadership.
- Career Technical Education: There continues to be a focus on career technical education and the college/career indicator to ensure all students are prepared for their next steps. The district has implemented a new fire science pathway and expanded computer science at the high schools while investigating opportunities for elementary and middle school.

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

As these key focus areas have been highly successful, the district plans to continue to focus in these areas and build upon these successes. Additionally, as we prepare to return to full-time in-person instruction, we know that learning acceleration, addressing social emotional well-being, and equity will need to be areas for intentional focus.

Reflections: Identified Need

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

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

Chronic Absenteeism

Yellow

CHRONIC ABSENTEEISM (K-8)
The CDE classifies the chronic absenteeism rate at MVUSD during the 2018-19 academic year as medium, (8.7% of students chronically absent). MVUSD maintained but had a slight increase of 0.3% in chronic absenteeism rate over the previous academic year. (Yellow)
There is one student group, American Indian, very high (Red) with a chronic absenteeism rate of 22.6%.

- American Indian chronic absenteeism was very high at 22.6% with a significant increase of 11%. (Red)
- Students with Disabilities chronic absenteeism was high at 15% with an increase of 0.8%. (Orange)
- Pacific Islander chronic absenteeism was high at 14.5%, but an increase of 6.6% (Orange)
- Socioeconomically Disadvantaged students' chronic absenteeism was high at 12.1% but maintained with a slight increase of 0.3%. (Orange)

- Two or More Race students' chronic absenteeism was medium at 9.4% with an increase of 0.6%. (Orange)
- English Learner students' chronic absenteeism was medium at 9% with an increase 0.5%. (Orange)
- White students' chronic absenteeism was medium at 8.3% with an increase of 0.6%. (Orange)
- Filipino students' chronic absenteeism was medium at 5.7% with an increase of 0.7%. (Orange)

College/Career

Yellow

COLLEGE/CAREER INDICATOR

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

- Students with Disabilities college/career rate was low at 13.6% with an increase of 6%. (Yellow)
- English Learner students' college/career rate was low at 25.7% with an increase of 4.4%. (Yellow)
- Homeless Youth college/career rate was medium at 40.4% with an increase of 11.5%. (Green)
- Socioeconomically Disadvantaged students' college/career rate was medium at 44.8% but maintained with a slight decline of 1.1%. (Yellow)
- African American students' college/career rate was medium at 48% but maintained with a slight increase of 0.4%. (Yellow)
- Hispanic students' college/career rate was medium at 49.6% with an increase of 2.9%. (Green)
- Two or More Race students' college/career rate was high at 57.3% with a decline of 5.2%. (Yellow)
- Asian students' college/career rate was high at 64.9% with a decline of 9.6%. (Yellow)
- Filipino students' college/career rate was very high at 75.2% with a decline of 12.7%. (Yellow)

Mathematics

Green

MATHEMATICS (3-8 and 11)

The CDE classifies MVUSD's performance on 3-8 and 11 Math Assessment as medium, with the District's students scoring 2.2 points below Level 3 (i.e., Standard Met) on the Math component of the 2019 California Assessment of Student Performance and Progress (CAASPP) with an increase of +8.2 points over the previous academic year. (Green)
Even though there was growth in mathematics, there needs to be a continued focus on mathematics due to the performance of the student

groups and their distance from meeting standard as noted below.

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

Graduation Rate

Blue

GRADUATION RATE (K-12)
The CDE classifies MVUSD's graduation rate as very high at a rate of 96.9% maintaining with a slight decline -0.6% from the previous year. (Blue) MVUSD has no student groups with graduation rates low (Orange) or very low (Red).
- Asian student group graduation rate was high at 94.6% but declined 3.4%. (Yellow)

ESSA ATSI: WARM SPRINGS MIDDLE SCHOOL
STUDENTS WITH DISABILITIES (SWD)
- SWD performance on the ELA assessment is very low at 76.2 points below level 3 with an increase of 22.4 points. (Orange)
- SWD performance on the Math assessment is very low at 138.2 points below level 3 with a decline of 5.7 points. (Red)
- SWD suspension rate is high at 9% with an increase of 0.8%. (Orange)
- SWD chronic absenteeism rate is high at 16.9% but maintained with no change. (Orange)

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

WARM SPRINGS MIDDLE SCHOOL STUDENTS WITH DISABILITIES:

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

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

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

LCAP Highlights

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

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

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

Goal 2: Prevention, Intervention, Acceleration
- Elementary Intervention Teachers

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

Goal 3: Professional Development
- Instructional Coaching Support
- Maintain Fully Credentialed Teachers
- Professional Development, Curriculum Development, and Collaboration
- Outsourced and Data Programs to Support Student Learning and Professional Development
- Site SPSA Goal 2 Plans that Address Professional Development

Goal 4: Equity, Engagement, School Culture, and Climate
- Equity and Equitable Practices
- Stakeholder Engagement
- Mental Health/Social Emotional Well Being and MTSS/Restorative Practices/PBIS
- Foster and Homeless Youth Support Services
- Attendance
- Site SPSA Goal 2 Plans that Address Engagement, Culture, and Climate

Comprehensive Support and Improvement

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

Schools Identified

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

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

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

Support for Identified Schools

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

WARM SPRINGS MIDDLE SCHOOL STUDENTS WITH DISABILITIES:

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

year, the special education staff in partnership with the Warm Springs Middle School staff will utilize the differentiated assistance process to analyze current supports and improve services for our special education students.

Monitoring and Evaluating Effectiveness

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

WARM SPRINGS MIDDLE SCHOOL STUDENTS WITH DISABILITIES:

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

Stakeholder Engagement

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

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

A summary of the feedback provided by specific stakeholder groups.

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

The Latino Parent Advisory Council (LPAC) provided the following feedback:
- Supported actions/services:
- Maintaining smaller class sizes K-3
- Counseling services at all levels
- Maintaining the AVID program
- Maintaining the CTE programs and pathways
- Maintaining supports for all areas in Goals 2, 3, and 4
- Recommended actions/services:
- Additional counselors at the high school level to ensure monitoring of failing students
- Expand AVID Elementary Program to other elementary schools
- Advertise middle school CTE programs and promote all CTE programs that are offered at all of the high schools
- Provide English Learners with homework club before and after school*
- Provide communication and information about all available intervention programs to all parents
- Provide support for teachers who do not have adequate student progress in their classrooms
- Evaluate training offerings for teachers
- Provide training for teachers and instructional assistants to use with beginning and intermediate English Learners
- Provide more culturally responsive training for staff
- Provide parent liaisons at each school site or school level to facilitate parent communications
- Provide a designated staff member at the district to handle all Spanish speaking parent communications

The African American Parent Advisory Council (AAPAC) provided the following feedback:

- Supported actions/services:
- Maintaining smaller class sizes K-3
- Counseling services at all levels especially with social emotional lessons and services provided for virtual classes
- Site SPSA funds to address specific site needs
- Maintaining elementary intervention teachers
- Extended learning opportunities beyond intervention so students can accelerate and enrich their learning
- Additional sections for middle and high schools for intervention and acceleration
- Number of sections at the middle school level to support the AVID program
- Maintaining instructional coaching support that included modeling instruction in the classroom
- Maintaining outsourced data programs to support authentic data and information for all stakeholders
- Continued training on equitable practices
- Continued stakeholder engagement
- Recommended actions/services:
- Additional mental health supports at the middle schools
- Additional tutors to support student learning
- More information on coordinators and their duties related to support student learning
- Additional time and funds to provide hands-on support of student learning
- Additional sections to support AVID at the middle schools
- Additional funds to support STEAM related programs such as drama, dance, choir, etc.
- Site SPSA funds allocated for STEAM programs that include involvement from outside organizations
- Parent education related to college and career readiness
- Offer after school and Saturday tutoring programs
- Support and collaboration with SEED and other after school programs to provide tutoring services
- Classified training to support student learning in academics and SEL
- Training opportunities for teachers and families with time for processing of information
- Professional development provided by experts in the classroom
- Offer a parent resource position such as and equity or community liaison
- Middle and high school social emotional learning curriculum
- Equity training that is longer to be able to go into greater depth
- Data on hiring statistics and transparent practices that includes a dedicated team for recruitment of teachers
- Expand equity professional development opportunities
- District actionable equity plan

The District English Learner Advisory Council (DELAC) provided the following feedback:

- Supported actions/services:
- Maintaining supports for all areas in Goals 1, 2, 3, and 4
- Counselors at all levels to provide social and emotional support for students
- Maintaining smaller class sizes K-3

- Maintaining elementary intervention teachers
- Providing intervention and tutoring programs
- Maintaining training for all teachers to support their students academically
- Appreciate the opportunity to provide feedback and input so they have a voice
- Support for Goal 4 actions and services, but want to see the results and action from Goal 4
- Recommended actions/services:
- Increase the number of support staff at each of the sites (counselors, bilingual aides, instructional aides)
- Increase the hours for bilingual aides to provide direct support for students
- Additional in-person and one-on-one tutoring services in their native language
- Provide additional extracurricular activities and classroom-based offered at each site and each school and grade level especially at the lower grades
- Provide training for all teachers to support their students social emotionally especially as we transition back to school full-time
- Provide high quality training for teachers and that there is accountability for the training and implementation
- Offer training to increase collaboration among teachers, students, counselor and instructional aides
- Inclusive of all cultures/races/needs that promote interaction among the various groups including school-wide events
- Increase the amount of information sent home in different languages as well as informational sessions offered in a variety of formats and languages
- Provide high school students and parents with more communication in native language and more detailed informational sessions regarding college application, process, admission, registration, financial aid, and other post-secondary options
- Directory of staff names and contact information that can share information and communicate with families in their native language
- Offer technology workshops for parents to learn how to use the different systems

The Special Education Parent Advisory Council (SEPAC) provided the following feedback:
- Supported actions/services:
- Maintaining smaller class sizes K-3
- Extended learning opportunities beyond ESY for all special education students and for credit recovery at the high school
- Recommended actions/services:
- Focus on closing the achievement gap especially for our SDC students
- Provide counseling services and ability for special education students to get involved in a variety of programs including ASB, clubs, etc.
- Provide AVID strategies for all students especially for our special education students
- Provide a virtual option for ESY
- Provide professional development for instructional aides so there is more alignment of knowledge and abilities
- Provide training for special education instructional aide substitutes
- Provide inclusion training for regular education teachers as well as time for them to collaborate with special education teachers
- Provide smaller class sizes and instructional aides to support inclusion for special education students
- Increase racial diversity in certificated and classified staff and more male instructional aides
- Include parent voice in professional development and IEP training
- Incorporate at least 2 parent listening panels for staff to hear parent feedback
- Provide social emotional, mental health, and behavioral supports for students

- Provide engagement activities to help students reacclimate back to in-person and full days of school
- Provide social-emotional connections with teachers to ensure the well-being of students
- Provide opportunities for students to engage and socialize with each other
- Provide beginning of the 21-22 school year activities for students to re-engage, reacclimate, and connect with other students, their teachers, and school staff

The Career Technical Education (CTE) Advisory provided the following feedback:
- Supported actions/services:
- Summer learning programs
- Access to additional digital resources
- Additional counseling and social workers
- Increased focus on equity
- Strong and positive culture and listens to the community
- Recommended actions/services:
- Use of group learning experiences to re-socialize students
- Provide for students' social emotional needs
- Provide behavioral health training and services
- Continue to provide an open dialogue with the community

The Partnership for Thriving Students and Families (PTSF) group provided the following feedback:
- Supported actions/services:
- Provide in school and outside of school tutoring services
- Instructional coaching support, but include modeling in the teachers' classroom
- Include culturally responsive teaching in professional development
- Recruitment and retention of diverse staff, but want to see evidence of intentional efforts
- SEL with that is embedded and encouraged through healthy participation in schools through extracurricular and co-curricular activities
- STEM/STEAM integrated into curriculum to improve engagement
- Recommended actions/services:
- Number and duties of coordinators to include more direct contact with school sites
- Smaller class sizes for full-time learning because parents are thinking classes will be similar to hybrid sizes
- Additional staff on school sites to assist with student needs
- Provide tutoring outside the school day
- Provide transportation for students who attend outside of the school day tutoring
- Provide virtual tutoring outside the school day
- Provide regular progress monitoring for students
- Academic guidelines for teachers, students, and families so they are fully aware of academic expectations and more communication regarding student progress
- Provide secondary intervention teachers
- Provide a student center where students can come for assistance and staff can advocate for their needs

- Provide professional development for instructional aides especially in core subject areas
- Implement tool for monitoring effectiveness of professional development
- Provide release time for teachers to do learning walks and observe other teachers
- Provide continuity and a focus for professional development to include implementation and progress monitoring
- Provide site level parent liaisons
- Provide extra-curricular and enrichment activities to increase engagement at the elementary and middle schools
- Provide more consistency across schools with extra-curricular and enrichment activities to ensure equitable access
- Support and collaboration with SEED and other after school programs to provide tutoring services
- Stakeholder survey is too long

The LCAP Student Advisory Groups provided the following feedback:
- Supported actions/services:
- AVID and CTE should be a priority
- Counseling support services
- Smaller class sizes K-3
- Provide office hours/tutoring during the school day to benefit students
- Students do not use the services being offered such as online tutoring
- Teacher professional development to include adapting to the different makeup of students in classes
- Teachers getting to know their students and how they learn
- Continue to use online and hands-on programs to increase student engagement such as Kahoot, math games, etc.
- Social emotional learning to support the transition back to school is stressful
- Recommended actions/services:
- Change wording to career/college because too much emphasis on the 4-year university
- Provide more help for students with ADD
- Provide more engaging activities to encourage student participation
- Provide more athletic teams
- Provide more mental health therapy and support options
- Provide drug recovery programs as part of the school day
- Provide tutoring during the school day to include peer tutoring since not all students will have access outside the day
- Provide time for teachers to help students during and outside the school day
- Provide additional intervention classes for all subject areas
- Counselors need to be more engaged and accessible to students so they feel comfortable asking for assistance
- Provide a designated space on campus where students can go for help and connect with peers and teachers/staff
- Provide an extra period at the secondary schools for intervention
- Provide small group instruction to access additional help during class time
- Provide mental health (signs, symptoms, and support) PD for staff
- Provide PD in updated instructional practices to actively engage students in learning (not just notes and lectures)
- Provide PD and updated history/social science curriculum to include POC and true history
- Hire a more diverse staff to reflect the student population
- Effectively address racial inequities, discrimination, and bullying by all staff (teacher, classified, and administration)

- Continue to provide online assignments and use of Canvas
- Provide greater supports and visibility of supports for LGBTQ+ students
- Teachers provide greater consistency of check-ins with students
- Teachers implement restorative circles and other practices to build trust and relationships between and with students
- Teachers need to be empathetic and build genuine/caring relationships with their students especially at the high school, so students feel like a number
- Provide engagement activities to build relationships and provide for students' needs to ease students' anxiety as they transition back to full-time school because of the isolation for over a year
- Review dress code especially for female students
- Provide more field trips for students
- Provide services for Foster Youth so they build connections with the school and staff
- Supports for students because they are overwhelmed with virtual learning, assignments, and feel like they are not learning
- Provide mental health supports for students at school because it may not be addressed in the home
- Provide a greater diversity in elective course offerings such as business and stocks, sports, and cultural learning

The CSEA LCAP Advisory Group provided the following feedback:
- Supported actions/services:
- Counseling services for students
- Additional supports provided by the coordinators
- Elementary intervention teachers
- Professional development opportunities for classified staff
- Social emotional well-being and mental health supports
- Equity training for all staff
- Recommended actions/services:
- Provide additional aides or additional hours for aides to support students and their learning

The LCAP Advisory Group (included the MEA LCAP Advisory Group) provided the following feedback:
- Supported actions/services:
- Site SPSA allocations to provide flexibility for sites to address their specific needs
- Counseling supports at the elementary level
- Maintaining K-3 class sizes
- Continued support of CTE and AVID
- Interventions and credit recovery options with the option to include more to meet student needs
- Elementary intervention teachers with the option to include more to meet student needs
- Induction is a really good program and does a great job in supporting new teachers
- Recommended actions/services:
- Adjusted math curriculum development and PD for the 21-22 school year
- Support for activities, athletics, and arts programs for the 21-22 school year
- An intervention period during the day to provide course supports for LCAP and other students
- A class to support LCAP students who are challenging themselves by taking AP, IB, or DE/CE courses

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

Goal 1: Student Learning and Achievement
- Implement AVID strategies at all schools
- Counseling more accessible to students
- Student centers at each secondary school to provide students access to assistance when needed
- Promotion of CTE pathways and further expansion at the middle school
- Clarifying coordinator duties and increased visibility at sites
- Implement regular progress monitoring of students with family communication
- Increased inclusion of special education students in regular education classes

Goal 2: Prevention, Intervention, Acceleration
- EL before/after school homework club
- Before/after school and Saturday tutoring for all students including in-person, virtual, during after school care, and in native languages
- Tutoring time provided during the school day at the secondary level
- Transportation for before/after school and Saturday tutoring
- Increased support staff for elementary and secondary intervention (teachers and instructional aides)
- Increased secondary sections to provide AVID, intervention, credit recovery, and support for advanced coursework
- Increased secondary bilingual aide hours
- Provide consistent communication regarding intervention opportunities

Goal 3: Professional Development
- Increased training for teachers, classified staff, substitutes, and families
- Ensure professional development has a focus, is consistent and includes systems for reflection, evaluation, and follow-up
- Include training on inclusion, culturally responsive teaching, equity, and social emotional learning
- Include training on effective and engaging instructional practices to promote student/staff relationships
- Provide training on instructional practices for English learners
- Include training for classified staff on academic curriculum and instructional practices
- Use in-class modeling and learning walks to enhance training

Goal 4: Equity, Engagement, School Culture, and Climate
- Provide engaging activities at the beginning of the school year to reacclimate students to promote connections and relationships
- Provide inclusion and supports for all student groups including LGBTQ+, Foster Youth, and Students with Disabilities
- Provide communication and informational sessions in a variety of languages
- Provide parent workshops for career/college, technology, social emotional, mental health, and feedback sessions

- Increased consistency of extra-curricular activities at the elementary level
- Increased extra-curricular activities at the middle school to include athletics and the arts
- Hiring and recruitment of diverse staff as well as sharing current district statistics with stakeholders
- Increase social emotional learning at all school levels
- Development of an actionable district equity plan

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Additional Teachers K-3 (Grade Span Adjustment) Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation Grade 1ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation	1.1 Additional Teachers K-3 (Grade Span Adjustment) Grade K ESGI 64% met or exceeded expectation Grade 1 ESGI 64% met or exceeded expectation Grade 2 iReady • ELA 50% • Math 34% Grade 3 iReady • ELA 66% • Math 32%				1.1 Additional Teachers K-3 (Grade Span Adjsment) Grade K ESGI 70% meeting expectation Grade 1 ESGI 70% meeting expectation Grade 2 iReady • ELA 56% • Math 40% Grade 3 iReady • ELA 72% • Math 38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 2 iReady Increase ELA and math proficiency by 6% (December results) Grade 3 iReady Increase ELA and math proficiency by 6% (December results) Increase Grade 3 CAASPP scale score by 3 points in ELA and math district-wide and 6 points for student groups below the district level. Increase Grade 3 CAASPP scale score by 3 points in ELA and math at the elementary schools.	Grade 3 CAASPP ELA rate Scale Score (Distance From Met) - District 24.8 - SED 2.3 - EL -27.9 - FY NA - AA -21 - Hispanic 12.3 - Am Indian NA - SWD -35.3 - Multi-Race 36.9 - AMES 28.7 - AHES 39 - AES 26.5 - BES 32.8 - CCES 45.2 - EHCES -2.4 - LJMES 17.9 - MVES 12.2 - MES 30.5 - RRES 18.7 - TES 12.1				Grade 3 CAASPP ELA rate Scale Score (Distance From Met) - District 27.8 - SED 8.3 - EL -21.9 - FY NA - AA -15 - Hispanic 18.3 - Am Indian NA - SWD -29.3 - Multi-Race 39.9 - AMES 31.7 - AHES 42 - AES 29.5 - BES 35.8 - CCES 48.2 - EHCES 1.4 - LJMES 20.9 - MVES 15.2 - MES 33.5 - RRES 21.7 - TES 15.1
Baseline is Spring 2019 Data	Grade 3 CAASPP math rate Scale Score (Distance from Met) - District 19.1 - SED -3.7 - EL -24.1 - FY NA - AA -21.3				Grade 3 CAASPP math rate Scale Score (Distance from Met) - District 22.1 - SED 3.7 - EL -18.1 - FY NA - AA -18.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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				• 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 Elementary School Panorama Survey (2020-21) Increase the Panorama Survey metrics 70%+ favorable responses by 3% Increase the Panorama Survey metrics between 50% and 70% favorable responses by 6%	1.2 Counseling Support Services K-12 Elementary School Panorama Survey Grades 3-5 Academic Needs: • 70% of students responded favorably regarding getting the needed help with schoolwork • 63% of students responded				1.2 Counseling Support Services K-12 Elementary School Panorama Survey Grades 3-5 Academic Needs: • 73% of students responded favorably regarding getting the needed help with schoolwork • 69% of students responded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the Panorama Survey metrics below 50% favorable responses by 10% Increase Elementary Attendance Rates by .3% Decrease Elementary Chronic Absenteeism Rates by .3% Middle School Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 3% district-wide and at the middle schools. Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 6% for the student groups below the district-wide percentage Maintain District Middle School Dropout Rate High School	favorably regarding their confidence in doing well in school right now Student Engagement: • 54% of students responded favorably regarding trying hard on schoolwork • 55% of students responded favorably regarding staying focused on schoolwork Student Relationships: • 49% of students responded favorably regarding the connections with adults at their school • 38% responded				favorably regarding their confidence in doing well in school right now Student Engagement: • 60% of students responded favorably regarding trying hard on schoolwork • 61% of students responded favorably regarding staying focused on schoolwork Student Relationships: • 59% of students responded favorably regarding the connections with adults at their school • 48% responded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy 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 Increase A-G + CTE Rate by 6% Increase EAP ELA and Math Rates district-wide and at the comprehensive high schools by 3% Increase EAP ELA and Math Rates by	favorably regarding the connections with other students at school Elementary Attendance Rates (First Semester 2019) • AMES 96.63% • AHES 96.11% • AES 95.61% • BES 96.51% • CCES 96.41% • EHCES 96.07% • LJMES 96.85% • MVES 96.53% • MES 96.13% • RRES 95.95% • TES 96.67% Elementary Attendance Rates (First Semester 2019) • Preschool 93.7% • TK 95.0% • K 95.3% • 1st 95.9%				favorably regarding the connections with other students at school Elementary Attendance Rates (First Semester) • AMES 96.93% • AHES 96.41% • AES 95.91% • BES 96.81% • CCES 96.71% • EHCES 96.37% • LJMES 97.15% • MVES 96.83% • MES 96.43% • RRES 96.25% • TES 96.97% Elementary Attendance Rates (First Semester) • Preschool 94.0% • TK 95.3% • K 95.6% • 1st 96.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6% for the student groups below the district-wide percentage and 3% for the student groups at or above the district-wide percentage 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 Maintain District High School Dropout Rate Decrease District High School Dropout Rate by .3% for the following student groups: SED, EL, FY, SWD	• 2nd 96.1% • 3rd 96.3% • 4th 96.3% • 5th 96.5% Elementary Chronic Absenteeism Rates (First Semester 2019) • AMES 8.43% • AHES 9.95% • AES 13.71% • BES 9.13% • CCES 9.18% • EHCES 11.4% • LJMES 7.53% • MVES 8.67% • MES 11.0% • RRES 11.46% • TES 7.08% Middle School High School Readiness (2020 baseline) • District 48.8% • SED NA • EL 2.0% • FY NA • AA 31.6% • Hispanic 40.8% • Am Indian NA • SWD 7.1%				• 2nd 96.4% • 3rd 96.6% • 4th 96.6% • 5th 96.8% Elementary Chronic Absenteeism Rates (First Semester) • AMES 8.13% • AHES 9.65% • AES 13.41% • BES 8.83% • CCES 8.88% • EHCES 11.1% • LJMES 7.23% • MVES 8.37% • MES 10.7% • RRES 11.16% • TES 6.78% Middle School High School Readiness • District 51.8% • SED NA • EL 8.0% • FY NA • AA 37.6% • Hispanic 46.8% • Am Indian NA • SWD 13.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Multi-Race 56.0% - DMMS 57.1% - SMS 44.4% - TMS 44.5% - WSMS 50.2% Dropout Rate (2019-20) - District 0.0% High School Cohort Graduation Rate - 4 year (2020) - District 96.9% - SED 95.5% - EL 90.1% - FY 84.6% - AA 97.5% - Hispanic 95.2% - Am Indian NA - SWD 85.2% - Multi-Race 98.6% - MMHS 97.6% - MVHS 98.0% - VMHS 97.8% - MCA 81.3% A-G rate (2020) - District 65.1% - SED 53.7% - EL 37.0% - FY NA - AA 53.8%				- Multi-Race 59.0% - DMMS 60.1% - SMS 47.4% - TMS 47.5% - WSMS 53.2% Dropout Rate - District 0.0% High School Cohort Graduation Rate - 4 year - 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% A-G rate - District 68.1% - SED 59.7% - EL 43.0% - FY NA - AA 59.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Hispanic 60.6% - Am Indian NA - SWD 14.3% - Multi-Race 68.8% - MMHS 63.3% - MVHS 65.8% - VMHS 72.6% - MCA 7.7% A-G + CTE Completer rate (2020) - District 6.5% (125/1911) - MMHS 3.6% (20/561) - MVHS 4.0% (22/546) - VMHS 10.3% (83/804) EAP ELA rate (2019) - District 71.9% - SED 63.5% - EL 25.53% - FY NA - AA 59.09% - Hispanic 65.6% - Am Indian NA - SWD 22.48% - Multi-Race 80.0% - MMHS 71.68%				- Hispanic 66.6% - Am Indian NA - SWD 20.3% - Multi-Race 71.8% - MMHS 66.3% - MVHS 68.8% - VMHS 75.6% - MCA 13.7% A-G + CTE Completer rate - District 12.5% - MMHS 9.6% - MVHS 10.0% - VMHS 16.3% EAP ELA rate - District 74.9% - SED 69.5% - EL 31.53% - FY NA - AA 65.09% - Hispanic 71.6% - Am Indian NA - SWD 28.48% - Multi-Race 83.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- MVHS 73.58% - VMHS 74.26% - MCA 44.32% EAP Math rate (2019) - District 44.31% - SED 35.9% - EL 4.16% - FY NA - AA 29.36% - Hispanic 36.81% - Am Indian NA - SWD 4.61% - Multi-Race 56.42% - MMHS 38.41% - MVHS 45.94% - VMHS 50.86% - MCA 11.25% CCI rate (2020) - District 60.1% - SED 51.2% - EL 27.8% - FY NA - AA 43.8% - Hispanic 53.5% - Am Indian NA - SWD 12.2%				- MMHS 74.68% - MVHS 76.58% - VMHS 77.26% - MCA 47.32% EAP Math rate - District 47.31% - SED 41.9% - EL 10.16% - FY NA - AA 35.36% - Hispanic 42.81% - Am Indian NA - SWD 10.61% - Multi-Race 59.42% - MMHS 41.41% - MVHS 48.94% - VMHS 53.86% - MCA 14.25% CCI rate - District 63.1% - SED 57.2% - EL 33.8% - FY NA - AA 49.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Multi-Race 70.2% • MMHS 55.7% • MVHS 62.8% • VMHS 68.9% • MCA 8.8% Dropout Rate (2019-20) • District 0.7% • SED 1.3% • EL 2.9% • FY 16.7% • AA 0.0% • Hispanic 1.0% • Am Indian NA • SWD 2.8% • Multi-Race .91%				• Hispanic 59.5% • Am Indian NA • SWD 18.2% • Multi-Race 73.2% • MMHS 58.7% • MVHS 65.8% • VMHS 71.9% • MCA 14.8% Dropout Rate • District 0.7% • SED 1.0% • EL 2.6% • FY 16.4% • AA 0.0% • Hispanic 1.0% • Am Indian NA • SWD 2.5% • Multi-Race .91%
1.3 Coordinators to Support Student Learning and Achievement Elementary Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide	1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST Scale Score (Distance from met) ELA • 3rd 24.8 • 4th 24.4 • 5th 21.4				1.3 Coordinators to Support Student Learning and Achievement Elementary School CAASPP/CAST Scale Score (Distance from met) ELA • 3rd 27.8 • 4th 27.4 • 5th 24.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Secondary/Counseling Middle School Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 3% district-wide and at the middle schools. Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 6% for the student groups below the district-wide percentage Maintain District Middle School Dropout Rate High School Maintain High School Graduation Rate district-wide Increase High School Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy	Math • 3rd 19.1 • 4th 16.3 • 5th 0.8 Science • 5th -6.1 • 8th -9.5 • HS -8.8 Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12 High School Refer to High School Metrics in 1.2 Counseling Support Services K-12				Math • 3rd 22.1 • 4th 19.3 • 5th 3.8 Science • 5th -3.1 • 8th -6.5 • HS -5.8 Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12 High School Refer to High School Metrics in 1.2 Counseling Support Services K-12

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.4 Support for Advancement Via Individual Determination (AVID) and AVID strategies at Avaxat Elementary and all Secondary Schools Avaxat Elementary Increase Grade 3 CAASPP scale score by 3 points in ELA and math Increase grade level attendance rates by .3% Secondary Schools Increase AVID Demo School (MMHS & WSMS) participation to 20% district-wide and by 1% for the student groups below the district-wide percentage (2020-21 Data) Increase AVID non-Demo School (All Other Secondary Schools) participation by 1% district-wide and for the student	1.4 AVID Avaxat Elementary School CAASPP Data (Distance From Met) Grade 3 CAASPP ELA rate • AES 26.5 Grade 3 CAASPP math rate • AES 9.1 Grade 4 CAASPP ELA rate • AES 7.5 Grade 4 CAASPP math rate • AES -21.5 Grade 5 CAASPP ELA rate • AES 7.5 Grade 5 CAASPP math rate • AES -30.2 Avaxat Elementary School Attendance Rates Kindergarten: 97% 1st Grade: 97% 2nd Grade: 97.3% 3rd Grade: 97.5% 4th Grade: 97.5% 5th Grade: 97.9% Secondary AVID Demo School				1.4 AVID Avaxat Elementary School CAASPP Data (Distance From Met) Grade 3 CAASPP ELA rate • AES 29.5 Grade 3 CAASPP math rate • AES 12.1 Grade 4 CAASPP ELA rate • AES 10.5 Grade 4 CAASPP math rate • AES -18.5 Grade 5 CAASPP ELA rate • AES 10.5 Grade 5 CAASPP math rate • AES -27.2 Avaxat Elementary 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% Secondary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
groups (2020-21 Data) Increase the percentage of AVID students with a 2.5+ GPA by 3% if the percentage is below 80% (1st Semester 2020-21) Maintain the percentage of AVID students with a 2.5+ GPA if the percentage is 80% or more (1st Semester 2020-21) Increase Middle School Retention Rates district-wide by 3%, SMS and WSMS by 6%, and DMMS and TMS by 3% (2019-20 data) Increase High School Readiness (Pass all core classes and 3.0+ GPA) by 6% for the district and all schools Increase High School Retention Rates district-wide to 70%, MMHS by 6%, and	participation was 19.1% • District 19.1% • SED 28.5% • EL 8.5% • FY 7.8% • AA 11.3% • Hispanic 13.9% • Am Indian 13.7% • Multi-Race 9.9% AVID non-Demo School participation was 9.4% • 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% Percentage of Students with GPA 2.5+ • DMMS 89% (113/127) • SMS 64% (50/83)				AVID Demo School participation • District 20% • SED 28.5% • EL 9.5% • FY 8.8% • AA 12.3% • Hispanic 14.9% • Am Indian 14.7% • Multi-Race 10.9% AVID non-Demo participation • 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% Percentage of Students with GPA 2.5+ • DMMS 89% • SMS 67% • TMS 51% • WSMS 75% • MMHS 66.5% • MVHS 69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MVHS to 75% (2019-20 data) Increase High School Advanced Coursework Rates by 3% district-wide and MMHS by 6% (2019-20 data)	• TMS 48% (55/114) • WSMS 72% (120/166) • MMHS 63.5% (298/469) • MVHS 66% (149/225) • VMHS 75% (307/411) Middle School Retention Rates Cohort 8th Grade Class of 2020 • District 67.2% (130/204) • DMMS 86.8% (46/53 2 yr) • SMS 52.8% (28/53 2 yr) • TMS 85.2% (23/27 2 yr) • WSMS 56.3% (40/71 3 yr) Middle School High School Readiness (2020 baseline) • District 56.2% (77/137) • DMMS 60.9% (28/46) • SMS 42.9% (12/28)				• VMHS 78% Middle School Retention Rates Cohort 8th Grade Class of 2020 • District 70.2% • DMMS 89.8% • SMS 58.8% • TMS 88.2% • WSMS 62.3% Middle School High School Readiness • District 62.2% • DMMS 66.9% • SMS 48.9% • TMS 62.5% • WSMS 66.0% High School Retention Rates Cohort Class of 2020 (9-12) • District 70.0% • MMHS 64.7% • MVHS 75.0% • VMHS 75.0% High School Advanced Coursework Cohort Class of 2020 (9-12) • District 71.4% • MMHS 65.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• TMS 56.5% (13/23) • WSMS 60.0% (24/40) High School Retention Rates Cohort Class of 2020 (9-12) • District 68.0% (174/256) • MMHS 58.7% (64/109) • MVHS 74.4% (29/39) • VMHS 75.0% (81/108) High School Advanced Coursework Cohort Class of 2020 (9-12) • District 68.4% (119/174) • MMHS 59.4% (38/64) • MVHS 89.7% (26/29) • VMHS 67.9% (55/81)				• MVHS 89.7% • VMHS 70.9%
1.5 Support for Career Technical Education (CTE) pathways at all high	1.5 CTE Pathways CTE Participation				1.5 CTE Pathways CTE Participation • District 3300

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
schools. Include CTE coordinator Increase CTE Participation, Pathway Completion, Certifications and College Credits by approximately 10% (refer to actual numbers in desired outcome) Baseline is 2019-20 Data This data was impacted by school closures due to the COVID pandemic.	• District 3268 (2019-20 Data) CTE Pathway Completion • District 170 (2020 Cohort Graduation Data) CTE Certifications • District 80 (2019-20 Data) CTE College Credits • District 122 Students recommended for college credits (2019-20 Data) • District 97 Students awarded college credits (2019-20 Data) This data was impacted by school closures due to the				CTE Pathway Completion • District 187 CTE Certifications • District 90 CTE College Credits • District 134 Students recommended for college credits • District 107 Students awarded college credits

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	COVID pandemic.				
1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB) AP Course Enrollment Maintain AP Course Enrollment district-wide Increase AP Course Enrollment by 1% for student groups AP Exam Participation (College Board Info) Increase AP Exam Participation by 3% district-wide, high schools, and student groups AP Exam Participation based on Course Enrollment Increase AP Exam Participation based on Course Enrollment by 3% district-wide and high schools with the	1.6 College/Career Readiness Overall AP Course Enrollment rate was 29.98%. (Fall 2020) • SED was 24.93% • EL was 14.25% • FY was 4.25% • AA was 23.13% • Hispanic was 27.34% • Am Indian was 33.25% • SWD was 2.88% • Multi-Race was 26.09% AP Exam Participation (College Board Info) • District 19.9% • SED 24.0% • EL NA • FY NA • AA 4.2% • Hispanic 31.7% • Am Indian .005% • SWD NA				1.6 College/Career Readiness Overall AP enrollment rate was 29.98%. (Fall 2020) • 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% • SWD was 3.88% • Multi-Race was 27.09% AP Exam Participation (College Board Info) • District 22.9% • SED 27.0% • EL NA • FY NA • AA 7.2% • Hispanic 34.7% • Am Indian 3.005% • SWD NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exception of MMHS 6% IB Exam Participation Increase IB Exam Participation by 3% at MVHS IB Exams Passed with 4+ Maintain IB Exam Pass Rate at MVHS Baseline is Spring 2019 Data	• Multi-Race 9.8% • MMHS 16.8% • MVHS 19.2% • VMHS 22.5% AP Exam Participation based on Course Enrollment • District 81.2% • MMHS 70.7% • MVHS 84.3% • VMHS 87.4% IB Exam Participation based on Course Enrollment • MVHS 76.0% IB Exam Passed with 4+ • MVHS 82.0%				• Multi-Race 12.8% • MMHS 19.8% • MVHS 22.2% • VMHS 25.5% AP Exam Participation based on Course Enrollment • District 84.2% • MMHS 76.7% • MVHS 87.3% • VMHS 90.4% IB Exam Participation based on Course Enrollment • MVHS 79.0% IB Exam Passed with 4+ • MVHS 82.0%
1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Increase Grade Level CAASPP/CAST scale score by 3 points Based on Spring 2019 Data	1.7 Site SPSA Support Scale Score (Distance from met) ELA • 3rd 24.8 • 4th 24.4 • 5th 21.4 • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3				1.7 Site SPSA Support Scale Score (Distance from met) ELA • 3rd 27.8 • 4th 27.4 • 5th 24.4 • 6th 14.9 • 7th 30.1 • 8th 19.5 • 11th 57.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math • 3rd 19.1 • 4th 16.3 • 5th 0.8 • 6th -10.8 • 7th -5.3 • 8th -14.1 • 11th -22.7 Science • 5th -6.1 • 8th -9.5 • HS -8.8 Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12 High School Refer to High School Metrics in 1.2 Counseling Support Services K-12				Math • 3rd 22.1 • 4th 19.3 • 5th 3.8 • 6th -7.8 • 7th -2.3 • 8th -11.1 • 11th -19.7 Science • 5th -3.1 • 8th -6.5 • HS -5.8 Middle School Refer to Middle School Metrics in 1.2 Counseling Support Services K-12 High School Refer to High School Metrics in 1.2 Counseling Support Services K-12
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

Actions

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

Action #	Title	Description	Total Funds	Contributing
6	1.6 Promote College/Career Readiness and maintain support for Advanced Programs and Assessments (AP/IB)	Provide supplemental programs and supports to promote college/career readiness. Offer priority participation to students from unduplicated and targeted populations (Foster/Homeless, EL, LI, Hispanic, African American, and SWD).	$217,695.00	Yes
7	1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)	Maintain site LCFF allocations tied to School Plans for Student Achievement (SPSA) to provide student learning and academic achievement actions and services to meet the needs of school sites' unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). Specifically, WSMS will address ESSA ATSI for SWD.	$543,724.00	Yes

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Elementary Intervention Teachers Grade K ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation Grade 1ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation Grade 2 iReady Increase ELA and	2.1 Elementary Intervention Teachers Grade K ESGI 64% met or exceeded expectation Grade 1 ESGI 64% met or exceeded expectation Grade 2 iReady • ELA 50% • Math 34% Grade 3 iReady • ELA 66% • Math 32%				2.1 Elementary Intervention Teachers Grade K ESGI 70% meeting expectation Grade 1 ESGI 70% meeting expectation Grade 2 iReady • ELA 56% • Math 40% Grade 3 iReady • ELA 72% • Math 38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
math proficiency by 6% (December results) Grade 3 iReady Increase ELA and math proficiency by 6% (December results) Increase Grade 3 CAASPP scale score by 3 points in ELA and math district-wide and 6 points for student groups below the district level. Increase Grade 3 CAASPP scale score by 3 points in ELA and math at the elementary schools. Baseline is Spring 2019 Data	Grade 3 CAASPP ELA rate Scale Score (Distance From Met) • District 24.8 • SED 2.3 • EL -27.9 • FY NA • AA -21 • Hispanic 12.3 • Am Indian NA • SWD -35.3 • Multi-Race 36.9 • AMES 28.7 • AHES 39 • AES 26.5 • BES 32.8 • CCES 45.2 • EHCES -2.4 • LJMES 17.9 • MVES 12.2 • MES 30.5 • RRES 18.7 • TES 12.1 Grade 3 CAASPP math rate Scale Score (Distance from Met) • District 19.1 • SED -3.7 • EL -24.1 • FY NA • AA -21.3 • Hispanic 8.3				Grade 3 CAASPP ELA rate Scale Score (Distance From Met) • District 27.8 • SED 8.3 • EL -21.9 • FY NA • AA -15 • Hispanic 18.3 • Am Indian NA • SWD -29.3 • Multi-Race 39.9 • AMES 31.7 • AHES 42 • AES 29.5 • BES 35.8 • CCES 48.2 • EHCES 1.4 • LJMES 20.9 • MVES 15.2 • MES 33.5 • RRES 21.7 • TES 15.1 Grade 3 CAASPP math rate Scale Score (Distance from Met) • District 22.1 • SED 3.7 • EL -18.1 • FY NA • AA -18.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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 Grade 4 CAASPP ELA rate Scale Score (Distance from Met) • District 24.4 • SED 0.8 • EL -27.1 • FY NA • AA -0.5 • Hispanic 10.1 • 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				• 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 Grade 4 CAASPP ELA rate Scale Score (Distance from Met) • District 27.4 • SED 6.8 • EL -21.1 • FY NA • AA 2.5 • Hispanic 16.1 • 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• MES 20.3 • RRES 34.1 • TES 35.8 Grade 4 CAASPP math rate Scale Score (Distance from Met) • District 16.3 • SED -3.9 • EL -28.6 • FY NA • AA -14.0 • Hispanic 1.5 • Am Indian NA • SWD -46.2 • Multi-Race 40.8 • AMES 18.1 • AHES 33.3 • AES -21.5 • BES 6.6 • CCES 42.2 • EHCES 8.1 • LJMES 33.9 • MVES -21.3 • MES 13.5 • RRES 28.0 • TES 18.6 Grade 5 CAASPP ELA rate Scale Score (Distance from Met) • District 31.4 • SED 8.6				• MVES -21.7 • MES 23.3 • RRES 37.1 • TES 38.8 Grade 4 CAASPP math rate Scale Score (Distance from Met) • District 19.3 • SED 2.1 • EL -22.6 • FY NA • AA -8.0 • Hispanic 7.5 • Am Indian NA • SWD -40.2 • Multi-Race 43.8 • AMES 21.1 • AHES 36.3 • AES -18.5 • BES 9.6 • CCES 45.2 • EHCES 11.1 • LJMES 36.9 • MVES -18.3 • MES 16.5 • RRES 31.0 • TES 21.6 Grade 5 CAASPP ELA rate Scale Score (Distance from Met) • District 34.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• EL -36.8 • FY NA • AA 5.9 • Hispanic 14.0 • Am Indian NA • SWD -52.3 • Multi-Race 23.5 • AMES 49.8 • AHES 39.0 • AES 7.5 • BES 26.4 • CCES 53.9 • EHCES 6.6 • LJMES 46.4 • MVES 16.0 • MES 37.8 • RRES 10.3 • TES 27.3 Grade 5 CAASPP math rate Scale Score (Distance from Met) • District 0.8 • SED -21.9 • EL -59.9 • FY NA • AA -28.3 • Hispanic -17.4 • Am Indian NA • SWD -76.9 • Multi-Race -1.6 • AMES 27.2 • AHES 0.7				• SED 14.6 • EL -30.8 • FY NA • AA 11.9 • Hispanic 20.0 • Am Indian NA • SWD -46.3 • Multi-Race 29.5 • AMES 52.8 • AHES 42.0 • AES 10.5 • BES 29.4 • CCES 56.9 • EHCES 9.6 • LJMES 49.4 • MVES 19.0 • MES 40.8 • RRES 13.3 • TES 30.3 Grade 5 CAASPP math rate Scale Score (Distance from Met) • District 3.8 • SED -15.9 • EL -53.9 • FY NA • AA -22.3 • Hispanic -11.4 • Am Indian NA • SWD -70.9 • Multi-Race 4.4 • AMES 30.2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- 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				- AHES 3.7 - AES -27.2 - BES -2.5 - CCES 39.8 - EHCES -17.3 - LJMES 9.6 - MVES -14.6 - MES -2.2 - RRES -2.1 - TES 1.7
2.2 Provide additional MS/HS Sections for Intervention/Acceleration Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group rates by 1.5%, and MCA by 6% 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% Increase CAASPP scale scores in ELA	2.2 Provide additional MS/HS Sections for Intervention/Acceleration High School Grade of "F" Rate (2 or more from 1st semester 2019) - Overall 4.36% - SED 6.85% - EL 11.68% - FY 13.04% - AA 5.76% - Hispanic 6.02% - Am Indian 22.58% - SWD 7.99% - Multi-Race 4.16% - MMHS 3.70% - MVHS 3.79% - VMHS 4.34% - MCA (Daily) 21.56%				2.2 Provide additional MS/HS Sections for Intervention/Acceleration High School Grade of "F" Rate (2 or more from 1st semester) - Overall 3.61% - SED 5.35% - EL 10.18% - FY 11.54% - AA 4.26% - Hispanic 4.52% - Am Indian 21.08% - SWD 6.49% - Multi-Race 3.41% - MMHS 2.95% - MVHS 3.04% - VMHS 3.59% - MCA (Daily) 15.56%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and math and CAST science by 3 points district-wide Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy Maintain District High School Dropout Rate Decrease District High School Dropout Rate by .3% for the following student groups: SED, EL, FY, SWD Maintain District Middle School Dropout Rate Baseline on Spring 2019 Data	Middle School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 2.47% • SED 4.38% • EL 4.05% • FY 7.14% • AA 4.01% • Hispanic 3.61% • Am Indian 11.76% • SWD 3.59% • Multi-Race 1.07% • DMMS 1.86% • SMS 3.72% • TMS 2.16% • WSMS 2.05% CASSPP/CAST Scale Score (Distance from met) ELA • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3 Math • 6th -10.8 • 7th -5.3 • 8th -14.1				Middle School Grade of "F" Rate • Overall 2.17% • SED 3.63% • EL 3.30% • FY 6.39% • AA 3.26% • Hispanic 2.86% • Am Indian 11.01% • SWD 2.84% • Multi-Race 1.07% • DMMS 1.56% • SMS 2.97% • TMS 1.86% • WSMS 1.75% CAASPP/CAST Scale Score (Distance from met) ELA • 6th 14.9 • 7th 30.1 • 8th 19.5 • 11th 57.3 Math • 6th -7.8 • 7th -2.3 • 8th -11.1 • 11th -19.7 Science

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 11th -22.7 Science • 8th -9.5 • HS -8.8 Cohort Graduation Rate - 4 year (2020) • District 96.9% • SED 95.5% • EL 90.1% • FY 84.6% • AA 97.5% • Hispanic 95.2% • Am Indian NA • SWD 85.2% • Multi-Race 98.6% • MMHS 97.6% • MVHS 98.0% • VMHS 97.8% • MCA 81.3% High School Dropout Rate (2019-20) • District 0.7% • SED 1.3% • EL 2.9% • FY 16.7% • AA 0.0% • Hispanic 1.0% • Am Indian NA • SWD 2.8%				• 8th -6.5 • HS -5.8 High School Cohort Graduation Rate - 4 year • 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% High School Dropout Rate • District 0.7% • SED 1.0% • EL 2.6% • FY 16.4% • AA 0.0% • Hispanic 1.0% • Am Indian NA • SWD 2.5% • Multi-Race .91%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Multi-Race .91% Middle School Dropout Rate (2019-20) • District 0.0%				Middle School Dropout Rate • District 0.0%
2.3 English Learner Program Support Increase English Learner Progress Indicator (ELPI) completion by 3% Increase English Learner reclassification by 3% Baseline is Spring 2019 Data	2.3 English Learner Program Support ELPI rate • District 57.9% • AMES 65.3% • AHES 50.0% • AES 49.0% • BES 60.8% • CCES 67.2% • EHCES 54.3% • LJMES 45.2% • MVES 44.4% • MES 63.0% • RRES 68.2% • TES 51.1% • DMMS 55.8% • SMS 59.5% • TMS 59.0% • WSMS 56.6% • MMHS 54.7% • MVHS 48.6% • VMHS 62.9% • MCA NA EL reclassification rate • District 25.2%				2.3 English Learner Program Support ELPI rate • 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% • VMHS 65.9% • MCA NA EL reclassification rate • District 28.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- AMES 40.0% - AHES 22.0% - AES 36.4% - BES 17.8% - CCES 29.1% - EHCES 15.3% - LJMES 20.0% - MVES 26.4% - MES 16.9% - RRES 25.0% - TES 22.0% - DMMS 19.6% - SMS 23.5% - TMS 43.3% - WSMS 12.1% - MMHS 18.1% - MVHS 25.5% - VMHS 31.7% - MCA NA - Numbers 335 reclassified out of 1329 total				- AMES 43.0% - AHES 25.0% - AES 39.4% - BES 20.8% - CCES 32.1% - EHCES 18.3% - LJMES 23.0% - MVES 29.4% - MES 19.9% - RRES 28.0% - TES 25.0% - DMMS 22.6% - SMS 26.5% - TMS 46.3% - WSMS 15.1% - MMHS 21.1% - MVHS 28.5% - VMHS 34.7% - MCA NA - Numbers 345 reclassified out of 1329 total
2.4 Extended Learning Opportunities and Intervention Programs and Support Grade K ESGI End of Year Phonics Summary	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
Grade 1ESGI End of Year Phonics Summary Grade 2 iReady ELA and math results Grade 3 iReady ELA and math results Grade 4 iReady ELA and math results Grade 5 iReady ELA and math results Increase Reading Inventory (Lexile) scores by 3% district-wide and for group metrics at 50% or higher Increase Reading Inventory (Lexile) scores by 6% for group metrics under 50% Increase Middle School Imagine Learning/Math Programs overall grade level growth by 100 Quantile points	Middle School 6th Grade Reading Inventory/Lexile (March 2021) • Overall 57% • SED 47% • EL 8% • FY NA • AA 50% • Hispanic 48% • Am Indian NA • SWD 19% • Multi-Race 68% 7th Grade Reading Inventory/Lexile (March 2021) • Overall 68% • SED 61% • EL 9% • FY NA • AA 64% • Hispanic 61% • Am Indian NA • SWD 25% • Multi-Race 67% 8th Grade Reading Inventory/Lexile (March 2021) • Overall 69% • SED 58% • EL 8% • FY NA				Middle School 6th Grade Reading Inventory/Lexile (March) • Overall 60% • SED 53% • EL 14% • FY NA • AA 53% • Hispanic 54% • Am Indian NA • SWD 25% • Multi-Race 71% 7th Grade Reading Inventory/Lexile (March) • Overall 71% • SED 64% • EL 15% • FY NA • AA 67% • Hispanic 64% • Am Indian NA • SWD 31% • Multi-Race 70% 8th Grade Reading Inventory/Lexile (March) • Overall 72% • SED 61% • EL 14% • FY NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase High School Imagine Learning/Math Programs overall grade level growth by 150 Quantile points Increase APEX Programs course completion by 10% Increase the number of Summer School courses recovered by 10%	• AA 59% • Hispanic 64% • Am Indian NA • SWD 27% • Multi-Race 70% Middle School Overall Imagine Math/Quantile (February 2021) • 6th Grade - 711 • 7th Grade - 797 • 8th Grade - 870 High School 9th Grade Reading Inventory/Lexile (March 2021) • Overall 75% • SED 67% • EL 18% • FY NA • AA 69% • Hispanic 68% • Am Indian NA • SWD 45% • Multi-Race 79% 10th Grade Reading Inventory/Lexile (March 2021) • Overall 80%				• AA 62% • Hispanic 67% • Am Indian NA • SWD 33% • Multi-Race 73% Middle School Overall Imagine Math/Quantile • 6th Grade - 811 • 7th Grade - 897 • 8th Grade - 970 High School 9th Grade Reading Inventory/Lexile (March) • Overall 78% • SED 70% • EL 24% • FY NA • AA 72% • Hispanic 71% • Am Indian NA • SWD 51% • Multi-Race 82% 10th Grade Reading Inventory/Lexile (March) • Overall 83% • SED 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- SED 72% - EL 16% - FY NA - AA 73% - Hispanic 76% - Am Indian NA - SWD 45% - Multi-Race 81% 11th Grade Reading Inventory/Lexile (March 2021) - Overall 73% - SED 67% - EL 3% - FY NA - AA 64% - Hispanic 67% - Am Indian NA - SWD 35% - Multi-Race 84% High School Overall Imagine Math/Quantile (February 2021) 9th Grade - 905 10th Grade - 929 APEX Course Completions (2020) - District: 2614				- EL 21% - FY NA - AA 76% - Hispanic 79% - Am Indian NA - SWD 51% - Multi-Race 84% 11th Grade Reading Inventory/Lexile (March) - Overall 76% - SED 70% - EL 9% - FY NA - AA 67% - Hispanic 70% - Am Indian NA - SWD 41% - Multi-Race 87% High School Overall Imagine Math/Quantile 9th Grade - 1055 10th Grade - 1079 APEX Course Completions - District: 2875 - MCA: 2150 - MMHS: 281 - MVHS: 161

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- MCA: 1955 - MMHS: 256 - MVHS: 146 - VMHS: 257 Semester Courses Recovered (2020) - Summer School: 660				- VMHS: 283 Semester Courses Recovered - Summer School: 726
2.5 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA) Grade K ESGI End of Year Phonics Summary Grade 1ESGI End of Year Phonics Summary Grade 2 iReady ELA and math results Grade 3 iReady ELA and math results Grade 4 iReady ELA and math results Grade 5 iReady ELA and math results Increase Grade 3 CAASPP scale score	2.5 Site SPSA Support Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers Secondary Refer to Metrics in 2.2 Provide additional MS/HS Sections for Intervention/Acceleration				2.5 Site SPSA Support Elementary Refer to Metrics in 2.1 Elementary Intervention Teachers Secondary Refer to Metrics in 2.2 Provide additional MS/HS Sections for Intervention/Acceleration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by 3 points in ELA and math district-wide and 6 points for student groups below the district level. Increase Grade 3 CAASPP scale score by 3 points in ELA and math at the elementary schools. Baseline is Spring 2019 Data 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% 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% Increase CAASPP scale scores in ELA					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and math and CAST science by 3 points district-wide Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy Maintain District High School Dropout Rate Decrease District High School Dropout Rate by .3% for the following student groups: SED, EL, FY, SWD Maintain District Middle School Dropout Rate Baseline on Spring 2019 Data					

Actions

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 1 ESGI End of Year Phonics Summary (April results) Increase by 6% meeting expectation iReady Increase ELA and math proficiency by 6% (December results) Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide 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% Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student group rates by .75% (maintain multi-race	• ELA 50% • Math 34% Grade 3 iReady • ELA 66% • Math 32% Grade 4 iReady • ELA 46% • Math 34% Grade 5 iReady • ELA 47% • Math 42% CAASPP/CAST Scale Score (Distance from met) ELA • 3rd 24.8 • 4th 24.4 • 5th 21.4 • 6th 11.9 • 7th 27.1 • 8th 16.5 • 11th 54.3 Math • 3rd 19.1 • 4th 16.3 • 5th 0.8 • 6th -10.8 • 7th -5.3 • 8th -14.1 • 11th -22.7				• ELA 56% • Math 40% Grade 3 iReady • ELA 72% • Math 38% Grade 4 iReady • ELA 52% • Math 40% Grade 5 iReady • ELA 53% • Math 48% CAASPP/CAST Scale Score (Distance from met) ELA • 3rd 27.8 • 4th 27.4 • 5th 24.4 • 6th 14.9 • 7th 30.1 • 8th 19.5 • 11th 57.3 Math • 3rd 22.1 • 4th 19.3 • 5th 3.8 • 6th -7.8 • 7th -2.3 • 8th -11.1 • 11th -19.7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
group rate), and SMS by .75% Based on Spring 2019 Data	Science • 5th -6.1 • 8th -9.5 • HS -8.8 High School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 4.36% • SED 6.85% • EL 11.68% • FY 13.04% • AA 5.76% • Hispanic 6.02% • Am Indian 22.58% • SWD 7.99% • Multi-Race 4.16% • MMHS 3.70% • MVHS 3.79% • VMHS 4.34% • MCA (Daily) 21.56% Middle School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 2.47% • SED 4.38% • EL 4.05%				Science • 5th -3.1 • 8th -6.5 • HS -5.8 High School Grade of "F" Rate (2 or more from 1st semester) • Overall 3.61% • SED 5.35% • EL 10.18% • FY 11.54% • AA 4.26% • Hispanic 4.52% • Am Indian 21.08% • SWD 6.49% • Multi-Race 3.41% • MMHS 2.95% • MVHS 3.04% • VMHS 3.59% • MCA (Daily) 15.56% Middle School Grade of "F" Rate • Overall 2.17% • SED 3.63% • EL 3.30% • FY 6.39% • AA 3.26%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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%				• Hispanic 2.86% • Am Indian 11.01% • SWD 2.84% • Multi-Race 1.07% • DMMS 1.56% • SMS 2.97% • TMS 1.86% • WSMS 1.75%
3.2 Maintain Fully Credentialed Teachers Maintain 100% appropriately assigned and fully credentialed in the subject area and for the students they are teaching Maintain 100% participation of teachers in the Induction Program Maintain 100% teachers in the Induction Program completing their clear credential	3.2 Maintain Fully Credentialed Teachers • District 100% teachers are fully credentialed • 100% participation of teachers in the Induction Program • 100% of teachers participate in the Induction Program to complete their clear credential				3.2 Maintain Fully Credentialed Teachers • District 100% teachers are fully credentialed • 100% participation of teachers in the Induction Program • 100% of teachers participate in the Induction Program to complete their clear credential

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retain 96% teachers participating and completing the Induction Program Baseline is 2019-20 Data	• District retains at least 96% teachers who participate and complete the Induction Program				• District retains at least 96% teachers who participate and complete the Induction Program
3.3 Maintain Professional Development, Curriculum Development, and Collaboration Grade K ESGI End of Year Phonics Summary Grade 1ESGI End of Year Phonics Summary Grade 2 iReady ELA and math results Grade 3 iReady ELA and math results Grade 4 iReady ELA and math results Grade 5 iReady ELA and math results Increase CAASPP scale scores in ELA	3.3 Maintain Professional Development, Curriculum Development, and Collaboration Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics High School Cohort Graduation Rate - 4 year (2020) • District 96.9% • SED 95.5% • EL 90.1% • FY 84.6% • AA 97.5% • Hispanic 95.2% • Am Indian NA • SWD 85.2% • Multi-Race 98.6% • MMHS 97.6%				3.3 Maintain Professional Development, Curriculum Development, and Collaboration Refer to Metrics in 3.1 Maintain Instructional Coaching Support K-2 and CAASPP/CAST Metrics High School Cohort Graduation Rate - 4 year • 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and math and CAST science by 3 points district-wide Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy Increase CCI Rate by 3% district-wide and at the comprehensive high schools. Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy Decrease high school "F" rate (2+ from 1st semester) by .75% at the comprehensive high schools and multi-race student group, student group	• MVHS 98.0% • VMHS 97.8% • MCA 81.3% CCI rate (2020) • District 60.1% • SED 51.2% • EL 27.8% • FY NA • AA 43.8% • Hispanic 53.5% • Am Indian NA • SWD 12.2% • Multi-Race 70.2% • MMHS 55.7% • MVHS 62.8% • VMHS 68.9% • MCA 8.8%				• VMHS 97.8% • MCA 84.3% CCI rate • District 63.1% • SED 57.2% • EL 33.8% • FY NA • AA 49.8% • Hispanic 59.5% • Am Indian NA • SWD 18.2% • Multi-Race 73.2% • MMHS 58.7% • MVHS 65.8% • VMHS 71.9% • MCA 14.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rates by 1.5%, and MCA by 6% 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% Based on Spring 2019 Data					
3.4 Maintain Outsourced Data and Programs to Support Student Learning and Teacher Professional Development Grade K ESGI End of Year Phonics Summary Grade 1ESGI End of Year Phonics Summary Grade 2 iReady ELA and math results	3.4 Maintain Outsourced Data and Programs to Support Student Learning Refer to Metrics in 3.1 Maintain Instructional Coaching Support Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration				3.4 Maintain Outsourced and Data and Programs to Support Student Learning Refer to Metrics in 3.1 Maintain Instructional Coaching Support Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 3 iReady ELA and math results Grade 4 iReady ELA and math results Grade 5 iReady ELA and math results Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide Maintain High School Cohort Graduation Rate district-wide Increase High School Cohort Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy Increase CCI Rate by 3% district-wide and at the comprehensive high schools. Increase CCI Rate by 6% for the student groups below the district-wide	Completed Annual Reflection Tool for the Local Performance Indicators with Maintained or Improved Annual Rates in each of the LCFF Priority Areas				Completed Annual Reflection Tool for the Local Performance Indicators with Maintained or Improved Annual Rates in each of the LCFF Priority Areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage and at Murrieta Canyon Academy 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% 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% Complete Annual Reflection Tool for the Local Performance Indicators with Maintained or Improved Annual Rates in each of the LCFF Priority Areas Based on Spring 2019 Data					

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 Grade 2 iReady ELA and math results Grade 3 iReady ELA and math results Grade 4 iReady ELA and math results Grade 5 iReady ELA and math results Increase CAASPP scale scores in ELA and math and CAST science by 3 points district-wide Maintain High School Cohort Graduation Rate district-wide	3.5 Site SPSA Support Refer to Metrics in 3.1 Maintain Instructional Coaching Support Refer to Additional Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration				3.5 Site SPSA Support Refer to Growth Metrics in 3.1 Maintain Instructional Coaching Support Refer to Additional Growth Metrics 3.3 Maintain Professional Development, Curriculum Development, and Collaboration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase High School Cohort Graduation Rate by 3% for the student groups below the district-wide percentage and at Murrieta Canyon Academy Increase CCI Rate by 3% district-wide and at the comprehensive high schools. Increase CCI Rate by 6% for the student groups below the district-wide percentage and at Murrieta Canyon Academy 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% Decrease middle school "F" rate (2+ from 1st semester) by .3% at the middle schools, student					

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% Based on Spring 2019 Data					

Actions

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

Action #	Title	Description	Total Funds	Contributing
	Student Learning and Teacher Professional Development	primarily focus on meeting the needs of our unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).		
5	3.4 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 targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD), accelerate student learning, and provide social emotional supports. Specifically, WSMS will address ESSA ATSI for SWD.	$152,796.00	Yes

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1 Equity and Equitable Practices 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 The district will complete an equity strategic plan with annual progress monitoring and revisions Stakeholder Survey Equity Metrics (April 2021) Increase survey percentages by 6% for metrics above 50%	4.1 Equitable Practices 100% of staff participate in equity training 100% of schools complete an equity plan District will complete an equity strategic plan Stakeholder Surveys Equity Measure: Secondary Student Surveys (2973 responses) 68% Students fair treatment of others from different backgrounds 74% Staff fair treatment of students from different backgrounds than themselves 47% Students spend time with other students from different backgrounds than themselves				4.1 Equitable Practices 100% of staff participate in equity training 100% of schools complete and revise equity plan District will complete and revise equity strategic plan Stakeholder Surveys Equity Measure: Secondary Student Surveys 74% Students fair treatment of others from different backgrounds 80% Staff fair treatment of students from different backgrounds than themselves 57% Students spend time with other students from different backgrounds than themselves

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and 10% for metrics below 50% Suspension Rates (Mid-Year Data 2019-20) Maintain the district suspension rate Decrease student group suspension rates by .3% if the rate exceeds the district rate Expulsion Numbers (Mid-Year Data 2019-20) Maintain expulsion numbers	47% Students have honest conversations about race, ethnicity, and/or culture Family Surveys (1219 responses) 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 District Staff Surveys (138 responses) 78% Staff fair treatment of others from different backgrounds 39% Staff have honest conversations about backgrounds/ideologies than their own 39% Staff are encouraged to think about topics related to				57% Students have honest conversations about race, ethnicity, and/or culture Family Surveys 88% Staff fair treatment of others of different backgrounds than themselves 79% 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 District Staff Surveys 84% Staff fair treatment of others from different backgrounds 49% Staff have honest conversations about backgrounds/ideologies than their own 49% Staff are encouraged to think about topics related to people from different backgrounds

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	people from different backgrounds 49% Staff feel equity PD is effective Site Staff Surveys (429 responses) 79% Staff fair treatment of others from different backgrounds 46% Staff have honest conversations about backgrounds/ideologies than their own 46% Staff are encouraged to think about topics related to people from different backgrounds 43% Staff feel equity PD is effective				59% Staff feel equity PD is effective Site Staff Surveys 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
4.2 Stakeholder Engagement Annual Stakeholder Survey Responses Use of Panorama Education to conduct annual stakeholder survey areas measured include: Student Survey	4.2 Stakeholder Engagement Annual Stakeholder Survey Measure: Secondary Student Surveys (2973 responses) 51% Students feel they can do well in school				4.2 Stakeholder Engagement Annual Stakeholder Survey Measure: Secondary Student Surveys 61% Students feel they can do well in school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase metrics below 50% by 20% growth Increase metrics between 50-75% by 10% growth Increase metrics over 75% by 6% growth Family Survey Increase metrics below 60% by 10% growth Increase metrics over 60% by 6% growth Staff Surveys Decrease Academic Growth and Social Emotional Well-Being Concern by 20% Increase other metrics by 6% growth Stakeholder Meetings Stakeholder Advisory Group Meetings Maintain at least four (4) meetings with stakeholder groups annually MS Student Involvement Increase the percentage of MS	27% Students are satisfied with amount of time with friends 62% Students are putting effort into classes 37% Students try hard on their schoolwork 80% Students have an adult at school to go to for help Family Surveys (1219 responses) 68% Families are comfortable communicating with the school 50% Families feel the school values their opinions 72% Families felt favorably about ease of contact with their student's teacher(s) 59% Families are concerned about their student's academic growth 58% Families are concerned about their student's social emotional well-being District Staff Surveys (138 responses)				47% Students are satisfied with amount of time with friends 72% Students are putting effort into classes 57% Students try hard on their schoolwork 86% Students have an adult at school to go to for help Family Surveys 74% Families are comfortable communicating with the school 60% Families feel the school values their opinions 78% Families felt favorably about ease of contact with their student's teacher(s) 69% Families are concerned about their student's academic growth 68% Families are concerned about their student's social emotional well-being District Staff Surveys 66% Staff are concerned about

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student involvement by 6%	86% Staff are concerned about students' academic growth 91% Staff are concerned about students' social emotional well-being 73% Staff felt colleagues respect them 68% Staff felt they belong in the district 70% Staff felt department or district leadership has been effective in resolving challenges Site Staff Surveys (429 responses) 85% Staff are concerned about students' academic growth 88% Staff are concerned about students' social emotional well-being 77% Staff felt colleagues respect them 74% Staff felt they belong in the district 69% Staff felt school's leadership has been				students' academic growth 71% Staff are concerned about students' social emotional well-being 79% Staff felt colleagues respect them 74% Staff felt they belong in the district 76% Staff felt department or district leadership has been effective in resolving challenges Site Staff Surveys (429 responses) 65% Staff are concerned about students' academic growth 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	effective in resolving challenges Stakeholder Advisory Annual Group Meetings Number of Meetings Annually: LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 4 Student Involvement 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) 8th Grade DMMS - 8% (41/512) SMS - 24% (118/487) TMS - 30% (174/582) WSMS - 22% (73/330)				Stakeholder Advisory Annual Group Meetings Maintain Number of Meetings Annually: LCAP: 4 PTSF: 4 DELAC: 4 SEPAC: 4 AAPAC: 4 LPAC: 4 Student LCAP: 4 Student Involvement Student Involvement MS Intramurals 6th Grade DMMS - 27% SMS - 21% TMS - 38% WSMS - 24% 7th Grade DMMS - 17% SMS - 28% TMS - 30% WSMS - 13% 8th Grade DMMS - 15% SMS - 30% TMS - 36% WSMS - 28%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	MS Activities 6th Grade DMMS - 86% (402/464) SMS - 62% (267/443) TMS - 54% (283/527) WSMS - 65% (191/292) 7th Grade DMMS - 80% (378/474) SMS - 40% (188/467) TMS - 49% (278/560) WSMS - 62% (192/309) 8th Grade DMMS - 81% (414/512) SMS - 62% (302/487) TMS - 49% (289/582) WSMS - 54% (180/330)				MS Activities 6th Grade DMMS SMS - 68% TMS - 60% WSMS - 71% 7th Grade DMMS SMS - 46% TMS - 55% WSMS - 68% 8th Grade DMMS SMS - 68% TMS - 55% WSMS - 60%
4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey (2020-21)	4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey Grades 3-5 Academic Needs: • 70% of students				4.3 Mental Health/Social Emotional Well-Being and MTSS/Restorative Practices/PBIS Panorama Survey Grades 3-5 Academic Needs: • 73% of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the Panorama Survey metrics 70%+ favorable responses by 3% Increase the Panorama Survey metrics between 50% and 70% favorable responses by 6% Increase the Panorama Survey metrics below 50% favorable responses by 10% Suspension Rates (Mid-Year Data 2019-20) Maintain the district suspension rate Decrease student group suspension rates by .3% if the rate exceeds the district rate Expulsion Numbers (Mid-Year Data 2019-20) Maintain expulsion numbers	responded favorably regarding getting the needed help with schoolwork • 63% of students responded favorably regarding their confidence in doing well in school right now Student Engagement: • 54% of students responded favorably regarding trying hard on schoolwork • 55% of students responded favorably regarding staying focused on schoolwork				responded favorably regarding getting the needed help with schoolwork • 69% of students responded favorably regarding their confidence in doing well in school right now Student Engagement: • 60% of students responded favorably regarding trying hard on schoolwork • 61% of students responded favorably regarding staying focused on schoolwork

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Training 100% staff will attend the two mandated mental health and social emotional well-being annual trainings Increase the number of staff attending voluntary mental health and social emotional well-being training by 10% SEL Classroom Strategies Increase the implementation of SEL classroom strategies by 100 teachers Breakthrough Referrals and Appointments Maintain the number of referrals Increase the percentage of completed appointments from referrals by 10%	Student Relationships • 49% of students responded favorably regarding the connections with adults at their school • 38% responded favorably regarding the connections with other students at school Panorama Survey Grades 6-12 Academic Needs: • 63% of students responded favorably regarding getting the needed help with schoolwork • 45% of students responded favorably regarding their				Student Relationships • 59% of students responded favorably regarding the connections with adults at their school • 48% responded favorably regarding the connections with other students at school Panorama Survey Grades 6-12 Academic Needs: • 69% of students responded favorably regarding getting the needed help with schoolwork • 55% of students responded favorably regarding their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	confidence in doing well in school right now Student Engagement • 67% of students responded favorably regarding the effort into classes • 31% of students responded favorably regarding staying focused on schoolwork Student Relationships • 79% responded favorably regarding adults at school whom you can go to for needed help • 18% of students responded favorably regarding				confidence in doing well in school right now Student Engagement • 73% of students responded favorably regarding the effort into classes • 41% of students responded favorably regarding staying focused on schoolwork Student Relationships • 89% responded favorably regarding adults at school whom you can go to for needed help • 28% of students responded favorably regarding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	connections with adults at school • 10% responded favorably regarding connections with other students at school Suspension Rates (2019-20 Mid-Year) • District 1.5% • SED 0.4% (36) • EL 1.3% (15) • FY 4.5% (4) • AA 5.5% (68) • Hispanic 1.7% (157) • Am Indian 4.8% (4) • SWD 4.2% (154) • Multi-Race 2.4% (44) Expulsion Numbers (Mid-Year Data 2019-20) • District - 4 Staff Training				connections with adults at school • 20% responded favorably regarding connections with other students at school Suspension Rates (Mid-Year) • District 1.5% • SED 0.4% • EL 1.3% • FY 4.2% • AA 5.2% • Hispanic 1.4% • Am Indian 4.5% • SWD 3.9% • Multi-Race 2.1% Expulsion Numbers (Mid-Year Data) • District - 4 Staff Training • 100% staff will attend the two mandated

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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 SEL Classroom Strategies • 100 teachers implement SEL classroom strategies (2021-22) Breakthrough Referrals and Appointments • 126 Breakthrough				mental health and social emotional well being annual trainings • 209 teachers were trained in Restorative Practices and Youth Mental Health First Aid SEL Classroom Strategies • 200 teachers implement SEL classroom strategies Breakthrough Referrals and Appointments • 126 Breakthrough referrals • 77 (61%) completed Breakthrough

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	referrals during 2019-20 • 64 (51%) completed Breakthrough appointments from referrals				appointments from referrals
4.4 Foster and Homeless Youth Support Services Attendance Increase district and FY metric by .3% Chronic Absenteeism Rates Decrease district rate by .3% Decrease FY rate by 1.5% "F" Rates Decrease high school "F" rate (2+ from 1st semester) by .75% district-wide FY by 1.5% Decrease middle school "F" rate (2+ from 1st semester) by	4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester 2019) • District 96.45% • FY 94.64% Attendance Rates K-8 (First Semester 2019) • District 96.68% • FY 95.63% Chronic Absenteeism Rates K-12 (First Semester 2019) • District 9.48% • FY 17.88% Chronic Absenteeism Rates K-8 (First Semester 2019) • District 9.22% • FY 15.3%				4.4 Foster and Homeless Youth Support Services Attendance Rates K-12 (First Semester) • District 96.75% • FY 94.94% Attendance Rates K-8 (First Semester) • District 96.98% • FY 95.93% Chronic Absenteeism Rates K-12 (First Semester) • District 9.18% • FY 16.38% Chronic Absenteeism Rates K-8 (First Semester) • District 8.92% • FY 13.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
.3% district-wide and FY by .75% Suspension Rate Maintain the district suspension rate Decrease the FY suspension rate by .3%	High School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 4.36% • FY 13.04% Middle School Grade of "F" Rate (2 or more from 1st semester 2019) • Overall 2.47% • FY 7.14% Suspension Rates (First Semester 2019) • District 1.5% • FY 4.5% (4)				High School Grade of "F" Rate (2 or more from 1st semester) • Overall 3.61% • FY 11.54% Middle School Grade of "F" Rate (2 or more from 1st semester) • Overall 2.17% • FY 6.39% Suspension Rates (First Semester) • District 1.5% • FY 4.2%
4.5 Attendance Attendance Rates Increase each group metric by .3% Chronic Absenteeism Rates Decrease group metric by 1.5% if metric is over 10%	4.5 Attendance Elementary Attendance Rates (First Semester 2019) • AMES 96.63% • AHES 96.11% • AES 95.61% • BES 96.51% • CCES 96.41% • EHCES 96.07%				4.5 Attendance Elementary Attendance Rates (First Semester) • AMES 96.93% • AHES 96.41% • AES 95.91% • BES 96.81% • CCES 96.71% • EHCES 96.37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease group metric by .3% if metric is under 10%	• LJMES 96.85% • MVES 96.53% • MES 96.13% • RRES 95.95% • TES 96.67% Attendance Rates (First Semester 2019) • Preschool 93.7% • TK 95.0% • K 95.3% • 1st 95.9% • 2nd 96.1% • 3rd 96.3% • 4th 96.3% • 5th 96.5% • 6th 96.7% • 7th 96.4% • 8th 96.6% • 9th 96.6% • 10th 96.7% • 11th 96.3% • 12th 95.0% Attendance Rates K-12 (First Semester 2019) • District 96.45% • SED 95.7% • EL 96.08% • FY 94.64% • AA 96.58%				• LJMES 97.15% • MVES 96.83% • MES 96.43% • RRES 96.25% • TES 96.97% Attendance Rates (First Semester) • Preschool 94.0% • TK 95.3% • K 95.6% • 1st 96.2% • 2nd 96.4% • 3rd 96.6% • 4th 96.6% • 5th 96.8% • 6th 97.0% • 7th 96.7% • 8th 96.9% • 9th 96.9% • 10th 97.0% • 11th 96.6% • 12th 95.3% Attendance Rates K-12 (First Semester) • District 96.75% • SED 96.0% • EL 96.38% • FY 94.94% • AA 96.88%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Hispanic 96.3% - Am Indian 95.06% - SWD 95.02% - Multi-Race 96.86% Attendance Rates K-8 (First Semester 2019) - District 96.68% - SED NA - EL 96.5% - FY 95.63% - AA 96.6% - Hispanic 96.44% - Am Indian 94.36% - SWD 95.62% - Multi-Race 97.06% Elementary Chronic Absenteeism Rates (First Semester 2019) - AMES 8.43% - AHES 9.95% - AES 13.71% - BES 9.13% - CCES 9.18% - EHCES 11.4% - LJMES 7.53% - MVES 8.67%				- Hispanic 96.6% - Am Indian 95.36% - SWD 95.32% - Multi-Race 97.16% Attendance Rates K-8 (First Semester) - District 96.98% - SED NA - EL 96.8% - FY 95.93% - AA 96.9% - Hispanic 96.74% - Am Indian 94.66% - SWD 95.92% - Multi-Race 97.36% Elementary Chronic Absenteeism Rates (First Semester) - AMES 8.13% - AHES 9.65% - AES 12.21% - BES 8.83% - CCES 8.88% - EHCES 9.9% - LJMES 7.23% - MVES 8.37% - MES 9.50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• MES 11.0% • RRES 11.46% • TES 7.08% Chronic Absenteeism Rates (First Semester 2019) • Preschool 18.78% • TK 13.38% • K 12.20% • 1st 10.32% • 2nd 9.10% • 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% Chronic Absenteeism Rates K-12 (First Semester 2019) • District 9.48% • SED 9.2% • EL 12.24% • FY 17.88% • AA 9.68% • Hispanic 10.42% • Am Indian 16.14%				• RRES 9.96% • TES 6.78% Chronic Absenteeism Rates (First Semester) • Preschool 17.28% • TK 11.88% • K 10.70% • 1st 8.82% • 2nd 8.80% • 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% Chronic Absenteeism Rates K-12 (First Semester) • District 9.18% • SED 8.9% • EL 10.74% • FY 16.38% • AA 9.38% • Hispanic 8.92% • Am Indian 14.64% • SWD 13.96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SWD 15.46% • Multi-Race 8.78% Chronic Absenteeism Rates K-8 (First Semester 2019) • District 9.22% • SED NA • EL 9.94% • FY 15.3% • AA 9.94% • Hispanic 10.48% • Am Indian 23.02% • SWD 14.34% • Multi-Race 7.92%				• Multi-Race 8.48% Chronic Absenteeism Rates K-8 (First Semester) • District 8.92% • SED NA • EL 9.64% • 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 Site Equity Plans Site Attendance Rates Site Chronic Absenteeism Rates Site Stakeholder Survey Results MS Student Involvement Increase the percentage of MS	4.6 Site SPSA Support 100% of staff participate in equity training 100% of schools complete an equity plan Refer to Metrics in 4.5 Attendance Site Stakeholder Survey Results??				4.6 Site SPSA Support 100% of staff participate in equity training 100% of schools complete and revise equity plan Refer to Growth Metrics in 4.5 Attendance Site Stakeholder Survey Results??

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student involvement by 6%	Site Student Involvement??				Site Student Involvement??
4 Facilities in Good Repair 100% of School Facilities are maintained and in good repair	4 Facilities in Good Repair 100% of School Facilities are maintained and in good repair				4 Facilities in Good Repair 100% of School Facilities are maintained and in good repair

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Equitable Practices	Provide all stakeholders training in Equity, Equitable Practices, and Cultural Proficiency. Provide school sites and departments with the necessary supports to develop and implement equity plans. These services are primarily for unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$228,064.00	Yes
2	4.2 Stakeholder Engagement	Maintain authentic methods to engage parents and students as well as staff. Provide support for our stakeholder advisory groups efforts to promote engagement and equity across our district. These services primarily focus on meeting the needs of unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). Maintain purposeful opportunities for students to engage at the secondary schools that include: arts, intramurals, and a variety of other activities that engage students. These activities are primarily focused on serving unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$68,357.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 presentations and activities that promote student safety, anti-bullying, and the dangers of social media. These services primarily focus on meeting the needs of unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$929,983.00	Yes
4	4.4 Foster and Homeless Youth Support Services	Maintain support and services for Foster/Homeless Youth to provide the necessary services to ensure student attendance, involvement, social-emotional health, and academic achievement. These services are provided for our Foster/Homeless Youth.	$200,708.00	Yes
5	4.5 Attendance	Maintain support to all schools for attendance monitoring to improve attendance as well as address chronic absenteeism. This support will include the attendance program and coordinator costs. These services are primarily for unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD).	$225,637.00	Yes
6	4.6 Site School Plans for Student Achievement (SPSA) Support	Maintain site LCFF allocations tied to School Plans for Student Achievement (SPSA) to provide services to support the following: mental health services, MTSS, Restorative Practices, PBIS, Foster/Homeless Youth support, secondary school engagement, safety/anti-bullying/social media support, attendance/chronic absenteeism, equity, and stakeholder engagement. These services are primarily focused on unduplicated and targeted student groups (Foster/Homeless, EL, LI, Hispanic, African American and SWD). Specifically, WSMS will address ESSA ATSI for SWD.	$114,963.00	Yes

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

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

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

Required Descriptions

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

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

This action and service provides support to unduplicated students through funds that are applied district-wide to ensure Grade Span Average (GSA) for all K-3 classes is less than 32:1. Smaller class sizes enable teachers to differentiate more effectively to meet student needs. Both individualized instruction and early intervention are essential strategies for meeting the needs of unduplicated students. 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 whose needs for re-teaching and intervention within the regular classroom will be the focus of continued teacher training and emphasis. From the Harvard Magazine and research study, "After four years, it was clear that smaller classes did bring substantial improvement in early learning in cognitive subjects such as reading and arithmetic. Following the groups further, the Lasting Benefits Study demonstrated that the positive effects persisted into grades 4, 5, 6, and 7, so that students who had originally been enrolled in smaller classes continued to perform better than their grade mates who had started in larger classes." (Harvard Magazine, August 28, 2019) This research is encouraging as it speaks specifically to the purpose and implementation of K-3 GSA within our elementary schools.

Most Effective Use of Funds: Because we are seeing consistent improvement in the literacy growth goals for our unduplicated students and targeted 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

This action and service provides support to unduplicated students through counseling support services at each of our school levels. The purpose of the additional counseling support is principally directed and most effective in meeting the needs of the unduplicated students and identified student groups by creating a more consistent counseling program which more effectively supports all students. Counselors provide comprehensive mental health support, social emotional learning, academic guidance with an equity lens, and focus on preparing students for career and college through access to coursework including CTE pathways.

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 and targeted student groups are receiving increased contact 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 ensures that consistent and impactful practices are in place district-wide.

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

1.3 Maintain Coordinators to Support Student Learning and Achievement

This action and service provides support for our district teachers to work in professional learning communities (PLCs) with a focus on student learning which is principally directed and most effective in meeting the needs of the unduplicated students and identified student groups.

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 and targeted student groups are receiving increased supports due to teacher collaboration in PLCs as well as the coordinators ensuring 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

This action and service provides support to unduplicated students through the AVID program. Services are principally directed to and most effective in meetings goals for unduplicated students and identified student groups. AVID is provided to all secondary schools district-wide and to Avaxat Elementary School and includes support from an AVID instructional coach.

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 and targeted student groups are making progress in attaining academic proficiency, achieving college admission requirements, and receiving college acceptances, we believe the AVID program, which targets students 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

This action and service provides support to unduplicated students through access to Career Technical Education (CTE) pathways. These three-course sequence pathways have resulted in certifications and/or pathways to community colleges, technical colleges, or the workplace for students. We continue to track the number of CTE pathway participants and completers and are beginning to track the number of students who complete certifications and articulation agreements. Course opportunities and access are principally directed to and most effective in meeting career and workplace goals for unduplicated students.

1.2

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 and success for our unduplicated students and targeted student groups, the CTE pathways with three-course sequences that have a capstone course UC approved, articulated with the community college course, and/or ending in

an industry certification will continue to be the most effective use of the funds to prepare students for post-high school career success and life responsibilities. 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

These actions and services provide support to unduplicated students and targeted student groups through access to high school and college readiness activities and programs. These include: Summer Bridge, AP Readiness, AP/IB exam fee waivers, college field trips, etc.

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 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 and targeted student groups who are not likely to matriculate into post-secondary education and provide them with support to overcome college entrance barriers, this is the most effective use of the funds.

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

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

These actions and services provide support to unduplicated students and targeted student groups through access to school site LCFF supplemental dollars allocated to meet the local needs of unduplicated students and targeted student groups at every school which is outlined in each school's Single Plan for Student Achievement/Site LCAP. SPSAs are developed around the same four goals outlined in the district's LCAP: Goal 1-Student Learning and Achievement; Goal 2-Prevention, Intervention and Acceleration; Goal 3-Professional Development; Goal 4-Engagement, School Culture and Climate. All efforts are principally directed to and most effective in meeting goals for unduplicated students at all of our school sites. SPSAs are Board approved and expenditures must follow the LCAP approval process.

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 MVUSD school site is allotted LCFF supplemental dollars based upon the individual school unduplicated student count. Under the leadership of the site administration, school site councils develop their Single Plan for Student Achievement (site LCAP) to reflect the needs of their unduplicated students and targeted student groups. Oversight at the district level ensures the appropriate use of funds which entails linking programs and

services offered at the individual school site directly back to the SPSA and district LCAP.

Most Effective Use of Funds: Because MVUSD school sites are able to provide direct support and services to meet the unique needs of their unduplicated and targeted student populations through programs to support student learning, intervention/acceleration opportunities, professional development, and efforts to increase stakeholder engagement, this is the most effective use of funds.

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

2.1 Elementary Intervention Teachers

This action and service provides support to unduplicated students by offering a full-time intervention teacher at each elementary school to address the reading and math needs of unduplicated students and targeted student groups. Both individualized instruction and early intervention are essential strategies for meeting the needs of unduplicated students. This action is principally directed to and most effective in meeting the needs of unduplicated students. This service is provided district-wide at the elementary level.

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, 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 student achievement data.

Our successful K-5 student growth can be attributed in part to the efforts of our intervention teachers. 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) In 2018, our school district was recognized as a California Exemplary District, and one the Model Programs that helped to earn that distinction was our Elementary Data-based System of Intervention.

Most Effective Use of Funds: Because our unduplicated K-5 students are annually meeting growth targets and making annual growth on ELA and math CAASPP, 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

This action and service provides support to unduplicated students and targeted student groups by offering additional sections for intervention at the middle and high schools to support students' achievement in literacy and math. The intervention sections provide students with focused support in math and ELA. Services are principally directed to and most effective in meeting the needs of unduplicated students and targeted student groups. Teachers have been trained to utilize strategies to differentiate instruction in intervention classrooms.

Justification: Student performance on program benchmarks demonstrate regular and routine growth for our unduplicated students in these intervention classes. Teachers are trained to analyze student data in order to provide consistent progress monitoring. From an article regarding

intervention, it is essential that schools provide students with interventions that address both their proximal needs (i.e., what they need right now to be successful in their current courses) and distal needs (i.e., what they need to close large skill gaps) to assure graduation. Heartland Area Education Agency 11 (2004) found high rates of proficiency among middle and high school students within its well-known RtI model and reported a drop out rate of less than 2%. (Response to Intervention for Literacy in Secondary Schools, RTI Action Network, 2011)

Most Effective Use of Funds: Because we are seeing improvement in math and ELA literacy growth goals for our unduplicated students and identified student groups and because current 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: 4, 5, 6 and 7)

2.3 English Learner Program Support

This action and service provides support to unduplicated students who are English Learners by offering the following services: half-time coordinators, funding for additional middle school and high school sections for English Learner instruction to accommodate all levels (1-4) of English Learners, bilingual aides, designated EL programs, and professional development. These services are provided district-wide and are principally directed toward our English Learner students.

Justification: In the past several years, English Learner student support has been a focus area for our district. The coordinators provide communication and professional development as well as develop consistent practices in our district. The additional sections at the secondary level provide English Learners with designated support within their schedule. These actions and services have made an impact on English Learner achievement resulting in an increased EL reclassification rate of 25.2%. We believe this is due to the intentional efforts district-wide.

Research shows that students with a higher proficiency in their first language, or the language learned at home, tend to have a better chance at achieving higher proficiency in their second language (which is often English), and likewise, the lower the comprehension skills that a student possesses in their first language, the lower the comprehension and achievement rates are in their second language (Kar-mamuk-Han & Siegel, 2016). Therefore, it is important for educators to understand the imperative classroom support that English learner students require surrounding not only English as their second language, but also regarding their first, home language.
What Works Clearinghouse Practice Guide for Teachers identifies four recommendations that address what works for English learners in the classroom (Baker et. al, 2014). They include:
 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
 2. Integrate oral and written English language instruction into content-area teaching.
 3. Provide regular, structured opportunities to develop written language skills.
 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.
(Helping Your English Learner Students Succeed: Evidence-Based Practices for Educators, Ostrow, L., Regional Educational Laboratory, 2019).

Most Effective Use of Funds: Because we are seeing improvement in English Learner reclassification rates 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)

2.4 Intervention Programs and Support

This action and service provides support to unduplicated students and targeted student groups with intervention programs designed to support learning and achievement in literacy and math. The intervention sections provide students with smaller class sizes and focused support in math and ELA. The intervention programs that the district supports in this goal include: Read 180, System 44, Imagine Math, iReady, and APEX Learning. Services are principally directed to and most effective in meeting the needs of unduplicated students and identified student groups. Teachers have been trained to utilize these programs to differentiate instruction in intervention classrooms. These services are provided district-wide and are principally directed toward our unduplicated students.

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

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

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

3.1 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

These actions and services provide support to unduplicated students through professional learning and include: coordinators, instructional coaching support including secondary DSLIs (Data Standards Learning and Instruction staff), Induction Program, standards implementation, and curriculum development and collaboration. Teacher support and training related to Induction and California Standards implementation is necessary to ensure effective classroom instruction. Teachers learn best practices to meet the needs of students with a variety of learning and social-emotional needs. Funds for these efforts are being used in a district-wide manner.

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 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 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 has contributed to student growth in both ELA and math for our unduplicated and targeted student groups, we conclude that these professional development activities are the most effective use of the funds.

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

4.1 Equity and Equitable Practices

This action and service provides support to unduplicated students and targeted student groups and their families through our district's continued focused efforts on equity and equitable practices.
 We are still in the process of helping staff understand why equity work is needed. "Before people can conceive of the how, they must first understand the why. That is, in order to figure out how to address inequity, we must understand why inequity exists - what we are doing or not doing that keeps it alive." (Community: The Structure of Belonging, P. Block, 2008) At this stage in our equity work, we are committed to helping all stakeholders understand the "why" through professional development, book studies, and district and site-based equity plans.

Justification: Our school district was recognized as a California Exemplary District in 2018. One of the Model Programs that helped to earn that distinction was our Intentional and Authentic Parent, Student and Teacher Engagement Promoting Equitable Practices to Close Achievement/Participation Gaps. Additionally, the California Department of Education invited us to participate in a forum where we had the opportunity to share our equity journey and practices.

"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 foundation for and continue to expand our district's equity efforts to ensure equitable practices and cultural proficiency, we conclude that these supports are the most effective use of the funds.

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

4.2 Stakeholder Engagement

This action and service provides support to our unduplicated students by continuing to provide quality and meaningful stakeholder engagement 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 stakeholder groups, many of which represent the needs of specific student groups. These include but are not limited to: African-American Parent Advisory, Latino Parent Advisory, District English Learner Parent Advisory, Special Education Parent Advisory, PTAs, PTGs, SSCs, Partnership for Thriving Students and Families (PTSF), employee group advisories, and middle and high school student LCAP advisories. These stakeholder groups provide great insight into the effectiveness of the various actions and services provided to them through the LCAP.

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

Stakeholder engagement is about ensuring that the ideas and concerns of all relevant stakeholders are well represented throughout a more collaborative and transparent decision-making process. When done right, stakeholder engagement yields specific benefits including:
• Better insight into stakeholders' views and opinions
• The ability to make big decisions more quickly and at reduced cost
• Greater buy-in from stakeholders, who played a larger role throughout the decision making process
• Stronger likelihood of positive outcome thanks to access to more ideas and broader awareness of the decision made
• Greater trust for education leaders among stakeholders
(Five Criteria for Effective Stakeholder Engagement in Education, ThoughtExchange, 2018)

Most Effective Use of Funds: Because we have integrated stakeholder engagement into our district processes, and because there is still a need for continued authentic stakeholder engagement, we conclude that stakeholder 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

This action and service provides support to unduplicated students and targeted student groups through the following services: mental health coordinator, mental health therapists, outside agency mental health services, MTSS, and restorative practices. Funds for this effort are being used in a district-wide manner.

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 targeted student groups.

Most Effective Use of Funds: Because of the dire need for mental health services, MTSS, and restorative practices for our unduplicated students and targeted student groups, we conclude these efforts represent the most effective use of the funds.

(State Priorities: 3, 5 and 6)

4.5 Foster and Homeless Youth Support Services

This action and service provides support to Foster and Homeless Youth by offering the following supports: a designated coordinator to monitor and support the needs of our Foster and McKinney Vento Youth, a guidance technician to enroll Foster Youth students and ensure we have all necessary documentation to support our students as they transition into our schools, conferences and professional development, school related materials and resources, development of site-based teams to oversee Foster Youth support, peer mentoring, and field trips as well as special events. Efforts are principally directed to and the most effective in meeting the needs of Foster and Homeless Youth.

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

California students in the foster care system face more significant barriers during their transition from high school to college than their peers and require tailored supports to overcome them, according to a recent study from the Educational Results Partnership and California College Pathways. Authors of the study analyzed outcomes of more than 4,000 California foster youth and over 621,000 of their peers from their 2016–17 academic year high school cohort. Foster youth included in the study experienced lower rates of school attendance, higher rates of suspension or exclusion, a greater number of high schools attended and less access to advanced placement courses, among other challenges. It is important that districts and practitioners working with foster youth focus on reducing school mobility to mitigate the impact regular moves have on academic outcomes. Developing cost-sharing agreements and transportation plan templates, as well as documenting processes for sending and receiving students between schools, can help ensure smoother transitions if a student does need to transfer schools. California Education Code has a robust set of protections aimed at helping foster youth maintain a stable school environment. Foster youth have the right to stay in their "school of origin," even after they have moved foster care placements, if that is in their best interest. If students cannot feasibly stay in their school of origin, foster students

have a right to immediate school enrollment at a new school and the right to partial credits for high school students. (Study Finds Foster Youth Face Significant Barriers in Transitions to College, Kirby, A., CSBA Blog, February 2020)

Most Effective Use of Funds: Because Foster Youth are at significant risk for not graduating and attending college, we conclude that these Foster Youth supports are the most effective use of the funds.

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

4.6 Attendance

This action and service provides support to unduplicated students and targeted student groups that involves systematic efforts to improve attendance and chronic absenteeism. Funds for this effort are being used in a district-wide manner.

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

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

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

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: Because of the need to address chronic absenteeism district-wide and with many of our targeted student groups, we conclude these efforts represent the most effective use of the funds.

(State Priorities: 5 and 6)

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

Murrieta Valley Unified School District has developed the 2021-24 Local Control and Accountability Plan (LCAP) to target LCFF Supplemental Funds to meet the needs of Low-Income, English Learners, Foster Youth, Homeless Youth, and identified student groups by implementing the actions and services indicated in the previous section. The 2021-24 LCAP actions and services are principally directed to and effective in supporting our unduplicated populations. These services are the most effective use of the LCFF Supplemental Funds as described and supported in the previous section.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **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**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

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

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

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

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

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

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

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

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

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

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

Contributing Expenditures Tables

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

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

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		maintain support for Advanced Programs and Assessments (AP/IB)					
1	7	1.7 Maintain School Site LCFF Allocations tied to School Plans for Student Achievement (SPSA)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$543,724.00	$543,724.00
1	8				Specific Schools: Elementary Schools		
2	1	2.1 Elementary Intervention Teachers	LEA-wide	English Learners Foster Youth Low Income	Elementary	$1,381,428.00	$1,381,428.00
2	2	2.2 Additional MS/HS Sections for Intervention/Acceleration	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	$859,055.00	$859,055.00
2	3	2.3 English Learning Program Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,039,221.00	$1,039,221.00
2	4	2.4 Extended Learning Opportunities and Intervention Programs and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,992.00	$330,492.00
2	5	2.5 Site School Plans for Student Achievement (SPSA) Plans	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,379.00	$379,379.00
3	1	3.1 Instructional Coaching Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$371,296.00	$1,053,348.00
3	2	3.2 Maintain Fully Credentialed Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$211,910.00	$211,910.00
3	3	3.3 Maintain Professional Development,	LEA-wide	English Learners Foster Youth	All Schools	$163,345.00	$163,345.00

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

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		